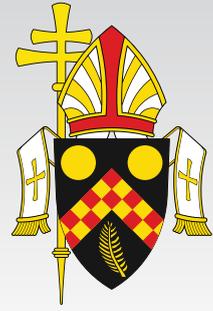


# Policy Statement



ARCHDIOCESE OF BRISBANE  
Catholic Education Council

## LEARNING AND TEACHING

Learning and teaching in Catholic<sup>1</sup> schools educates each student to live the gospel of Jesus Christ as successful, confident and creative, active and informed learners, empowered to shape and enrich our world.<sup>2</sup>

### INTRODUCTION

Each person in Catholic schools is invited to engage in the mission of the Church in the world through daily active living of the Gospel. This encourages learning that is transformative, within personal, communal and societal contexts.

Each learner brings richly diverse life experiences, religious, social and cultural backgrounds. Our schools offer a relevant, contemporary and engaging curriculum which welcomes and builds on this diversity, recognising that every learner is in some respect like all others, like some others and like no other<sup>3</sup>. Schools assist learners to make meaning in life and learning through the teachings and person of Jesus.

Teachers create equity and excellence in every classroom to assist students to learn in ways that are personal, relational and communal. They nurture constructive partnerships with parents and others<sup>4</sup> to optimise conditions for learning within a safe and supportive environment.

### RATIONALE

Church documentation reminds us that the Catholic school's task

*is fundamentally a synthesis of culture and faith, and a synthesis of faith and life; the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel: the second in the growth of the virtues characteristic of the Christian. (CS n 37)<sup>5</sup>*

Within a Catholic school the cultural and religious dimensions of learning are interrelated. This relationship between contemporary culture and the Catholic Christian tradition can be both harmonious and in productive tension. Collectively they promote in students the bringing together of culture, faith and life.

This approach to learning and teaching fosters coherence and a connected, meaningful understanding of reality. Students are formed and informed in the light of the Catholic Christian tradition. They will be taught by knowledgeable, skilful and committed teachers who facilitate quality learning. Students are challenged to become lifelong learners and active, engaged and ethical citizens.

Learning and teaching in Catholic schools relies on teachers who are:

- well formed in their vocation as a Christian and in their ministry of teaching;
- growing and maturing, personally, professionally and religiously;
- passionate about teaching and the learning of their students;
- positive and authentic in their disposition towards young people and their families; and
- continually engaging in reflective and action learning processes to enhance their students' achievement and their pedagogy.

Learning and teaching in Catholic schools is informed by:

- the educational vision, mission and policies of the Archdiocese and of the school;
- the beliefs and values of the BCE Learning and Teaching Framework and Model of Pedagogy;
- contemporary educational research and practices;
- the needs and the aspirations of students, their families and the local community;
- the knowledge and skills of teachers and others; and
- the requirements of Government educational policies and directions.

## **CONSEQUENCES**

In enacting this policy our community of schools in partnership with families and others will promote:

### ***LEARNING characterised by:***

- high expectations for the learning progress of each student;
- active engagement of students and teachers;
- students articulating their learning progress and achievement, how they learn, how they will move forward in their learning and what strategies they use when don't know what to do in their learning;
- frequent, explicit and effective feedback to move each student forward in their learning;
- learners who own their own learning and are resources for other learning;
- individual and collaborative activities; and
- reflection and self-direction.

### ***TEACHING characterised by:***

- high expectations for the learning progress of each student;
- an understanding of where each student is in their learning and responsive pedagogy that moves each student forward in their learning progress;
- practice that is contemporary, evidence-based and innovative;
- respect for the Catholic Christian tradition;
- explicit, focused teaching; and
- collaborative communities and practices of professional learning.

### ***LEARNING ENVIRONMENTS characterised by:***

- the Catholic Christian identity of the school;
- conditions that encourage risk-taking in learning;
- quality facilities and resources that enable contemporary pedagogies;
- aesthetics that encourage prayer, reflection and creativity;
- responsiveness to the needs of students and teachers; and
- a safe, supporting and nurturing educational environment.

### ***COLLABORATION characterised by:***

- strong partnerships between parents, teachers and students;
- key partnerships both within and beyond the school;
- interactive and quality engagement with the local church and wider community; and
- quality interactive processes.

## GLOSSARY

### **Pedagogy**

Pedagogy is the reciprocal, interactive, and dynamic process between teaching and learning. It is what goes on everyday in great classrooms.

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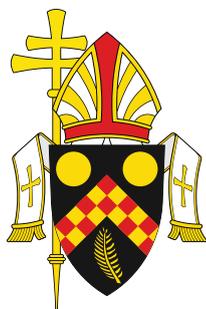
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