



TEACHING & LEARNING POLICY

St Francis Catholic School, in the Franciscan tradition, educates the whole child for today and tomorrow.

We believe in:

PEACE & JOY

Embracing our Catholic Identity through the fostering of Christian values.

Nurturing a welcoming, compassionate and caring environment that draws together children, parents, teachers and community.

INTEGRITY

Developing a sense of responsibility and self-esteem in each individual.

JUSTICE

Building and nurturing a stimulating learning community where all are supported in reaching their full potential.

CREATION

Respecting and taking action to sustain our natural environment.

Commitment to Child Safety

All students enrolled, and any child visiting, have a right to feel safe and be safe all of the time. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse. At St Francis we strive to maintain a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety. We are committed to continually reviewing our Child Safe policies and practices to ensure that every effort is made for ongoing improvement of our Child Safe environment.

We at St Francis recognise that some groups of children are particularly vulnerable and we are committed to promoting the cultural safety of Aboriginal/linguistically diverse children and also promoting the safety of children with a disability.

Rationale:

We believe that learning is natural, creative and ongoing, and that every student can learn.

We show this by:

- Recognizing and celebrating individual learning achievements at all levels.
- Incorporating many methods of learning and research into our curriculum.
- Valuing difference and diversity in the classroom and community.
- Engaging students in social situations to learn and use social skills.
- Provide a curriculum that encompasses the intellectual, social, spiritual, moral, emotional and physical dimensions of learning, and celebrates difference.

Aims:

- For the teacher to build positive relationships, based on respect, value and care.
- For teachers to know, value and understand students, in an educational sense but also in a wider social and personal sense.

- For teachers to create a safe, secure and engaging environment where differing opinions and beliefs are respected and valued.
- Teachers support students to achieve success as they move through the learning process. They recognise that all students have different abilities and acknowledge and value the effort each student puts into improving their work.
- Teachers structure learning experiences and provide support and scaffolding to enable students to make choices and take responsibility for their learning.
- Teaching and learning involves the use of varied approaches to allow students to experience diverse ways of learning and knowing.
- The teacher uses strategies to foster imagination and creativity.
- A variety of links are made between the classroom program and the local and broader community, leading to students developing a rich view of knowledge and practice, including social and ethical issues. This principle concerns relevance and connectedness, and also the communal nature of learning.

Implementation:

- Providing support for students through mentoring and pastoral roles and organisation of extra activities, such that relationships are built around multiple aspects of students lives.
- Establishing agreed rules of behaviour to provide a safe and productive environment.
- Providing appropriate support structures for open inquiry projects and investigations.
- Encouraging students to follow interesting and open lines of inquiry.
- Determining students' differing abilities and providing support when it is needed.
- Recognising and celebrating the achievements of all students.
- Helping students to understand their own specific learning needs and providing choice to cater for the range of those needs.
- Building on students' prior learning.
- Incorporating contemporary technologies into learning sequences in ways that are meaningful for students.
- Providing stimulus materials that challenge students' ideas and encourage discussion, speculation and ongoing exploration.
- Using higher order thinking tools when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, evaluation etc.
- Encouraging students to be discoverers, explorers and creators in a variety of ways.
- Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis).
- Using a variety of reporting modes for assessment, including project reports using posters, multimedia, or student presentations, end of unit tests, reports of investigations and responses to set problems.
- Providing the criteria for assessing each outcome prior to students undertaking each assessment task.
- Providing assessment instruments for self and peer monitoring.
- Discussing the learning process explicitly with students.
- Use of agreed scope and sequence which incorporates links to Victorian Curriculum and Source of Life documents