



Education Plan

Teaching & Learning

*A Catholic co-educational Years R-12 community
in the Josephite Tradition*



Purpose of the Plan

The purpose of the Mount Carmel College Education Plan is to make explicit the deep connections between our Catholic identity and our understandings of and approaches to leadership, teaching, learning and wellbeing. The Framework supports staff, students and families of the college to understand the shared practices aimed at improving teaching, learning and wellbeing across all year levels and subject areas. These shared guidelines have been derived from research and current educational philosophy and policy.

The Mount Carmel College Education Plan captures the essence of our approach to Catholic Education in the 21st century, and provides a rich context for understanding and implementing the Catholic Education South Australia – Living, Learning, Leading Framework, Teacher Performance and Development Framework and the National Professional Standards for Teachers.

Mission and Vision

The mission of Mount Carmel College is to serve its community by providing a quality, contemporary Catholic education. The legacy of the Josephite tradition enriches the College as it works to meet the needs of the times.

At the heart of our vision is a diverse learning community where relationships are grounded in Gospel values, individuals feel they belong and all are encouraged to celebrate their personal excellence.

Religious Education Statement

The curriculum at Mount Carmel College recognises the importance of formal and informal Religious Education programs across all subject areas and acknowledges the significant role that these programs have in promoting the mission of the Church. At the heart of our Religious Education programs is 'an invitation for students to engage in a dialogue between the world they know and the faith to which they are called' (Crossways: Religious Education Framework for South Australian Catholic Schools).

The purpose of the Mount Carmel College curriculum is to provide opportunities for a deeper understanding of the Catholic tradition so as to encourage meaningful connections with the life of the church. Our teaching programs are accepting of the diversity of faith and cultural backgrounds that exists within our community and provides opportunities to learn about other traditions that operate in our world today.



Catholic Education of South Australia - Living, Learning and Leading Framework

The strategic priorities for the CESA Leading Learning Team have been derived from the Strategy for Leading Catholic Education to New Levels of Excellence and focus in particular on enhancing Catholic Identity through improving student learning and wellbeing.

The Learning Statement for Catholic Education in South Australia refers specifically to the development of the Australian Curriculum and SACE capabilities within a Catholic context.

*To every child in a Catholic School:
We are committed to knowing you deeply. We value you as a capable and competent learner and will support your active engagement in the learning process. In partnership with you and your family we commit to high expectations for your learning progress, wellbeing and achievement. You matter to us.*

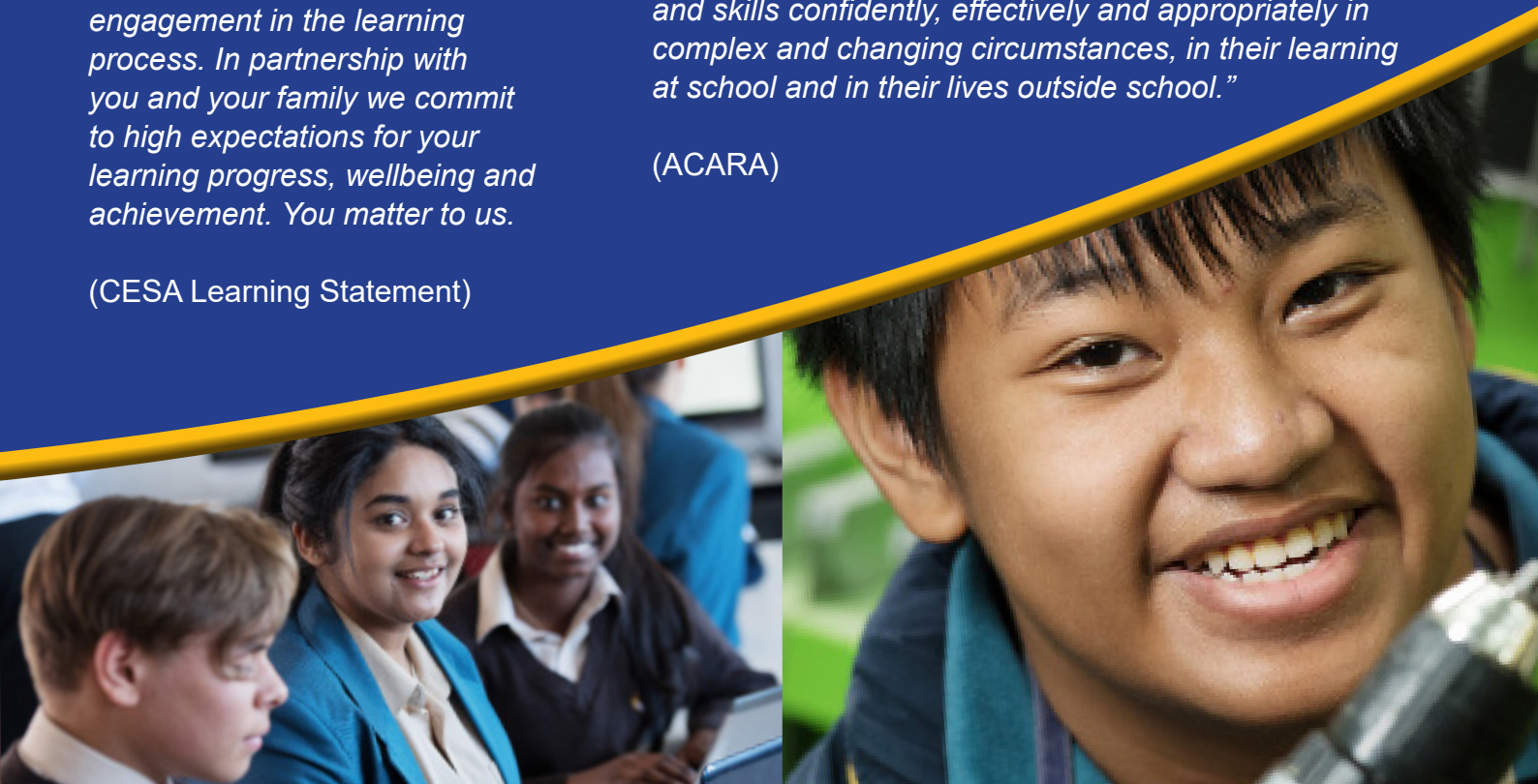
(CESA Learning Statement)



Capabilities play a significant role in equipping young people to live, relate and work successfully in the twenty-first century.

"In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school."

(ACARA)



The Catholic Education Office of South Australia: Living, Learning, Leading Framework (2018) provides a blueprint for the desired pedagogical practices in Catholic schools in South Australia. They make explicit connections to the general capabilities within the Australian Curriculum and the South Australian Certificate of Education. It also incorporates the core elements of our Catholic faith and highlights the importance of dialogue that connects the world and faith formative experiences. **The elements of the CESA: Living, Learning, Leading Framework articulate the 'Graduate Qualities' that we desire for all our students who attend Catholic schools in South Australia.** These elements identify that we desire that all students who attend

our Catholic Schools are supported to become: confident and careful creators and users of ICT; moral, compassionate and ecologically aware; literate, numerate and effective communicators; knowledgeable, inquisitive and innovative; self-aware, collaborative and socially adept; intercultural and globally minded; spiritually aware and inspired by faith.

These elements are supported and brought to life through intentional curriculum and co-constructed learning and assessment design. Our schools engage in a 'dialogue approach' to our faith where we make explicit connections between our global environment and the formative faith experiences of our students.

The Mount Carmel College - Education Plan

Key Dimension

1. The role of the staff at Mount Carmel College

Shared Value

Mount Carmel College staff, like all staff in Catholic schools, work in partnership with families and the Church to create opportunities for young people to encounter life to the full – in all its social, cultural, personal, religious, ecological and political richness. Mount Carmel College **staff hold a belief in the dignity of the human person** and, with that, recognise that all young people are capable of successful learning. **They understand that wellbeing is central to learning and learning is central to wellbeing.** Mount Carmel College staff recognise that the “prime responsibility for creating this unique Christian school climate rests with them, as individuals and as a community” and, therefore, each fulfils a specific Christian vocation. In practice, our staff are able to identify clear and specific learning targets for students, relative to a designated curriculum or curriculum framework, and are inspired to continually pursue the goal of teaching each student from his or her point of entry into the curriculum and perspective as a learner.

At Mount Carmel College our approaches to teaching, learning and student well-being celebrate our core values of Belonging, Diversity, Excellence and Relationship.



Key Dimension

2. The principles of effective teaching, learning and wellbeing within the Mount Carmel College context

Shared Value

Mount Carmel College staff have high expectations for all students. They develop, implement and evaluate a range of wellbeing and learning programs resulting in a continuous process of setting a learning target, assessing levels of understanding, and then working strategically to narrow the distance between the two. This is complemented by five core principles of effective teaching, learning and wellbeing, namely:

1. Wellbeing and learning are linked and, as such, a student's academic and social habits are indicators of his or her wellbeing, and a student's wellbeing is likely to influence his or her academic or social habits.
2. The learning environment should be challenging and supportive.
3. Assessment is the bridge between teaching and learning. Results from assessment help to build a profile for each learner, and lead to adjustments in teaching and learning.
4. Differentiated instruction (of the content, the learning environment, the learning process, and/or the product) is a practical way of meeting the specific curriculum entry points, learning needs and readiness of the full range of students.
5. Mount Carmel College teachers are expected to teach and assess general capabilities to the extent that they are incorporated within learning area content.

3. The Australian Teacher Performance and Development Framework and the relationship with the Mount Carmel College Framework

Mount Carmel College leaders and teachers readily acknowledge the links between their own performance and professional learning, and students' learning outcomes. In collaboration, Mount Carmel College leaders and teachers regularly use data and information about student learning and wellbeing to identify a set of school-based goals aimed at meeting students' needs and improving learning and wellbeing. With support, Mount Carmel College teachers establish a range of performance goals which drive a cycle of professional practice, learning and reflection. This improvement cycle is shaped by the Teacher Performance & Development Framework and incorporates the following:

Reflection and goal setting

1. Each teacher, in agreement with the Leadership Team or their delegates, establishes a set of documented and regularly reviewed goals related to both performance and development, as well as ways of measuring progress towards them. These goals are directly linked to the annual school improvement priorities.

Professional practice and learning

2. Each teacher is supported to work towards this set of goals, especially through the provision of and access to professional learning.
3. Each teacher collects, reflects on and evaluates evidence of his/her performance from a range of sources, such as data showing impact on student outcomes, information based on direct observation of teaching, and evidence of collaboration with colleagues.

Feedback and review

4. Each teacher receives regular informal feedback on his/her performance, and participates in a formal annual review against his/her performance and development goals.

The purpose of this ongoing approach to professional learning is to build teacher capacity and performance, in order to improve students' learning and wellbeing within the Mount Carmel College context.



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