



## Learning and Teaching Policy

The following key principles are vital to effective teaching and learning and form the basis of our practice.

- 1. Teaching and learning should be inclusive and enjoyable.** Being challenged is an important element of that enjoyment. We are more likely to learn when we are motivated, feel valued and see the relevance of what is being taught. We learn best in an ethos where achievement is celebrated and honest error is not disparaged but welcomed as a formative stage in the learning process.
- 2. Learning and teaching must meet the needs of the “whole learner”.** Our emotional wellbeing is closely linked to our ability to learn effectively. Emotional intelligence (and social intelligence) should be acknowledged, nurtured and developed. We should encourage the ability to read and be sensitive to other people’s feelings. We should encourage the development of three emotional competences: emotional awareness; accurate self assessment; self esteem.
- 3. Learning and teaching should take account of multiple intelligences.** We all have much greater potential for learning than is commonly recognised. We should nurture different types of intelligence, including: visual/spatial; verbal/linguistic; logical/mathematical; bodily/kinaesthetic; musical/rhythmic; interpersonal; intrapersonal; spiritual.
- 4. Learning and teaching should be flexible.** Learning takes place in unplanned as well as planned contexts. It is both an individual and a social activity, rooted in dialogue, debate and discussion, characterised by responsible decision-making, autonomy and choice. We acquire process and use information in different ways and at different rates. As individuals, we all have preferred learning styles. There are three main types: visual, auditory, tactile/kinaesthetic.
- 5. Learning and teaching should develop lifelong learners.** Lifelong learners are people who value learning, see it as an empowering activity and actively collaborate in the learning process. Not only do they possess knowledge, they also know how to think, act and challenge deep-seated assumptions. They take responsibility for their own learning, increasingly exploiting opportunities afforded by



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emerging technologies. In lifelong learning, our staff must be role models.