LEARNING and TEACHING at Our Lady’s

“The learning and teaching process is a graced territory where learners are seen as “autonomous(able to stand on their own two feet), connected (with self, God and Church)” and with a transcendent orientation (spiritual identity-acting with integrity, from the best possible self). Personhood is at the heart of the learning and teaching process, as the person of each individual being, is at the heart of Christ’s teaching.”

(Learning Centred Schools-A Sacred Landscape)

ASSESSMENT AND PLANNING FOR LEARNING

We believe that rigorous, ongoing planning and assessment is central to our work as teachers.
- We believe that there are understandings, skills and behaviours that are essential to equip all learners in the 21st century
- All learners can succeed given sufficient time and support
- Some learners need intervention and special assistance
- High quality teaching results in better learning outcomes for students
- Effective Leadership is essential in supporting and providing the Professional Learning and Development opportunities for all staff in the area of assessment and planning.
- In addition to the development of Literacy and Numeracy skills we include the development of skills in ICT, personal learning, interpersonal development, and thinking.
- Through our curriculum we focus on Assessment for learning, Assessment as learning and Assessment of learning.
- To develop deeper understandings about the world not just accumulation of facts
- Students are encouraged to use their learning to make a difference in their own lives and the lives of others
- Learning is optimised by uninterrupted learning time during the day
- Adequate resources & support are in place for best learning
- Monitoring and Assessment is crucial to drive teaching and learning
- Standards and Targets impact on Teaching and Learning
- Ongoing, constructive feedback is given to learners
- Resources and support for teachers should be strategically determined and flow from the Annual Action Plan and School Improvement Plan.
DIVERSITY

We believe in valuing the diverse cultures within our school community and we celebrate the individuality of each person. We aspire that all our children will be able to confidently relate to and communicate across cultures and that they will be committed to our school values, values of democracy, equity and justice and be active participants in Australia’s civic life.

- When individuals feel valued and accepted learning is more effective
- A sense of belonging and acceptance is fundamental to learning
- Recognising and valuing our similarities also gives us a sense of belonging
- Learning is more effective when there is a connection to the learner’s personal, spiritual and cultural experiences
- Diversity enriches the learning environment

ENGAGEMENT

We believe that students learn more effectively when they are engaged in their learning.

- Learners benefit from teachers who are passionate and enthusiastic
- Learning is more effective when it is purposeful, meaningful and connected to real experiences
- Learners have different learning styles which need to be recognised and taken into account.
- Learning is enhanced when learners set their own realistic goals in a supportive and challenging environment
- Experiencing success motivates further learning
OWNERSHIP

We believe that learning is more effective when students participate in decisions about their learning.

- Ownership of learning cannot happen without responsibility.
- Learners need opportunities to be proactive, connected and responsible for their learning journey.
- When students are able to set, work towards and reflect on their own learning goals they can better manage their learning.
- Students benefit from effective collaboration between teachers, parents and themselves.
- Understanding the learning process empowers the learner.

RELATIONSHIPS

We believe that building good relationships with each other leads to better learning outcomes using Jesus Christ as our source and inspiration.

- Fostering Christian values helps to build mutual respect in relationships
- Nurturing each person’s spirituality and their relationship with God is integral to the development of the whole person
- Learning is enhanced when students feel safe, happy and have a positive self regard
- Positive relationships across the whole school community are central to learning
- Learning is enhanced when there is both connectedness to and involvement in the local, national and global community

TEACHERS AS LEARNERS

We believe that, like students, teachers are also on a life-long journey of learning.

- Teachers who are passionate about their own learning inspire others
- It is important that teachers see themselves as learners and take responsibility for their own professional growth
- Teaching is enhanced when we work collaboratively (locally and globally) and remain continually open to new ways of thinking and working