TEACHING AND LEARNING POLICY

PREAMBLE
St. Joseph's College of Education strives to make a contribution to society through the provision of excellent teacher education. The College has a duty to ensure that students gain maximum benefit from the teaching and learning environment of the College. Excellence is the underlying value in all teaching and learning programmes in the College.

PURPOSE
The purpose of the Teaching and Learning Policy is to define the College's philosophy of teaching and learning in order to ensure that teaching and learning are carried out in manner that support the College's vision and overall values. The Teaching and Learning Policy will be used as the framework for which discussion and promotion of effective teaching and learning practices are centred.

POLICY STATEMENT
The Teaching and Learning Policy of St. Joseph College of Education provides for equal opportunities of engagement of qualified, committed and motivated staff and students for effective Teaching and Learning within an optimum conducive environment to achieve the vision and mission of the College to be an excellent teacher education provider.

SCOPE OF APPLICATION
Programmes/Modules Design and Development
Programmes/modules developed by academic staff or any professional body on behalf of the College should be driven by learning outcomes and what students can are expected to do. The programmes/modules should be designed and developed with the following in mind:

- Programmes/modules development should be informed by research and knowledge acquisition activities, and enables students to understand, learn and benefit from research-led enquiry and, where appropriate, undertake such research appropriate to their level and discipline;
- Programmes/modules should be underpinned by the views of employers and professional bodies, and where appropriate, courses should be recognised by professional/external accreditation bodies to improve students' professional and career development;
- The programmes/modules should enhance the students' acquisition of a wide range of academic and professional skills and provide opportunities for personal development;
- The programmes/modules design should promote lifelong learning such that the outcomes are sustainable beyond the students' immediate learning experience;
- Learning outcomes for each module/programme should be clearly stated in terms of cognitive, general and professional skills, and values development. These should be the pivot around which the whole module/course/programme is developed in line with the National Teachers' Standards (NTS) and National Teacher Education Curriculum Framework (NTECF) requirements;
- To ensure fitness for purpose, teaching, learning and assessment should be evaluated periodically.

- Programmes/ modules development should support social responsibility and community development and empowerment through experiential learning.

Programme/Course/Module Delivery

Course/module should be delivered in a manner to meet the needs of a diverse cohort of students. To achieve deep learning and outcome, course/module should be delivered in manner centred on active learning and student engagement. To this end, academic/teaching staff should:

- select appropriate teaching and learning methods that are student-centred;
- adopt flexible learning and enquiry-based approaches where possible and appropriate;
- engage students as active participants in the learning process, by ensuring that learning involves an interplay of active and receptive processes through independence or collaboration with others.
- encourage the development of independent learning skills through the provision of appropriate tasks to develop analytical and critical thinking skills;
- incorporate 4R's in Reading, wRiting aRithmetic and cReativity in delivery of lesson where appropriate;
- emphasise the need for brain-storming, open-mindedness, evidence-based, critical analysis and the exercise of reflective and critical judgment as both the means and the outcome of effective learning;
- promote blended learning, the effective combination of different modes of delivery: on-line learning, use of other forms of classroom-based technology and face-to-face delivery, to enhance the student learning experience

Research

It is through research that knowledge is created. Research enhances teaching and learning. Hence, academic staff (i.e. tutors and librarians) who are involved in teaching and learning are encouraged to enhance their professional practice through the conduct of research. On the issues of conduct and management of research, refer to the ***Research Policy***. However, academic staff should:

- develop their skills, experience and expertise needed to achieve excellence in the supervision of students' project works.
- expose students to the research base of the subject(s) they study and also ensure students learn within a culture of research and enquiry, where appropriate, and incorporate current research and consultancy experiences directly into teaching and learning approaches;
- provide appropriate opportunities and environment for students to participate in research projects;

Resources

On the issues of acquisition and management of teaching and learning resources, refer to the ***Teaching and Learning Resource Policy***. To support teaching and learning, academic staff are encouraged to:

- seek permission from management to develop learner guides and learning resources for their teaching and learning requirements;
- seek current literature to support teaching and learning;
- make use of technology to support teaching and learning;
- make use of the College Library to support teaching and learning.

Assessment

The College encourages the use of varied methods to assess and measure the attainment of the stated learning outcomes. The assessment is guided by the requirement of mentoring universities and other stakeholders. For details on the assessment refer to the *Assessment and Examinations Policy*.

Teaching and Courses Evaluation

The College is committed to receiving and addressing feedback from students and tutors through the evaluation of both teaching and courses offered to enhance and improve courses and teaching. Refer to the *Quality Assurance, Monitoring and Evaluation Policy*.

Academic Staff Professional Development

The College is committed to the continuous professional development of all academic staff in relation to teaching and learning. The College seeks to promote developmental activities which are both discipline specific and in support of teaching, in general. An example of such activities is the Profession Development Session (PDS). For details on staff professional development, refer to the *Staff Professional Development Policy*.

Support Services

The following services should be provided to support teaching and learning in the College:

- **Library**

The College should provide access to library facilities with an appropriate range of materials to create an innovative and responsive learning environment and to provide electronic access to learning materials and other library resources. In addition, library staff are expected to be very qualified. Thus library should have the full range of knowledge, experience and skills to support tutors and students.

- **Technical Services Centre**

A Technical Services Centre (TSC) should be set up and tasked with ensuring the necessary technical support and availability of appropriate information and communication technologies to support teaching and learning, and academic administration across all departments and units of the College.