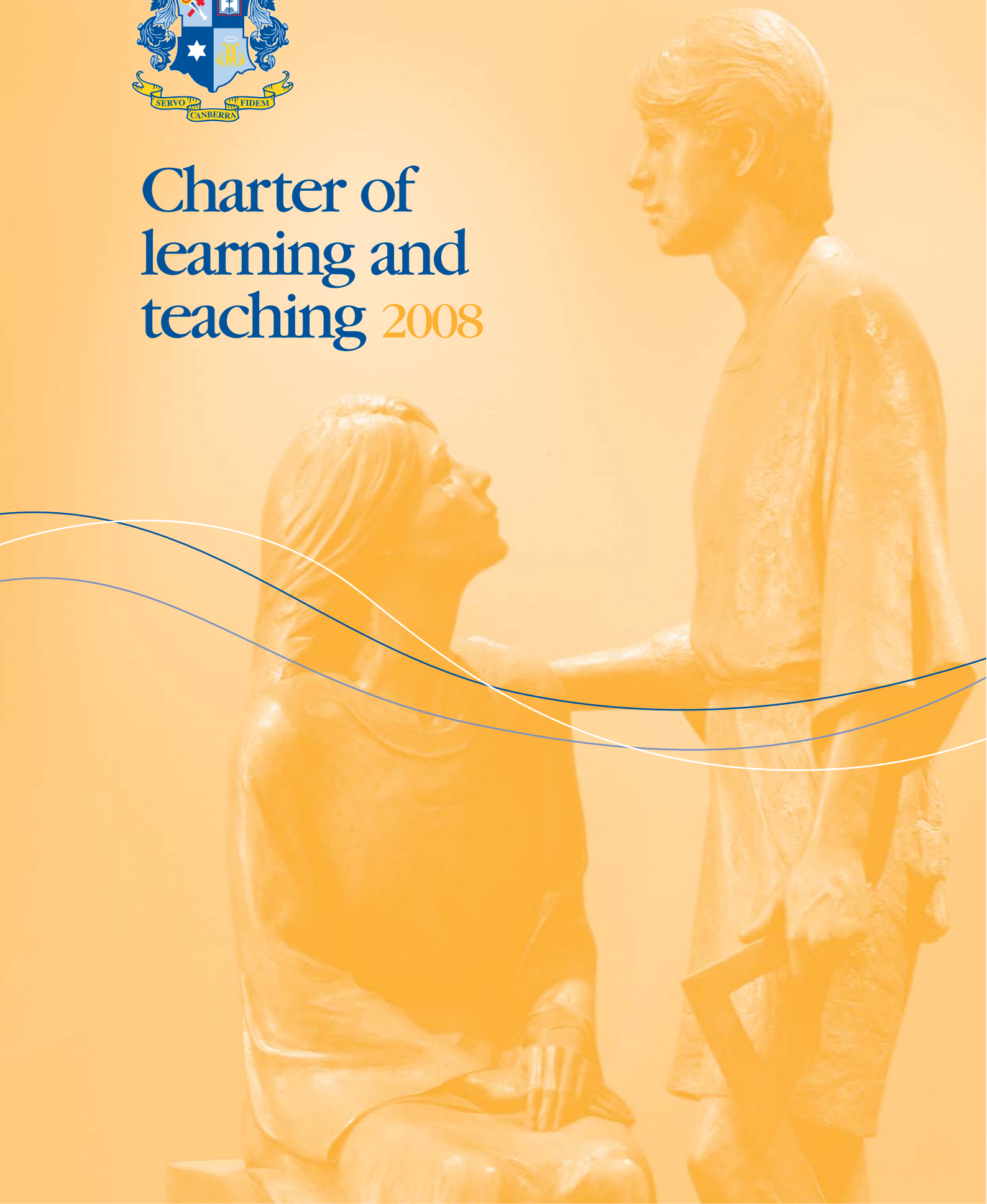




MARIST COLLEGE CANBERRA

Charter of learning and teaching 2008



The College

Marist College Canberra is a Catholic learning community illuminated by the gospel values of Jesus. Founded in the Marist tradition, the defining features of family spirit, presence, simplicity, love of work, and the way of Mary give us our special character and culture as a Marist school.

We are committed to building a learning community of excellence, providing a well-rounded boys' education where all are committed to life-long learning. All that we do in learning and teaching is anchored in a fundamental commitment to a culture of learning and engagement with a desire by all to learn.

The partnership between parents and staff is an integral part of the family spirit in the College. We place strong emphasis on family, the first educators of the child. When a boy enrolls at Marist, the entire family signs up; parents become part of our endeavour to promote his moral, intellectual, spiritual, emotional and physical growth.

To help foster these aims we have adopted this Charter of learning and teaching.

Our leadership

As leaders of the Marist College Canberra learning community we are committed to being engaged in the process of continual review and improvement/development of learning and teaching within a distributed leadership model. Implementation of this is made possible through our leadership and support of professional learning teams and through collaboration with staff as we develop/refine our principles and vision for learning and teaching in the College.

Our teachers

We, as Marist College Canberra staff involved in the instruction and mentoring of students within the College, recognise that we are an integral part of the learning community where learning focuses on the student, process and content. Our learning and teaching practice will focus on how individuals, teams and organisations learn and we will reflect critically on our progress.

We are dynamic and responsive, building a classroom environment that supports and encourages risk taking. In building and supporting this environment, we use technologies to assist in teaching and learning as we develop a community characterised by genuine engagement.

Our students

As an integral part of the Marist College Canberra learning community students contribute as life-long learners who have a sense of wonder and who are curious about a wide range of knowledge. Students respect and value the knowledge and experience that teachers and other students bring to the classroom. For students, whatever their academic or vocational ambitions, Marist Canberra is a "school of possibilities" where the students undertake their learning with direction, support and encouragement from teachers.

Learning and teaching is ...	As leaders we undertake to ...	As teachers we undertake to ...	As students we undertake to ...
Based on the belief that all can learn	<ul style="list-style-type: none"> provide leadership lead school level professional learning and work with middle managers provide instructional leadership for professional learning 	<ul style="list-style-type: none"> be life-long learners, who enthusiastically model, explore and implement new initiatives support, promote and cater for individual learning styles 	<ul style="list-style-type: none"> be life-long learners who have a sense of wonder and are curious about a wide range of knowledge seek to understand our individual learning style
Focused on maximising learning	<ul style="list-style-type: none"> establish goals and expectations build capacity for improvement, evaluation and data gathering collate, define and adopt new learning outcomes 	<ul style="list-style-type: none"> seek to improve by reflecting, evaluating and listening to students share, reflect and analyse with other teachers through research assist students in their development as independent learners 	<ul style="list-style-type: none"> respect and value the expertise of teachers reflect and evaluate honestly our own learning be prepared to complete all tasks to the best of our abilities accept reasonable challenges and seek support from teachers work towards being critical thinkers be prepared for learning each day
To provide all with sustained opportunities to learn	<ul style="list-style-type: none"> lead planning, coordinating and improving learning and teaching foster collaborative professional learning invest in staff professional learning 	<ul style="list-style-type: none"> participate in planning, coordinating and improving learning and teaching learn, share and reflect with other teachers plan and undertake professional learning in line with personal and College goals 	<ul style="list-style-type: none"> respect the rights of others to be taught and to learn respect and value the views and talents of other students
To promote depth of student understanding and expertise	<ul style="list-style-type: none"> develop values and vision with high expectations develop vision of outcome in student and teacher terms 	<ul style="list-style-type: none"> have depth and breadth of knowledge of subjects taught have high expectations of all students develop student awareness and understanding of the 'bigger picture' 	<ul style="list-style-type: none"> engage in learning new skills and gaining increased breadth and depth of knowledge through the process of completing learning tasks
To be equitable and inclusive	<ul style="list-style-type: none"> build and support professional learning teams 	<ul style="list-style-type: none"> be active learning team members (leaders, mentors, contributors) be culturally aware 	<ul style="list-style-type: none"> be mindful and supportive of other learners share knowledge and skills with our peers
To be based in ethical practice	<ul style="list-style-type: none"> provide an orderly and caring environment provide an environmentally sustainable learning and teaching environment 	<ul style="list-style-type: none"> have integrity and be ethical be respectful of students and mindful of their privacy contribute to the preservation of an environmentally sustainable learning and teaching environment contribute and model the discriminating use of technology and information 	<ul style="list-style-type: none"> establish and maintain respectful relationships with our peers and teachers that lead to enhanced learning respect the physical environment in which we learn support the preservation of an environmentally sustainable learning and teaching environment be a discriminating user of technology and information
To be dynamic and responsive	<ul style="list-style-type: none"> scaffold, coach and demonstrate trial new teaching procedures in action research provide strategic resources to support College and teaching team goals 	<ul style="list-style-type: none"> build a classroom environment that supports and encourages risk-taking be technologically resourceful through the use of digital technologies in teaching and learning experiment, think, read, talk and write about teaching 	<ul style="list-style-type: none"> accept reasonable challenges and take risks with support from teachers be innovative; independent, self challenging and adaptable to change be reflective and thoughtful
LEARNING AND TEACHING	LEADERS	TEACHERS	STUDENTS

Today,

new concepts of education and of interpersonal relations require of educators a special talent for entering the world of young people, of walking beside them as their friend, of motivating and accompanying them as they search for what they are personally called to do in life.

IN THE FOOTSTEPS OF MARCELLIN CHAMPAGNAT

