



Teaching and Learning Policy

Antonine College is owned, operated and governed by the Maronite Antonine Sisters (MAS). The College operates with consent of Melbourne Archdiocese Catholic Schools LTD (MACS)

Introduction

Antonine College is dedicated to providing quality education in a positive, student centred, learning environment. The guiding philosophy is for the holistic development of students using the Wellbeing for Learning framework (eXcel, 2018) and inspired by our College Vision and Mission statement and Horizons of Hope.

The Teaching & Learning Policy is enacted through our College Curriculum Plan, which relates to all the arrangements (formal and informal) the College makes for implementing the curriculum to develop students' learning and wellbeing. It includes the curriculum and its design, student activities, pedagogy, timetabling and resource allocation.

Wellbeing for Learning builds on the eXcel framework developed by Melbourne Archdiocese Catholic Schools (eXcel, CEM, 2018). It promotes a drive for a holistic approach to wellbeing and learning. ACL recognises the need to enable students to succeed academically but also thrive as human beings and that these happen in unison. Therefore, braiding together our wellbeing and learning agenda is reflected in the development of our Teaching and Learning Policy.

Improved wellbeing increases achievement. Many children cannot achieve if they are mentally or emotionally unwell, bullied, anxious, enraged, hungry, or depressed.

Academic achievement is crucial for wellbeing. Focus and accomplishment provide a sense of purpose and direction that allays anxiety in children and adults alike.

Wellbeing is a complement to academic achievement. It helps develop well-rounded, academically successful people who are also happy and fulfilled.

Wellbeing constitutes a major achievement. This happens when young people experience learning that enables them to lead lives with meaning and purpose.

(eXcel, CEM, 2018)

Aim

ACL aims for learners is to:

- deeply connect 'who they are' and 'how they can be' in the world to the Catholic faith
- build positive and connected relationships
- develop skills and attitudes that promote wellbeing and resilience
- embrace their own learning and appreciation of its value
- lead optimistic, graced and hope-filled lives of impact.

Effective Teaching and Learning

ACL supports effective teaching and learning through:

1. Catholic Identity and Faith development

- Fostering an appreciation of the principles and values of the Gospel of Jesus Christ
- Providing students access to the traditions of the Catholic community through the Religious Education Program which is a comprehensive curriculum framework.
- Providing opportunities for the expression of faith through daily prayer and reflection, liturgies, Faith Club, Sacramental Program, Eucharist Reconciliation and Year Level Retreats
- Fostering within students a responsibility for, and identity with, their family, Church, Australia and global communities
- Providing opportunities to support the disadvantaged in our local, national and international communities through active and practical Social Justice Activities



2. Curriculum Planning Design and Implementation

- Implementing Victorian Curriculum using data and evidence based pedagogical practices (HITs, Inquiry learning, Backwards by Design, Developmental Continuums, Guaranteed Vocabulary)
- Valuing professional planning teams for teachers to provide consistency, accountability, reflection and rigour
- Selecting resources to improve student learning outcomes
- Embracing innovative practices through participation in professional learning to improve student learning outcomes
- Providing students with opportunities for sustained intellectual development and authentic engagement in real world issues

3. Assessment and Reporting

- Assessing and monitoring student growth, learning progress and achievement to empower students with understanding about their progress and achievement
- Providing assessment and reporting data for all stakeholders to engage with the teaching and learning process

4. Student voice and agency

- Encouraging students to seek out learning and develop curiosity
- Promoting engagement and deeper learning through authentic student agency
- Encouraging independent thinking and critical skills to continue to search for truth
- Providing opportunities for collaboration and teamwork
- Seeking feedback from students to improve learning and teaching

5. Inclusion and Diversity

- Affirming students as persons of dignity and worth through an acknowledgment of their gifts and talents
- Differentiating teaching and learning to ensure appropriate learning goals and meet student needs in an inclusive manner
- Creating school environments that promote inclusive student participation and engagement

6. Community Engagement

- Building within students a sense of community encouraging parent and teacher interaction to support learning
- Empowering students to approach their future with confidence and an appreciation of their call to serve and be responsible for other

Policy Information Table

Responsible person	ACL Principal
Policy owner	ACL Principal
Approving authority	College Executive
Approval date	January 2023
Risk rating	High
Date of next review	May 2025
Publication details	CEVN website; school website