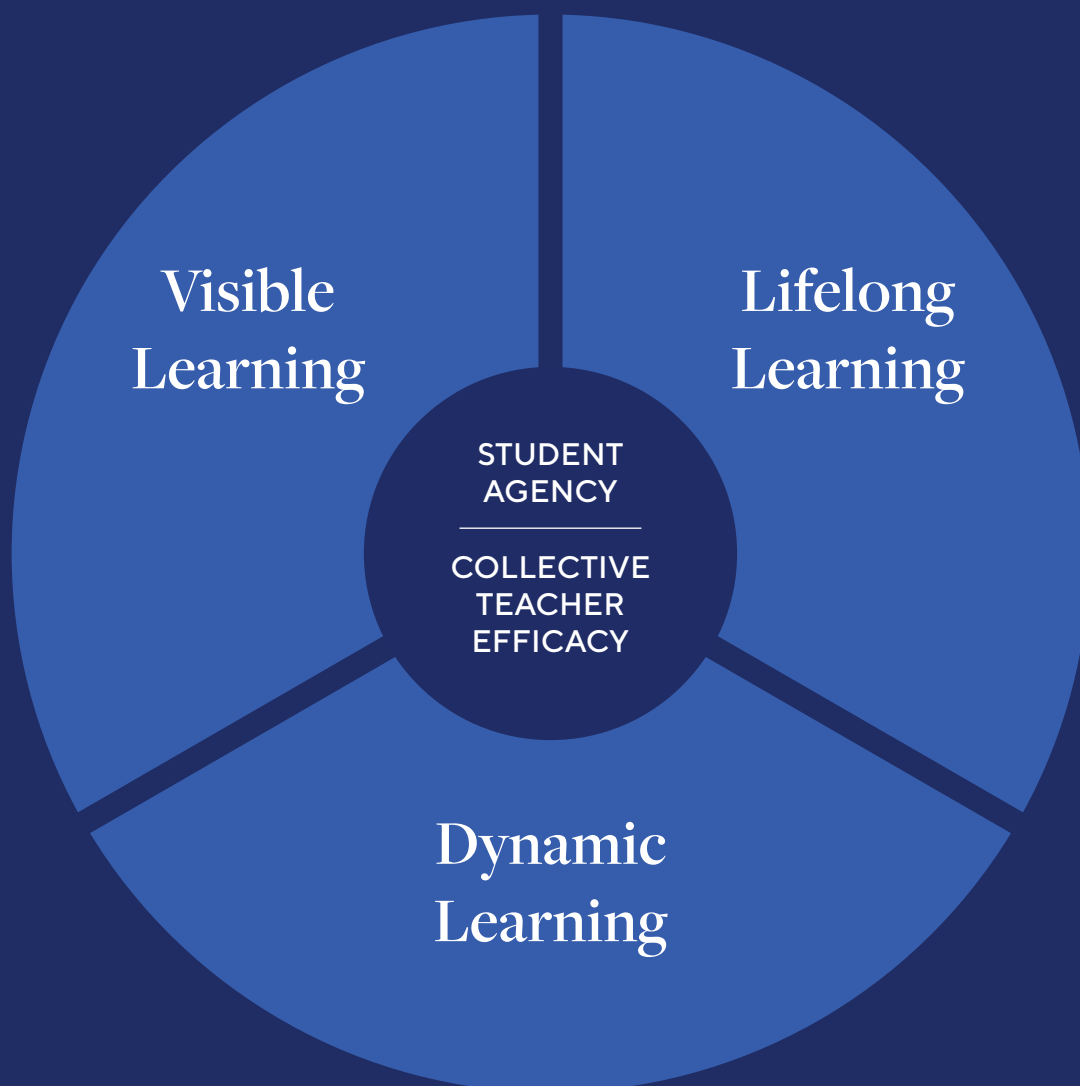


Teaching & Learning Framework



Young Men of Faith & Integrity

**WAVERLEY
COLLEGE**



Teaching & Learning Statement



An education at Waverley College places the student at the core of our community within the framework of a Catholic school in the Edmund Rice tradition. Our students' learning experience is most explicitly expressed within the Liberating Education Touchstone which states that: 'We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement, each person is hope-filled and free to build a better world for all.' (EREA Charter, 2016).

Inspired by EREA's vision to create a better world through 'Liberating Practice', we commit to 'explicitly co-creating the learning conditions, dispositions and relationships to enable deep listening, confidence, agency and freedom.' (EREA Learning Statement, 2022). We strive for a holistic education for our students and recognise the importance of acknowledging and celebrating success in all its measures.

Quality learning is characterised as a lifelong process, enhanced when students experience deeper level learning through the Global Competencies: citizenship; character; collaboration; creativity; critical thinking and communication. These skills prepare our students to engage and innovate successfully in our increasingly connected world.

Our Teaching & Learning and Wellbeing Frameworks seek to complement each other, and support our philosophy that a strong relationship exists between a student's wellbeing, and their capacity to learn. This occurs in a blended learning environment designed to assist students to flourish holistically across their spiritual, cognitive, social, emotional, and physical development.

Collective Teacher Efficacy and Student Agency are the two concepts at the centre of our Teaching & Learning Framework.

Collective Teacher Efficacy is the collective belief of the staff in their ability to positively affect students. A school staff that believes it can collectively accomplish great things is vital for the health of a school and improving student learning outcomes.

Student Agency means the student is actively involved in the learning process. They take ownership of their learning through meaningful and relevant activities that reflect their interests. 'When individual voice is deeply listened to, respected, and included in decision-making processes, the learner is free to develop the confidence, resilience, optimism and agency to determine their learning aspirations.' (EREA Learning Statement, 2022).



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EREA LEARNING STATEMENT, 2022



Our Principles of Learning provide a culture of 'Liberating Practice' that will support the 'formation of our children and young people, so that they "may have life and have it to the full" (John 10:10)'

EREA STRATEGIC DIRECTIONS, 2020-2024



Visible Learning

Learning Intentions

A learning intention is a statement used for a lesson, created by the teacher, that communicates what the teacher wants the students to know, understand, and be able to achieve as a result of teaching and learning activities.

Success Criteria

The success criteria describes, in specific terms, how students will achieve the intended learning intentions. The criteria helps students recognise if they have been successful in their learning.

Feedback and Reflection

Feedback and reflection on learning, targets gaps in students' knowledge, understanding and skills. This process needs to occur within a timely manner to allow students the opportunity to improve their learning intentions. This feedback supports the process of continuous reporting through our Learning Management system CANVAS.

Formative Assessment

Formative Assessment is a range of formal and informal assessment procedures conducted regularly during the learning process. This facilitates the modification of teaching and learning activities to improve student achievement.



Dynamic Learning

Collaboration

Collaboration takes place when members of an inclusive learning community work interdependently and with others as equals. Through shared insights and the fostering of connectedness, students make important decisions together and assist one another to maximise their learning and that of their peers.

Tailored

Tailored learning experiences occur through differentiated activities to facilitate students' distinct learning needs, interests, aspirations and cultural backgrounds. This is underpinned by the essential foundations of literacy and numeracy. Literate and numerate students better understand and negotiate their world and are able to actively participate in all aspects of society as ethical and informed citizens.

Critical and Creative Thinking

Critical and creative thinking enables students to solve real-world problems using reason, logic, resourcefulness and imagination. This allows students to transfer knowledge, understanding and skills confidently and independently to new contexts.

Cross-Curricular

Cross-Curricular learning is the process of simultaneously applying knowledge and principles across multiple academic disciplines which address a central theme.



Lifelong Learning

Growth Mindset

A growth mindset enables students to realise that they are not limited to their current abilities and skills. They intrinsically believe that their abilities can be developed through dedication, hard work and persistence.

Goal Setting

Goal setting enables students to take control of their personal development by implementing meaningful and achievable SMART goals. Goal setting is a powerful process that motivates students to set targets and take ownership of their future direction.

Resilience

Resilience is having the willingness and skills to cope and adapt proactively when faced with setbacks, obstacles or new challenges. Resilient people reflect on their experience, recognise opportunities and develop strategies for future growth.

Curiosity

Young people are innately curious. Curiosity is the intrinsic desire to be inquisitive, question the 'why' and embrace opportunities to seek out new information and ideas. Being curious allows our students to explore, invent and be lifelong learners.

Our Teaching & Learning Framework is informed by the Alice Springs (Mparntwe) Education Declaration which emphasises that ‘Australian schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development, and the wellbeing of all young Australians.’ Our Framework supports this national goal of all young Australians becoming ‘successful lifelong learners, confident and creative individuals, and active and informed citizens.’

DEPARTMENT OF EDUCATION, SKILLS AND EMPLOYMENT, 2021



**EDMUND RICE EDUCATION
AUSTRALIA**

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