



## Policy On Learning

<b>Policy Title</b>	Policy on Learning
<b>Document No.</b>	2.00
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<b>Next Review</b>	2021
<b>Responsible Officer</b>	Principal through the Director of Teaching and Learning
<b>Standing Committee</b>	Education

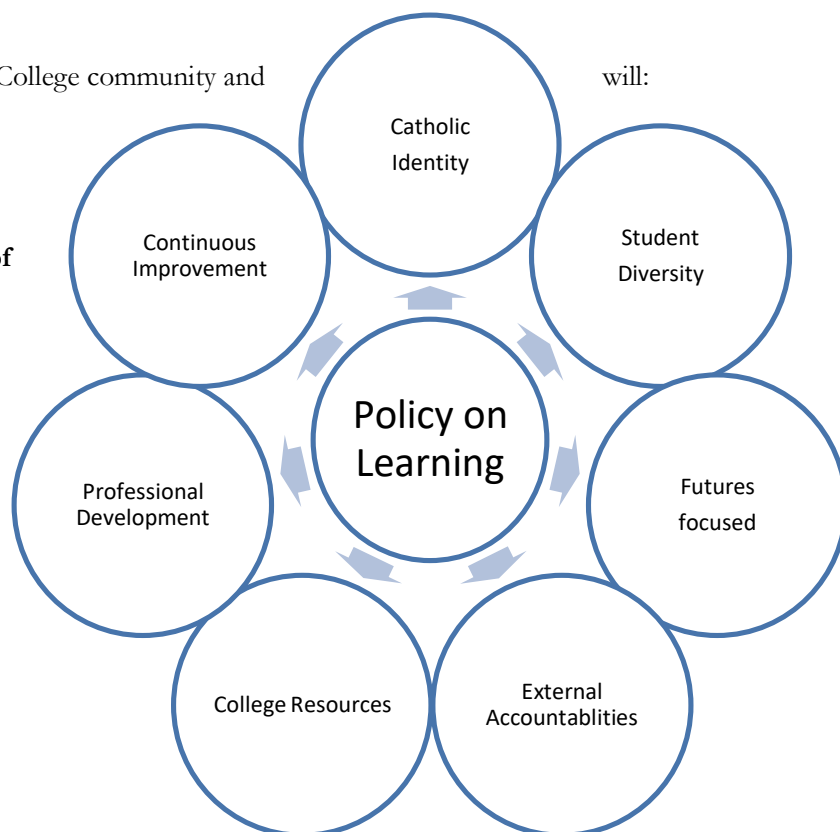
### Rationale

The Policy on Learning ensures that **learning** is central to decision making by the College Council and Executive Leadership Team relating to Catholic identity, capital development, staffing, provision of resources and other policy or procedural matters. This Policy underpins the work of staff at the College.

### Scope

This policy applies to all members of the Mercedes College community and

- identify and promote the links to the Mercedes College Vision and Mission to develop and support **Catholic identity**
- provide a framework to ensure the educational, emotional, spiritual, physical and social **needs of students** are central to the core business of Mercedes College
- formalise the **accountability** to church, state, commonwealth and international educational programmes
- guide the review and planning of **resources** (learning spaces, support materials, staffing) and **organisational structures** to maximise learning outcomes
- identify and respond to the **professional development** needs of staff
- guide effective practices for **continuous improvement**



## **Policy Principles**

The following policy statements represent the guiding principles and beliefs that underpin learning at Mercedes College.

### **1.1. Learning experiences develop and support Catholic identity**

Mercedes College will ensure students are provided with experiences that help develop and support authentic catholic identity by:

- forging links with the Mercy tradition and the broader church community
- promoting the value of living the Mercy keys of loyalty, integrity, responsibility, mutual respect, compassion and justice
- inviting students into a learning process that is grounded in Catholic beliefs and values
- encouraging students to embrace a commitment to a lifelong journey of faith exploration and the quest for truth
- developing a positive sense of self and group, accepting individual and group responsibilities and respecting individual and group differences through active participation in community and service
- embedding spiritual, emotional and social growth within Religious Education and Pastoral Care experiences

### **1.2. Student diversity is valued**

Mercedes College recognises that its community reflects diverse skills, backgrounds and cultural needs and will address these by:

- providing support to students with identified learning or psychological needs and physical health
- recognising and supporting the individual needs and talents of students
- developing processes to create and support individualised learning programs where appropriate
- exploring links with external institutions, industry and the broader community who may provide support and extend learning opportunities
- supporting teachers to understand their diversity of their students in order to provide engaging and appropriate learning experiences
- valuing and developing internationalism
- providing opportunities to support mother tongue maintenance
- scaffolding learning principles with students' existing experiences and knowledge

### **1.3. Learning experiences are future-focused**

We will identify and develop student attitudes, knowledge and skills needed during and beyond their schooling experience by:

- promoting and valuing a positive learning culture
- making learning purposeful, contextualised, challenging and inherently interesting
- promoting student agency
- supporting students in their striving to be the best they can be
- developing and reinforcing processes that promote personal responsibility in learning including academic integrity
- providing and promoting opportunities to develop leadership capacity
- focusing on students being curious, independent and critical thinkers, with the ability to inquire into and appraise information, make decisions, be innovative and devise creative solutions
- encouraging students to discover principles and make connections between concepts and processes
- providing authentic learning experiences through making connections and clarifying contexts
- supporting new and innovative ways to deliver curriculum
- regularly reviewing and developing relevant and contemporary curriculum offerings
- valuing a commitment to learning a second language
- supporting career planning in response to current and future needs

- promoting and developing healthy attitudes and practices toward physical, emotional, spiritual and psychological wellbeing
- developing effective communicating skills
- promoting an awareness of environmental issues and developing the flexibility to respond to change, recognise connections with the past and conceive solutions for preferred futures
- ensuring internationalism and intercultural awareness are embedded in curricular and extra-curricular programmes reflected in working in harmony with others and for common purposes, within and across cultures

#### **1.4. Educational programmes meet accountability requirements**

Mercedes College is committed to meeting external accountability requirements at local, national and international levels. This is reflected by

- providing accountability structures that are visible and accessible to students and the general Mercedes College community
- ensuring student safety and wellbeing is a first priority in the physical and social environment of the College and other learning places
- providing a focus on inquiry processes that are fundamental to educational programmes
- raising awareness of ethical, social and global responsibilities

#### **1.5. Learning needs shape the provision of resources and organizational structures**

Mercedes College will provide resources and develop organizational structures that:

- are focused on meeting current and future learning needs
- review and reflect local, national and international educational trends
- collect and communicate relevant information regarding learning needs of the community
- ensure learning spaces are appropriate for the diverse needs of learners and the curriculum
- develop information and communication technologies that are appropriate to support and enrich learning and teaching

#### **1.6. Staff are supported in their professional learning needs**

Mercedes College is committed to supporting the learning needs of staff to ensure they have current and appropriate training to support the learning and curriculum needs of the College and its students. This will be reflected by:

- the Executive Leadership Team identifying and providing equitable access to required professional learning specified by the College and other organisations including Catholic Education SA, ACARA, SACE Board, and the International Baccalaureate
- promoting of Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL)
- supporting staff in undertaking appraisals to determine their personal professional development needs
- providing strategies for staff to document their professional learning
- expecting teaching staff to regularly update their knowledge of curriculum and their pedagogical practices to reflect contemporary educational trends
- providing opportunities for staff collaboration and planning

#### **1.7. Data is used to inform continuous improvement**

Mercedes College is committed to using data to continuously improve learning outcomes. The College will

- analyse student achievements in numeracy and literacy to identify strategies to support individuals and cohorts in exceeding national and international benchmarks
- use student results and perception data to review effectiveness of the learning programmes and environment
- promote the value of assessment and reporting data as feedback to students, teachers and parents to guide progress in learning
- develop and promote criteria to identify benchmarks and for promotion, awards and specialised learning plans

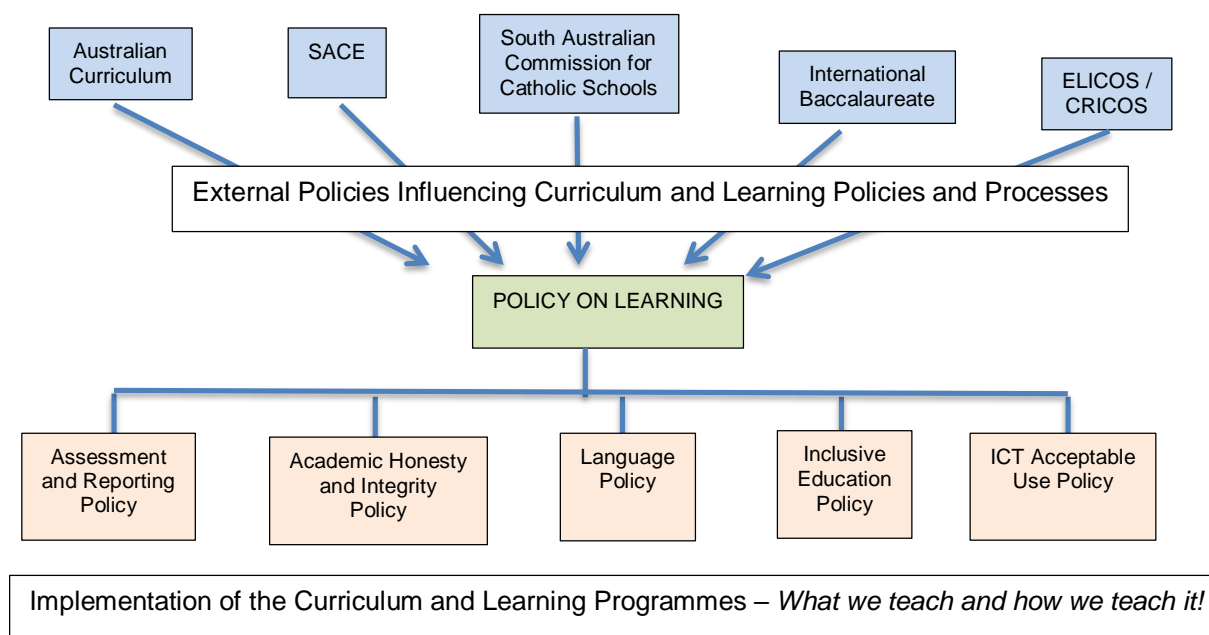
- links with external institutions, industry and the broader community
- have systems to make student demographic and learning data available to teachers to improve teaching practice
- identify individual professional learning requirements through the Continuous Cycle of Improvement
- provide opportunities for staff to gain feedback on their practice and identify areas for improvement
- provide organisational structures to collect, analyse and use data to improve College practices

## Implementation and Responsibilities

The Principal is the key person ensuring the implementation of the Policy on Learning either by direct involvement or through delegation to key people/groups including

- The **Executive Leadership Team**
- The **Leadership Team Curriculum and Learning**
- The **Learning Support Team**
- The **Inclusive Education Team**
- **Programme and Area of Study Coordinators**
- **Heads of School and Year Level Coordinators**
- **Education Support Officers**
- All staff

## Connections



The Policy on Learning has numerous connections with other policies and documents within and beyond the College. These include

- Strategic Plan 2018-2021
- Assessment and Reporting Policy
- Academic Honesty and Integrity Policy
- Language Policy
- Inclusive Education Policy
- ICT Acceptable Use Policy
- SACE Board - Policies and Subject Frameworks
- International Baccalaureate - Policies, Curriculum Frameworks and Standards
- SACCS - Policies
- CESA - Crossways – Religious Education Framework

- CESA – MITIOG – Human Sexuality Education
- CIS – Council of International Schools (Policies and Standards)
- ACARA - The Shape of the Australian Curriculum
- DfE – Keeping Safe – Child Protection Curriculum
- AITSL – Australian Charter for the Professional Learning of Teachers and School Leaders

## **Relevant References**

*Australian Curriculum* <http://www.australiancurriculum.edu.au/>

*ACARA – Australian Curriculum, Assessment and Reporting Authority* <http://www.acara.edu.au>

*IB – International Baccalaureate* <http://www.ibo.org/>

*SACE Board – South Australian Certificate of Education* <https://www.sace.sa.edu.au/>

*CESA – Catholic Education South Australia* <http://www.cesa.catholic.edu.au/>

*SACCS - South Australian Commission for Catholic Schools*

<http://www.cesa.catholic.edu.au/about/education-in-south-australia#2277>

*CIS – Council of International Schools* <http://www.cois.org/>

*DfE – Department for Education* <https://www.education.sa.gov.au/>

*AITSL – Australian Institute for Teaching and School Leadership* <http://www.aitsl.edu.au/>