

St Augustine's College

Learning and Teaching Framework

Purposeful learning

We believe that when the learner has an authentic stake in their learning powerful things happen.

We believe that **learning is continuous**. Learners can achieve this by being **enquiring**, curious, passionate, reflective, **creative** and **critical thinkers**. Learners take responsibility for their learning in a framework that is **inspiring**, dynamic and rigorous with the learner at the centre. They draw on **knowledge** at the time of learning and understand the **motivation** they need to succeed. They are **empowered** to know that their learning and actions have a **purpose** beyond the classroom, in a global, **contemporary** society.

High expectations for all learners

We expect nothing less than our own personal best in all that we do.

High expectations for all learners are underpinned by a **growth mindset**. Learners are **challenged** and extended through **differentiation** and **scaffolding**. A commitment to the **success** of each learner is supported by shared **accountability** and **consistency** of expectations. **Feedback** for growth is undertaken by quality dialogue between learners, teachers and families and is the basis in which we **collaborate** for improved outcomes.

Knowing the learner

We believe that students are **individuals** with differing learning styles, strategies, prior knowledge, experiences and intelligences. Students respond best when their learning is tailored to their **individual needs** and **interests** and can be presented, expressed and assessed in a **supportive** and **collaborative** environment. They are encouraged to develop skills in **identifying** and **questioning** values and beliefs, acknowledging and **challenging assumptions** and placing learning within **context**. Our students grow most effectively when they deeply **reflect** on their learning with a view to future **growth**.

Learning in a safe and supportive environment

The physical and emotional wellbeing of young people are essential pre conditions for learning.

Learners thrive in environments that are **safe**, **supportive** and foster a sense of **belonging**.

Consistent expectations around **positive** behaviours promote learning. **Mutually respectful** relationships encourage a learning culture that builds **confidence** and **resilience** whereby mistakes are seen as opportunities for **growth**. Purposeful and intentionally designed learning environments provide **stimulating** and **flexible** opportunities for learning. The integrated use of **technology** ensures our learners are **connected** to the world.

Learning in collaboration

We understand ourselves as social beings who learn from each other in many different ways.

Neuroscience confirms that we learn through social interaction, therefore opportunities for **collaboration** are key to a **rich, contemporary** learning environment.

Rinaldi (2009) reminds us that "Learning is an ongoing and **reciprocal process** that comes from **relationships** with one another and the **environment**." Learning in collaboration requires an environment where **respect** and **trust** are present. The skills and attitudes we develop through working in collaboration with our peers translate into **transferable, lifelong** skills which enable us to be **positive, contributing** members of the wider **community**.