



St Alipius Parish School Teaching for Learning Policy

Reviewed: 2016

Ratified: 2016

VISION:

Open to God's presence, St Alipius is a Catholic learning community of
EXCELLENCE EQUITY EMPOWERMENT

SCRIPTURAL CONTEXT:

"The child grew and became strong, filled with wisdom; and the favour of God was upon him"
(Luke 2:40 – 41)

RATIONALE:

At St Alipius Parish School, we understand that learning is influenced by many factors including learning styles, self-esteem, prior experiences, relevance, interest, talents and stage of development. Learning and teaching at St Alipius is driven by shared beliefs and a common pedagogy.

At St Alipius:

- We believe in nurturing the whole child through meaningful relationships in a welcoming community
- We believe in providing structures that challenge and support, in order to develop confident, independent and resilient learners
- We believe that the purpose of learning must be clear
- We believe that purposeful assessment provides the data to inform and drive learning and teaching
- We believe in personalising learning in a contemporary context that honours the affinities and interests of the learner.

PEDAGOGY:

Project-Based Learning is the teaching method we have adopted. In project-based learning, students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Essential Elements of PBL include:

- **Significant Content** - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st Century Competencies** - Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- **In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- **Driving Question** - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.

- Be informed by the Victorian Curriculum as provided through VELs and Awakenings documentation

- Teachers will provide relevant, comprehensive learning and teaching programmes
- Teaching teams will plan specifically using these documents
- Curriculum plans will be developed to ensure we adequately include the components of the Victorian Curriculum
- Implementation of a Social and Emotional Curriculum will be implemented
- Appropriate professional development is undertaken by staff and complies with the minimum hours of professional development outlined by the Victorian Institute of Teaching.

At St Alipius we believe that learning:

Teachers will to provide learning experiences that:

- Is an interactive process
- Is active not passive
- Is a complex process
- Involves:
 - thinking processes
 - learning and applying skills
 - organising and re-organising information
 - recalling and storing knowledge

- Are interesting, purposeful, challenging, relevant to each student and geared to ability levels within each class group
- Are structured to acknowledge prior knowledge and allow progression of learning from the known to the unknown
- Take into account the range of different learning styles
- Teachers will be encouraged to enhance and develop their own teaching style through attendance at formal and informal professional development
- Teachers will be given opportunities for professional development to ensure that they are utilising current curriculum and current teaching strategies.

REFLECTIVE MATERIAL:

St Alipius Assessment Schedule

St Alipius Special Needs Policy

St Alipius PBL Purpose Document

https://docs.google.com/document/d/1jDAgyP_MUacP0lZKa97HirgtIBhcnN4uD-DbBM6SVuQ/edit

Victorian Curriculum (2016)

School Vision and Mission Statements

The Australian Institute for Teaching and School Leadership (AITSL)

School Pastoral Care Policy

Awakenings Core Document (pp.131-139)