

## LEARNING PARTNERSHIP UNDERSTANDING

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*The purpose of this understanding is to affirm with all members of the School community (parents/guardians, students and staff) the School's anticipated student learning outcomes, educational philosophy and engagement expectations.*

The Friends' School strives to adhere to the *Purpose and Concerns*. By implementing the Australian Curriculum (K–10), and using the International Baccalaureate framework at Morris (K-6) and Clemes (11 and 12), along with the Tasmanian Certificate of Education and Vocational Education and Training (TCE and VET) at Clemes:

"We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective."

The School acts on the expectation that each member of our learning community seeks to challenge themselves in order to grow and live more fully in the truth. We aim for the development of self-discipline and respect within each student that enables them to enter more deeply into their own understandings and ongoing maturation in order to let their life speak. The School employs professional educators with expertise and experience to guide students to these outcomes.

We understand that student learning is best enhanced through the development of a strong, collaborative learning partnership among all members of the School community. We understand that parents/guardians know their child. Upon enrolling, our families will work with the School to enter into the pursuit of healthy and purposeful relationships to achieve the aims articulated in the *Purpose and Concerns*.

We understand that all members of the School community are to:

- support the aims of the School as expressed in the *Purpose and Concerns*
- work to develop trusting relationships
- provide complete and full disclosure of any and all medical, physical, social, emotional and/or learning needs that might arise throughout the student's enrolment
- engage in timely, helpful, civil and respectful communication with the person most able to assist an inquiry, while respecting staff, student and family boundaries
- support positive and constructive engagement in all aspects (curricular and co-curricular) of the student's learning process
- draw upon the collective expertise and strengths of all members of the School community involved in a student's education
- develop constructive pathways and respect for alternate viewpoints if disputes occur or relationships are challenged.