



Teaching and Learning Policy

Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person.

Background

Edmund Rice Education Australia (EREA), as St Patrick's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students.

Student includes any person enrolled in the College, either as a day pupil or as a boarder.

St Patrick's College

As a Catholic school, St Patrick's College aims to ensure the optimal development of the whole person – spiritual, intellectual, cultural, physical and social – taking our inspiration from Jesus, who calls us into the *fullness of life* (John 10:10) and from the charism of Blessed Edmund Rice. Excellence in education for all boys in a nurturing Catholic community in the spirit of Edmund Rice (2006 – 2010) is an integral component of the vision of the College.

Policy

Informed by a range of current research, St Patrick's College aims to reflect best practice in teaching and learning. An inclusive enrolment policy commits the College to providing engaging curriculum and appropriate resources to meet a wide range of student interests and needs.

This Teaching and Learning Policy informs the following policies:

- Student Learning Outcomes (Secondary)
- Monitoring Student Performance
- Student Records and Results (Senior Secondary)
- Curriculum Framework Policy (Senior Secondary)

Guidelines

Teaching and learning programs at St Patrick's College will foster:

- Spiritual and personal development demonstrated through mutually respectful relationships
- A sense of community and connectedness
- Teachers and students working together in planning, organising, implementing and evaluating learning experiences
- The development of resilient and resourceful learners with a love of learning
- A broad range of "intelligences", including interpersonal, intrapersonal and cultural intelligence
- Intellectual challenge and Academic Rigour



- The development of knowledge, skills and understanding – using a range of strategies and building on individual needs, including the provision of extension/modified activities
- An emphasis on thinking skills and digital literacy skills
- Incorporating strategies for educating boys, particularly experiential, sensory and brain-based learning
- Literacy and numeracy as key priorities across all areas of learning
- The incorporation of relevant information communication technology
- Effective measuring of and communicating of student progress
- Effective transition processes and pathways for all students

Status of Policy

This policy has been developed by St Patrick's College.

This policy has been endorsed by the College Advisory Council on 4 February 2020.

This policy is due to be updated in 12 months from the date endorsed by the College Advisory Council unless required earlier.