



St Patrick's College

Learning & Teaching Policy

Introduction

A central aspect of our mission as a school is the teaching and learning process. Teachers play a key role in facilitating learning with students, and both teachers and students carry a personal and corporate responsibility for optimal learning to occur in their school. Parents support the roles and responsibilities of teachers and students in important but indirect ways.

Definitions

"Teaching" is the process by which a person consciously sets out to impart and share knowledge, skills and values with another person or group. In a school setting it is facilitated by qualified teachers who cover a set program of work in each of the key learning areas.

"Learning" in an educational context refers to the intentional acquisition or development of worthwhile understanding, knowledge, skills and values in partnership with students, staff and parents.

In the formal education, teaching and learning are co-dependent activities: one cannot happen successfully without the other.

Learning may also include an ongoing E-Learning / Information Technology focus, reflection upon earlier active learning and the development of independent lifelong learning and research skills.

Guidelines

1. The teaching and learning environment is one where the rights of all parties are acknowledged and upheld. It is an endeavour where mutual support, cooperation and respect are always sought. More specifically, all students should feel safe and be able to learn.
2. Our understandings of the learning styles of students with different abilities influence our approach to the teaching/learning process. Curriculum. All teachers are required to differentiate the learning program and set learning and assessment tasks appropriate to the learning needs and abilities of individual learners.
3. Curriculum is the formal structure in which the teaching/learning process takes place. It is broad, comprehensive and varied. Regular curriculum review ensures that the curriculum remains appropriate to the teaching/learning process. The aim is to develop a true academic/learning culture and a balanced curriculum that promotes lifelong learning.
 - Senior Secondary (Years 11 and 12 and some Year 10) courses of study follow TASC syllabi and Vocational Education programs.
 - The Tasmanian Certificate of Education (TCE) includes the attainment of everyday Literacy, Numeracy and ICT Standards, Personal Pathway Planning (reviewed after Year 10 plans were compulsorily filed with TASC) and participation in, and learning achievement, of 120 Credit Points, 80 of which must come from complexity level 2 or higher courses over two years of 1200 hours of study in Years 10, 11 and 12.
 - The TCEA – the Tasmanian Certificate of Educational Achievement is also available for students who require a narrative certificate to describe the unique aspects of their participation and achievement.
 - Courses in Years 7-10 have been developed to follow the Australian Curriculum courses. They have been scoped and sequenced in all Learning Areas from Primary Year 6 to Senior Secondary Years 11 and 12.

- The College's approach to learning is integrally based around an awareness of, and adherence to, national goals about improving retention, improving literacy and numeracy and access to the Australian Curriculum in all key-learning areas.
4. In each faculty teachers work together designing and documenting the courses they teach, giving due regard to the requirements of appropriate external authorities. Increasingly, flexibility and adaptability to move forward with future change is integral to quality learning outcomes.
 5. Information and Communication Technology (E-Learning) is an integral feature of the learning and teaching programs at the College. A BYOD policy is now firmly entrenched in the College with students using iPads in the Middle School, a combination of iPads and laptops at Croagh Patrick and devices of their own choice in the Senior School. E-learning at the College is supported by the Director of E-Learning and E-Learning coaches who work with teachers on the inclusion of technology in their pedagogy.
 6. Teachers participate annually in appropriate Professional Learning to ensure that their own competencies remain current. Teachers benefit from being reflective thinkers themselves, and they must be aware of trends while being interested in continually changing for the better. The Teacher Development Coordinator oversees the Professional Learning and professional feedback through the program – Educator Impact. All teaching staff participate in this goal setting, observation and reflection process.
 7. Regular individually relevant homework is an integral part of the teaching/learning process. Homework is placed on the Learning Management System – Schoolbox.
 8. Teachers ensure that regular feedback and assessment of student work is undertaken and they return work with appropriate feedback to students within a reasonable time frame, so that gaps do not occur in student learning and to ensure that learning tasks and CATS (common assessment tasks) are completed and submitted as evidence of that learning.
 9. The College issues an end-of-year academic transcript for all students. At the end of Term One parents are invited to an evening to discuss the progress of their child. On-going feedback on Schoolbox indicates the need for this contact. The Mid Year Report is emailed to parents at the end of Term Two being followed by a Student/Parent/Teacher Interview opportunity on the first day of Term Three. Ongoing affirmation of student progress is encouraged.
 10. The Learning Enhancement Faculty provides specialist assistance for students with additional or different needs, in an increasingly inclusive classroom and whole school environment.
 11. A wide range of cultural and sporting co-curricular opportunities encourage students to complement and widen their academic learning program. Indeed, a multitude of opportunities exist to allow individual students to extend their experiences within the wider school community.

Approved by:

Issuing Group:

Date: 2013 Supersedes Policy Dated: 1996

Revision Date: May 2017

Contact Officer: Deputy Principal (Learning & Teaching)