



St Brigid's College

TEACHING AND LEARNING POLICY

Rationale

Catholic education and care communities recognise Jesus as their ultimate Head. His Gospel will be the basis for a shared outlook on life. The curriculum in a Catholic education and care community is distinctive in the way Gospel values are integrated into all aspects of life (Mandate, 87).

The Catholic education curriculum shall help students and young children to discover which values are absolute and deepen their understanding of these values through critical reflection and application (Mandate, 69).

Teaching and Learning at St Brigid's College is based on the following principles;
<https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

- Students have the opportunity to fully engage with concepts and skills they are expected to develop
- Students connect to existing knowledge and skills and are challenged and extended to new knowledge, experiences and understanding
- Students have opportunities to reflect and act upon their learning
- Students engage in learning experiences that are motivating and their purpose is made clear to the student.
- Students are provided with a rich and broad variety of learning experiences that accommodate their experiences and their diversity
- Students' learning experiences include independent and collaborative opportunities
- Students feel safe and supported in the teaching and learning environment

Definitions

Curriculum includes all the learning experiences provided for the students and young children, including the planned and unplanned experiences which promote learning and development, (Curriculum Policy, 2017).

Aims

1. The development of teaching and learning programmes are guided by the Bishop's Mandate, Curriculum principle No 2 "Catholic faith, life and culture is integrated into all nine curriculum learning areas, the first of which is Religious Education" (Curriculum Principles 2021) and the West Australian Curriculum
2. Religious Education programmes help students learn the teachings of the Gospel as proclaimed by the Catholic Church. Students develop a sense of the nature of Christianity and how Christians live their lives as part of their learning. The Gospel values are embedded in their learning experiences.
3. Assessment is to reflect the current College Assessment Policy and Policy
4. Teaching strategies and learning programmes are consistent, (WA Curriculum) sequential and differentiated to meet the needs of students.
5. Provide learning opportunities that are engaging, open-ended, cater for the different learning styles of students and develop critical thinking skills.
6. Ensure that students appropriately use digital technologies as a tool for organisation, communication, research and problem solving, to thrive in an information rich future across the College
7. Provide a learning environment that is dynamic, safe and equitable
8. Provide a learning environment with academic rigour and high expectations for all learners that is supportive, challenging, productive and encourages risk taking and personal growth.
9. Encourage students to use their natural curiosity to engage in their learning
10. Ensure students' needs, backgrounds, perspectives and interests are reflected in the learning programme.
11. Provide opportunities for students to be involved in the decision-making process in learning activities and encourage students to value and take responsibility for their learning
12. Undertake a range of valid assessment strategies to inform, monitor and respond to students' different learning, social and cultural needs.
13. Provide explicit feedback to support students' further learning and encourage self-reflection for improvement
14. Inform parents of their child's progress and invite parents to be active participants in their child's learning.

Policy Reference Points:

Assessment Policy

Reporting Policy

Languages Policy

Inclusive Education Policy

Academic Honesty Policy

SCSA Time Allocation, Teaching and Assessment Principles

West Australian Curriculum

Review History

Version	Date Released	Next Review	Author	Approved
1.0	2016	2017		SLT
2.0	2017	2019		SLT
3.0	2019	2021		