



ST STITHIANS COLLEGE LEARNING AND TEACHING

Introduction

1. St Stithians strives for excellence in all spheres and a continuation of its fine reputation as a leading South African school at the cutting-edge of innovation and educational issues.
2. St Stithians encourages learners to do their personal best, teaching learners 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. The College is committed to diversifying its educational programme to suit the individuals' needs.
4. Learners 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 seeks to find, refine and develop best practice and is committed to teacher development.
6. St Stithians recognises the need for both educators and parents to provide educational resources and support. The availability of resources is a constraint on the College's ability to accept a diverse student population. Learners will be admitted only if the school is able to meet the specific needs of the learner.
7. All our learners develop a love for learning, through effective communication, respect and courtesy, which forms the basis for the partnership between parents, learners, teachers, management and support staff.
8. We embrace the philosophy of life-long learning and the philosophy that underpins the national education policy. The IEB is our assessment provider.

Individualised Education

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

- 10.1. Reflects the values, ethos and culture of St Stithians;
- 10.2. Allows all learners to perform successfully and reach their full potential at their own pace.
- 10.3. Ensures that each successful learning experience is a stepping stone to further success.
- 10.4. Is committed to excellence through the enhancing of educational opportunities for all learners.
- 10.5. Maximizes the educational outcomes of all learners through identification and appropriate intervention to reduce barriers to learning, especially for those learners who are vulnerable to marginalization and exclusion.
- 10.6. Ensures all learners and educators understand and value diversity so that they have the knowledge and skills for positive participation in a just, equitable and democratic society.
- 10.7. Fosters a learning community that questions disadvantages and challenges of traditional models of education.

Practical indicators

11. We will know that the aims of individualised education have been met when:
 - 11.1. Principles of equity and social justice are embedded in policy, practice and decision-making at all levels.
 - 11.2. Professional learning opportunities are provided to all educators to enhance understanding of the recognition of difference and the factors that contribute to educational disadvantage.
 - 11.3. Curriculum, pedagogy and assessment are aligned to meet the needs of diverse groups of learners.
 - 11.4. A support network makes it possible to support the co-ordination of teams and individuals who support one another in formal and informal ways.
 - 11.5. Collaborative consultations include individuals with a variety of different abilities who work together to plan and implement programmes for a diversity of learners.
 - 11.6. Co-operative learning creates a classroom learning atmosphere in which learners with varying abilities and interests can realize their potential.
 - 11.7. Learners are educated in classes where the numbers of those with and without barriers to learning are reflective of the local population.
 - 11.8. Learners with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with the necessary support and accommodation.
 - 11.9. Educational experiences are designed to enhance individually determined, valued life outcomes for learners and, therefore, seek to establish an individualized balance between the academic and social aspects of education.
 - 11.10. 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.

12. The College recognises that learners require different levels of support. The 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 learners who consistently achieve a high standard of work in all academic areas.
2	Full participation No requirements for additional learning and teaching support No adaptation required Extension for learners in some areas of academic achievement
3	Modified full participation Requires some additional support to maximise learning outcomes Adaptation planned and managed at grade level - at the teachers' discretion
4	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	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	Academic exclusion: The school is unable to meet the specific academic needs of the learner. 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

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