

Learning and Teaching Policy

Formulated by:

This policy is to be read in conjunction with the Ave Maria College: *Learning Organisation Policy* (2012), *Assessment and Reporting Policy* (2012), and the *Principles of Learning and Teaching P-12* (POLT) documents; as well as Federal and State Government directives as mandated.

Mission Statement:

A *Learning and Teaching Policy* fosters our belief that God is “the source of all good. Thus, the Ave Maria College community encourages our young women to develop the goodness in themselves and to share their God-given gifts, in living by Gospel values. This policy also “guides each young woman to develop as a whole person, striving for excellence in all her endeavours”.

Rationale:

Putting aside the Socio Economic Score (SES) background and other particular characteristics:

- The best predictor of a child’s future performance is his/her past performance
- The greatest influence on performance is what happens in the classroom, that is, the effectiveness of teaching and learning
- What happens in the classroom is conditioned by school ethos, the class’s cultural forces and how it is led.

In other words, a child will continue to perform as they always have unless a positive influence is exerted in the classroom. (Source “*Schooling Challenges and Opportunities*” Report Aug 2011)

Intentions:

The College will

1. Strive to ensure that students’ needs, backgrounds, perspectives and interests are reflected in the learning program
2. Create a learning environment which promotes deep thought, independence, interdependence and self-motivation
3. Create a learning environment which is supportive and productive
4. Provide opportunities for students to experience personal success as learners
5. Encourage the pursuit of academic excellence
6. Pursue and share best teaching practices across the organisation

Consequences:

The College will

1. Seek student input into their learning
2. Use research to guide the development of teaching practice
3. Require teachers to implement teaching practices that encourage student reflection and self-evaluation
4. Be explicit about the learning outcomes desired of students
5. Institutionalise the use of multiple sources of data to inform teaching practice
6. Provide a comprehensive range of contemporary studies to teachers
7. Connect learning strongly with communities and practice beyond the classroom
8. Require courses of study be documented in accordance with the protocols of the College, or other authorities, and reviewed annually
9. Require budget holders to prepare and submit budgets which support the College’s strategic priorities
10. Provide appropriate resources within the parameters of the Annual Budget



Ratified: Board of Governance

Date: November 1998. Reviewed Oct 2006, May 2009, Aug 2012