

Theory of Teaching and Learning

<p style="text-align: center;"><u>Theory</u></p> <p style="text-align: center;"><i>We believe that to grow as faithful, capable, life-long learners, teachers have a responsibility to ensure that:</i></p>	<p style="text-align: center;"><u>Action</u></p> <p style="text-align: center;"><i>Therefore we will:</i></p>
<p>All students will encounter Christ through actively participating in the life of Sancta Maria Catholic Primary School.</p>	<ul style="list-style-type: none"> ❖ Create meaningful, authentic learning opportunities to encounter Christ in everything we do. ❖ Modelling Catholic values and virtues to actively support faith development. ❖ Consistently encourage students to use actions to live our Mary Values
<p>Every student is viewed as a gift from God, who is unique and capable of excellence.</p>	<ul style="list-style-type: none"> ❖ Value and acknowledge what each child brings to the classroom. ❖ Educate the whole child (Hauora) through a holistic approach. ❖ Hold high expectations for all students ❖ Celebrate and acknowledge students' God-given talents and provide opportunities to develop these and strengthen them.
<p>A responsive local curriculum is dynamic, future - focused and collaborative.</p>	<ul style="list-style-type: none"> ❖ Ensure our Special Catholic Character underpins and guides all teaching and learning. ❖ Plan collaboratively to inform a common future-focused learning pathway that leads to coherent, authentic teaching and learning. ❖ Work professionally with high expectations. ❖ Reflect, review and adapt in response to emerging needs and nurturing learner agency. ❖ Document teaching and learning through digital platforms to inform coherent learning pathways across the school.
<p>A peaceful, caring and supportive environment will enhance student well-being and ability to learn.</p>	<ul style="list-style-type: none"> ❖ Include students in the learning process, provide support, scaffold, guide, encourage and motivate to achieve realistic goals. ❖ Listen and engage in meaningful conversations with students and teachers. ❖ Be culturally, developmentally and socially inclusive. ❖ Understand students' emotional and behavioural needs. ❖ Enable students to take risks and embrace productive struggle. ❖ Provide opportunities for students to communicate and collaborate in order to build relationships.

	<ul style="list-style-type: none"> ❖ Support students to co-construct and maintain a warm and compassionate environment.
Equity and a compassionate voice for all are essential to well being.	<ul style="list-style-type: none"> ❖ Nurture each child to develop socially, emotionally, physically and spiritually based on trust and ako. ❖ Use restorative justice practices that preserves dignity and solves conflict situations linking to Gospel Values ❖ Differentiate teaching and learning opportunities to meet the needs of all our learners. ❖ Live the Mary values and virtues and use these as the basis of our interactions with others. ❖ Value each student's individuality and their opinions.
Teaching practice is enhanced through professional conversations, collaboration and collective inquiry.	<ul style="list-style-type: none"> ❖ Engage in a culture of reflection, inquiring into teaching and learning to evaluate and adjust practice to further impact on student achievement. ❖ Value each others' strengths and share effective practice. ❖ Engage in regular professional learning conversations ❖ Be transparent and share practice openly.
Genuine learning partnerships and powerful connections with parents/whanau support and enhance student learning.	<ul style="list-style-type: none"> ❖ Actively involve our families in student learning and the life of the school. ❖ Provide regular opportunities to share and workshop with parents and whanau to enhance the learning of our students. ❖ Provide digital platforms to enhance the home/school partnership. ❖ Seek opportunities to look for experts in our community to enhance our cultural locatedness and provide local knowledge.

Developed by our teacher community. Refined and reviewed by the Core Team after reviewing feedback from teachers and the old Theory of Teaching and Learning curriculum document. *February 2019*

