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Learning and Teaching Policy

1. Overview and Purpose of Policy

Learning and teaching are core activities at St. John's Central College. The college is committed to national standards in teaching, delivering benefits and opportunities to learners. This policy identifies the principles informing, and key elements contributing to, excellent learning and teaching at the college.

2. Application of Policy

It applies to all staff, students, in the provision of programmes.

3. Principles Informing Learning and Teaching

The college will:

- sustain a community of enquiry that exemplifies freedom of thought, freedom of expression, and mutual respect;
- maintain academic standards;
- offer an inclusive and stimulating environment for learning and teaching, that recognises diversity;
- undertake learner-focused teaching; ;
- maximise opportunities for learners to enroll in, transition through, and successfully complete further education studies;
- provide opportunities for students to participate in the functioning of the college at various levels and to offer feedback regarding learning and teaching;
- communicate to students the actions taken as a consequence of their feedback;
- support continuous review and improvement of all aspects of teaching; and
- integrate learning technologies into educational settings to increase learner access and participation, and enhance learner engagement.

4. Learner Attributes

Programmes, courses, college teaching and the learning experience will be informed by the Learner Attributes, a combination of Learner Qualities and Generic Skills, expressed through Programme Learning Outcomes.

The college community, both students and staff, shares responsibility for fostering and realising the Learner Attributes.

5. Learner Qualities

The Learner Qualities are themes that the college community values, and therefore seeks to foster through all of its programmes and the learners broader experience at college.

The college provides opportunities for learners to be:

Creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship;

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- Empowered, having both the capacity and confidence to pursue the attainment of full potential;
- Engaged, contributing positively to diverse communities through service and leadership;
- Ethical, acting with integrity in intellectual, professional and community pursuits;
- Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach; and
- Sustainability-focused, responding to ecological, social and economic demands.

6. Generic Skills

Generic Skills are transferable skills that are valued by the college as being important outcomes of a college education. These skills are those identified as important by employers, government and the education community.

Students will be supported to develop the following generic skills:

- Communication
- Collaboration
- Problem solving
- Organisation
- Applying technologies
- Information literacy

7. Programme Learning Outcomes

Programme Learning Outcomes are the specific learning outcomes that are identified, mapped, taught, practised and assessed within each St. John's Central College programme. They incorporate the Learner Qualities and Generic Skills interpreting them in relation to the curriculum studies that inform the programme.

8. 5. Key elements of excellent learning and teaching

Excellent learning and teaching practices in the college are characterised and sustained by:

Students who:

- are challenged through discipline theories and contexts and encouraged to be critical thinkers, independent learners and effective communicators;
- see links between their studies, society and the workplace;
- adapt to the complexity and ambiguity of intellectual endeavours;
- engage respectfully with the viewpoints and arguments of others;
- are reflective, creative and open-minded;
- engage with learning technologies;
- comply with relevant legal, ethical and policy responsibilities; and
- strive to be engaged learners.

Teachers and tutors who:

- take a scholarly approach to their teaching;
- display expert knowledge of and enthusiasm for their discipline;
- plan, design, manage, deliver, reflect upon and improve their teaching and curricula to enhance student learning;
- engage with current research and creative outputs to inform their teaching;
- respect contributions from, and encourage participation by, all students;
- provide advice to students regarding their academic work and academic choices;
- provide fair, critical, helpful and timely feedback on student work;
- make use of appropriate technologies and media to support and enhance learning, teaching, assessment and evaluation;
- comply with relevant legal, ethical and policy responsibilities; and

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- strive to be excellent teachers.

Teaching which:

- engages students, fosters their curiosity, facilitates their learning and is student-focused;
- recognises students' existing knowledge and experience;
- enables students to become independent and life-long learners;
- provides a range of suitable learning experiences, including collaborative learning, where knowledge can be tested and explored; and
- respects and supports the development of students as individuals.

Curricula which:

- contribute to students development of the Learner Attributes;
- demonstrate sound design principles, aligning learning outcomes, learning and teaching activities and assessment tasks;
- are responsive to discipline, professional and employer needs and priorities;
- have regional, national and global relevance;
- equip students for life long learning;
- embed opportunities for work-integrated learning, service learning and global experience programs;
- incorporate rigorous review and improvement to deliver rich technology-mediated learning experiences;
- are supported and enhanced by the use of appropriate educational technologies; and
- incorporate rigorous review and improvement.

Learning environments which:

- provide infrastructure and services for both physical and virtual learning spaces, that meet the needs of students and staff;
- are designed to address reasonable student expectations of support, flexibility, accessibility and effectiveness;
- are free from harassment and discrimination;
- include learning spaces conducive to student engagement and collaboration; and
- are academically vibrant.

Institutional support which:

- enables staff to access relevant professional development opportunities in many contexts;
- encourages innovation and best practice;
- fosters outstanding teaching practices;
- promotes the strategic development and management of eLearning;
- provides assistance for student learning; and
- encourages and celebrates student academic achievement.

9. Associated Documents

- Disability Policy
- Disability Procedures Policy