



**ST STITHIANS COLLEGE
POLICY: LEARNING AND TEACHING**

Introduction

1. St Stithians College strives for excellence in all spheres and a continuation of its fine reputation as a leading South African independent school at the cutting-edge of innovation and educational practices shaped the National Qualifications Framework and the National Curriculum Statement and the Curriculum and Assessment Policy Statements.
2. St Stithians College encourages students to do their personal best, teaching students to work collaboratively. It encourages and teaches a sense of self-confidence, self-discipline, humility and respect avoiding any form of arrogance.
3. Every child has unique characteristics, interests, abilities, and learning needs. St Stithians College is committed to diversifying its educational programme to suit the individuals' needs.
4. Students are actively engaged in the construction of their knowledge and skills and thus, develop critical thinking skills. We recognise that learning occurs continually and in all environments and we use all opportunities to develop the whole person.
5. St Stithians College seeks to find, refine and develop best practice and is committed to teacher development.
6. St Stithians College recognises the need for both educators and parents to provide educational resources and support. The availability of resources is a constraint on St Stithians College's ability to accept a diverse student population. Students will be admitted only if the school is able to meet the specific needs of the student.
7. All our students develop a love for learning, through effective communication, respect and courtesy, which forms the basis for the partnership between parents, students, teachers, management and support staff.
8. We embrace the philosophy of life-long learning and the philosophy that underpins the national education policy. The Independent Examinations Board is our assessment provider.
9. The philosophy of this document embraces the Critical Outcomes as stipulated in the Curriculum and Assessment Policy Statements Grades R-12.

We aim to produce students who are able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

Individualised Education

10. St Stithians College believes that through appropriate curricula, technical strategies, use of resources and partnerships within the community, all students have equal rights to an all-encompassing education of the highest standard that accommodates all students of all abilities at all levels.

11. The individualised education system we offer:
 - 11.1. Reflects the values, ethos and culture of St Stithians College.
 - 11.2. Allows all students to perform successfully and reach their full potential at their own pace.
 - 11.3. Ensures that each successful learning experience is a stepping stone to further success.
 - 11.4. Is committed to excellence through the enhancing of educational opportunities for all learners.
 - 11.5. Maximizes the educational outcomes of all students through identification and appropriate intervention to reduce barriers to learning, especially for those students who are vulnerable to marginalization and exclusion.
 - 11.6. Ensures all students and teachers understand and value diversity so that they have the knowledge and skills for positive participation in a just, equitable and democratic society.
 - 11.7. Fosters a learning community that questions disadvantages and challenges of traditional models of education.

Practical indicators

12. We will know that the aims of individualised education have been met when:
 - 12.1. Principles of equity and social justice are embedded in policy, practice and decision-making at all levels.
 - 12.2. Professional learning opportunities are provided to all teachers to enhance understanding of the recognition of difference and the factors that contribute to educational disadvantage.
 - 12.3. Curriculum, pedagogy and assessment are aligned to meet the needs of diverse groups of students.
 - 12.4. A support network makes it possible to support the co-ordination of teams and individuals who support one another in formal and informal ways.
 - 12.5. Collaborative consultations include individuals with a variety of different abilities who work together to plan and implement programmes for a diversity of students.
 - 12.6. Co-operative learning creates a classroom learning atmosphere in which students with varying abilities and interests can realize their potential.
 - 12.7. Students are educated in classes where the numbers of those with and without barriers to learning are reflective of the local population.
 - 12.8. Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with the necessary support and accommodation.
 - 12.9. Educational experiences are designed to enhance individually determined, valued life outcomes for students and, therefore, seek to establish an individualized balance between the academic and social aspects of education.
 - 12.10. It is the responsibility of all teachers and support staff to implement and uphold the frameworks of individualized education as laid out in this document.
13. St Stithians College recognises that students require different levels of support. St Stithians College has identified six such levels (adapted from the Department of Education's Draft National Strategy on Screening, Identification, Assessment and Support 2005). The levels are:

Category	Description
1	Full participation Extension work for students who consistently achieve a high standard of work in all academic areas
2	<ul style="list-style-type: none"> • Full participation • No requirements for additional learning and teaching support • No adaptation required • Extension for students in some areas of academic achievement

Category	Description
3	<ul style="list-style-type: none"> • Modified full participation • Requires some additional support to maximise learning outcomes • Adaptation planned and managed at grade level - at the teachers' discretion
4	<ul style="list-style-type: none"> • Participation in all aspects with occasional assistance • Required additional support in a number of areas to maximize learning outcomes • Adaptation planned and managed by Academic support specialist or SENCO
5	<ul style="list-style-type: none"> • Participation in most activities with ongoing assistance • Requires a specialist program and additional support in many areas including ongoing monitoring and adaptation to facilitate participation and maximize learning outcomes
6	<ul style="list-style-type: none"> • Academic exclusion: The school is unable to meet the specific academic needs of the student • This descriptor applies to the following: <ul style="list-style-type: none"> ○ Subject choices made at any Grade level that the school is unable to accommodate ○ Specific physical, emotional and academic difficulties • The decision for academic exclusion is made at the discretion of each school on the St Stithians College campus

Assessments

14. Assessments form the core of the measurable aspects of learning. Thus regular assessments will be given to the students. They may consist of internally and/or externally set tasks, being summative, formative or assessments for learning.
15. The College sometimes participates in external assessments that are not aimed at assessing student performance, but rather at evaluating the system of learning and teaching and usually in comparison with other schools or even systems of education. In principle feedback of results will not be given to the parents and students, but will be used as a diagnostic tool to inform learning and teaching.
16. Externally set assessments may include:
 - 16.1. The NSC examinations for grade 12 students
 - 16.2. International Benchmarking Tests for grades 3, 6, and/or 9 students
 - 16.3. Core skill assessments at grade 6
 - 16.4. Shared assessments when appropriate

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2nd Amendment Approved by the College Executive Committee: 25/05/2009

3rd Amendment Approved by the College Executive Committee: 28/07/2011

4th Amendment Approved by the College Executive Committee: 21/09/2015