LEARNING AND TEACHING POLICY

We believe that learning includes those processes involved in the mastering of new skills and the development and gradual refinement of worthwhile knowledge, understanding, attitudes and Christian values. Furthermore we recognise that each child brings with him/her a diversity of talents, skills and experiences. This base will be developed and extended according to the individual needs of the child and so by the time each child leaves Salesian College, s/he will have been given opportunities to:

- achieve a degree of independence and self-reliance in learning and decision making;
- work collaboratively and collectively and know when it’s appropriate to work with others and alone.
- develop the ability to gain access to and meaningfully process information;
- develop critical and creative thinking skills;
- develop spiritually, morally, intellectually, emotionally, socially, and physically;
- develop those abilities required to cope with change and diversity.

We believe that these outcomes will be achieved through our understanding that children learn best when:

- They are immersed in their learning.
- They are required to reflect on their learning experiences.
- They receive demonstrations of learning.
- Others trust that they can learn and expect that they will.
- They are empowered to take responsibility for and make decisions about their learning.
- They are able to use and practise what they learn in realistic ways.
- We accept their approximations and see “mistakes” as an essential part of learning.
- They receive positive responses to their attempts and receive help when they need it.
- They are provided with a sequential and developmental program.
- Their cultural background is recognised and valued.

To enable these learning conditions to take place, we believe that:

1. **Students be given opportunities to be actively involved in their learning**
   To achieve this, students are encouraged to:
   - Set learning goals
   - Assist in the direction of activities
   - Evaluate the effectiveness of their learning
   - Problem solve
   - Make informed decisions
   - Analyse information
   - Assess their progress
   - Participate in a variety of learning styles

2. **Students be given opportunities to link theory to practice**
   To achieve this, teachers must allow students to:
   - Use real life experiences
   - Learn by ‘doing’
   - Use community resources
   - Relate tasks learnt to real life situations
   - Develop skills in Inquiry Learning e.g. critical thinker and analyst
   - Take risks and learn from errors and from others
   - Participate in open-ended activities

3. **Teachers need to build upon students’ experiences and interests**
   To achieve this, teachers must:
• Base teaching strategies on a knowledge of each individual student and his/her needs
• Promote the student’s participation in goal setting
• Vary the learning process
• Provide learning centres (whole class, group, individual)
• Provide opportunities for cross-age learning
• Promote peer tutoring and assessment
• Clearly state the purpose, process and outcomes of the activity
• Provide learning opportunities to occur individually, in a group and as a whole class

4. **Teachers are able to foster communication and cooperation in learning**
   To achieve this, teachers must:
   • Create a classroom conducive to co-operative learning through co-operative team work, peer tutoring and cross-age tutoring
   • Encourage children to share their ideas/experiences/interests
   • Model respect and the value to connecting and listening to one another
   • Assess and report to students and parents regularly in a variety of ways
   • Provide a stimulating environment

5. **Teachers are able to create a classroom conducive to collaborative learning through**
   • co-operative team work, peer tutoring and cross-age tutoring
   • Encourage children to share their ideas/experiences/interests
   • Assess and report to students and parents regularly in a variety of ways
   • Provide a stimulating environment

6. **A planned comprehensive curriculum must be provided**
   To achieve this, teachers are expected to:
   • Refer to CEO and AusVELS documents
   • Develop a thinking curriculum using Claxton’s Building Learning Power as a guide
   • Apply a process to planning
   • Implement programs which are relevant, purposeful, challenging, inclusive and appropriate to the student's stage of development.
   • Cater for a variety of learning styles

**RELATED PROCEDURES**
• Assessment & Reporting
• Curriculum
• Homestudy
• Learning Centre
• Learning Strategies
• Mobile Devices
• Professional Learning
• Promotion