

AISHK Definition of Learning



What this looks like in practice

We create opportunity so students can achieve personal and academic excellence:

- Learning is inclusive and intentionally designed so all students can access, engage with, and show their learning in different ways.
- High expectations and clear learning goals support challenge, effort, and resilience.
- Students build on their strengths, interests, and identities to develop confidence, agency, and motivation.
- Feedback is timely, specific, and evolving, helping students reflect, improve, and take ownership of their progress.

We nurture community so learning is relational, meaningful, and collaborative:

- Learning environments are safe, respectful, and inclusive, where student voice is valued.
- Tasks encourage dialogue, creativity, and multiple perspectives.
- Learning connects across disciplines and to real-world contexts, including service and experiential learning.
- Relationships are grounded in empathy, curiosity, and global-mindedness.

We promote balance so students can sustain wellbeing, engagement, and growth:

- Learning balances challenge with care, supporting both academic rigour and wellbeing.
- Students are encouraged to reflect, set goals, and self-regulate their learning.
- Choice, variety, and purposeful use of technology sustain engagement.
- Students learn to make healthy, balanced decisions about learning and life — with space for enjoyment, creativity, and fun.

