

## PRINCE OF PEACE LUTHERAN COLLEGE EXISTS TO:

Nurture students through quality education, in a caring Christ-centred environment, enabling them to fulfil their potential and enrich their communities.

We believe each student's educational experience should be characterised by three guiding principles that promote contemporary capabilities:



- **Excellence through honour**

We want every student to pursue personal excellence; to honour each other, their God-given potential and to give their best.



- **Learning with purpose**

We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communicators; who are multi-skilled, adaptable and innovative.



- **Growth through challenge**

We believe that it is important that students are provided with opportunities to push themselves, to be challenged and to develop mastery in a supportive environment.

## TEACHING AND LEARNING FRAMEWORK

The Prince of Peace Teaching and Learning Framework informs and ensures consistent and effective teaching and learning practices. This Framework has been collaboratively developed and demonstrates our commitment to realising the Lutheran Education Australia Vision for Learners and Learning. We believe it is important to nurture in all students the following Lifelong Qualities for Learners:

- Self-directed, insightful investigators and learners
- Discerning, resourceful problem-solvers and implementers
- Adept, creative producers and contributors
- Open, responsive communicators and facilitators
- Principled, resilient leaders and collaborators
- Caring, steadfast supporters and advocates (LEA, 2005)

The Teaching and Learning Framework has been developed to reflect the College's values and beliefs about teaching and learning and is informed by research and best practice. The following five underpinning principles form the basis for the framework:

1. High expectations
2. Positive relationships
3. Lifelong learning
4. Responsive teaching
5. Powerful partnerships

**For further information please visit [www.princeofpeace.qld.edu.au](http://www.princeofpeace.qld.edu.au)  
or contact the College on (07) 3872 5700**

PRINCE  
of PEACE  
LUTHERAN  
COLLEGE

Teaching and  
Learning Framework

# TEACHING AND LEARNING FRAMEWORK

## PRINCIPLE



High Expectations



Positive Relationships



Life-Long Learning



Responsive Teaching



Powerful Partnerships

## DEFINED

High expectations for all are created by the development of Growth Mindsets and academic tenacity that supports learning. The curriculum and pastoral programs support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances.

Positive relationships which facilitate mutual care and respect, security, encouragement and hope provide the foundation in which learning grows.

Life-long learning is concerned with engaging students in learning, developing the characteristics that will make learning an integral and valued part of their lives, and preparing them for the 21st Century.

Responsive teaching engages the student in the next most powerful step in their learning. It also ensures that the student is connected to content in meaningful ways.

Powerful partnerships involve staff, students, parents and carers, and the wider community, nurturing the God-given potential of all. These powerful partnerships foster motivation, connection, application and service.

## BELIEF STATEMENT

At Prince of Peace, we believe that each and every student can learn, and want to empower our teachers with the capacity and support to teach a range of students. High expectations are important because children learn best when they are expected to realise their full potential. We focus on effort, creating challenge and encouraging a Growth Mindset. The College has high expectations for all members of our community which includes progress, work ethic, attendance, dress and behaviour.

At Prince of Peace, positive relationships are fundamental. Every community member is a unique child of God, worthy of love and forgiveness. Positive relationships create a safe, supportive and caring environment that is conducive to learning and high expectations, and where students, teachers and parents/carers can work in partnership.

At Prince of Peace we strive to develop all students holistically, through a commitment to know our students, their educational journey and potential for growth and mastery. We support students to take ownership of their learning, recognise strengths and weaknesses, different interests and ways of engagement to encourage lifelong learning.

At Prince of Peace, we believe that responsive teaching and learning depends on closely aligned practices and an awareness of individual student needs. For maximum impact on student learning it is important to align student needs, curriculum intent, pedagogy, assessment and reporting.

At Prince of Peace, we believe that lifelong learners are nurtured, supported, modelled and inspired by the powerful partnerships of home, College, and wider community.

## KEY ELEMENTS

### At Prince of Peace we believe in:

- High expectations for students – work ethic, attendance, dress, punctuality, behaviour
- High expectations for staff – role modelling, professional practice, dress, punctuality
- Setting specific and challenging goals where the challenge is relative to each student's current performance (Hattie)
- Explicitly modelling and teaching expectations of student learning and behaviour (Covey)
- Communicating clearly learning intent and success criteria (Clarke; Hattie; Williams)
- Providing scaffolding and support to facilitate student progress
- Designing meaningful learning tasks and presenting them in a way that fosters students' resilience and personal growth
- Articulating expectations to students and parents
- Conveying that we have high expectations because we care
- Developing support structures to assist teachers to cater for all students

### Prince of Peace teachers will invest in positive relationships with colleagues, students and parents/carers through:

- Positive and supportive language
- Embracing a Growth Mindset
- Honouring Relationships which allow each student to learn and grow in a way that respects the individual
- Restorative Practices
- Creating and fostering a safe and supportive environment where risk taking is encouraged
- Exhibiting and modelling high expectations
- Building relationships with students and parents/carers and extended community
- Fostering trust, care and respect through valuing individual differences
- Establishing and explicitly teaching consistent behaviour expectations, effective routines and procedures
- Addressing the social, emotional and intellectual needs of each and every student
- Engaging in dialogue with parents that reflect an understanding of their child

### At Prince of Peace we believe in:

- Valuing every student as a learner and fostering a Growth Mindset in every student
- Guiding students in developing their learning skills and catering for different styles of learning
- Encouraging students to set their own learning goals and develop mastery
- Encouraging students to develop their communication and critical thinking skills
- Collaboration and creativity as 21st century skills
- Establishing a 'safe' learning environment where students and teachers can take risks
- Valuing teachers as lifelong learners

### At Prince of Peace, teachers recognise students' prior learning and consider how and what students understand by:

- Making frequent evidence based decisions to guide planning
- Using relevant and research based strategies to engage and support student learning
- Differentiating teaching practices, strategies, tools and resources to address individual learning needs
- Providing appropriate, timely and responsive feedback to improve learning
- Establishing and maintaining high expectations in relation to progress, attitude and commitment to learning

### At Prince of Peace, teachers align student needs, curriculum intent, pedagogy, assessment and reporting by:

- Providing rigorous, consistent and validated approaches to monitoring student progress
- Using data collection to inform teaching and learning
- Using a range of tools and strategies that foster higher order thinking and problem solving
- Fostering the purposeful, aligned, responsible and ethical use of a range of digital technologies and tools
- Utilising learning goals as a means to focus learning
- Creating and maintaining supportive and safe learning environments
- Assessing and providing appropriate, timely and responsive feedback
- Establishing deep curriculum knowledge and associated pedagogy that is creative and innovative
- Making content explicit to students – learning intentions and success criteria
- Developing a consistent language of learning
- Aligning learning, assessment and curriculum
- Creating deliberate, purposefully and relevant planning that is flexible, and adaptable and responsive to teaching moments

### At Prince of Peace we value:

- A shared commitment to powerful partnerships
- Opportunities to connect with parents/carers and the community regularly in purposeful ways
- Effective communication and easily accessible information between the College, home and wider community
- Building dynamic teaching and learning partnerships
- Processes, practices and policies which promote powerful partnerships
- The Pillars of Honouring Relationships:
  - Respect,
  - Responsibility,
  - Relationships,
  - Restoration
- Opportunities to serve God and one another