VISION FOR LEARNING 2022
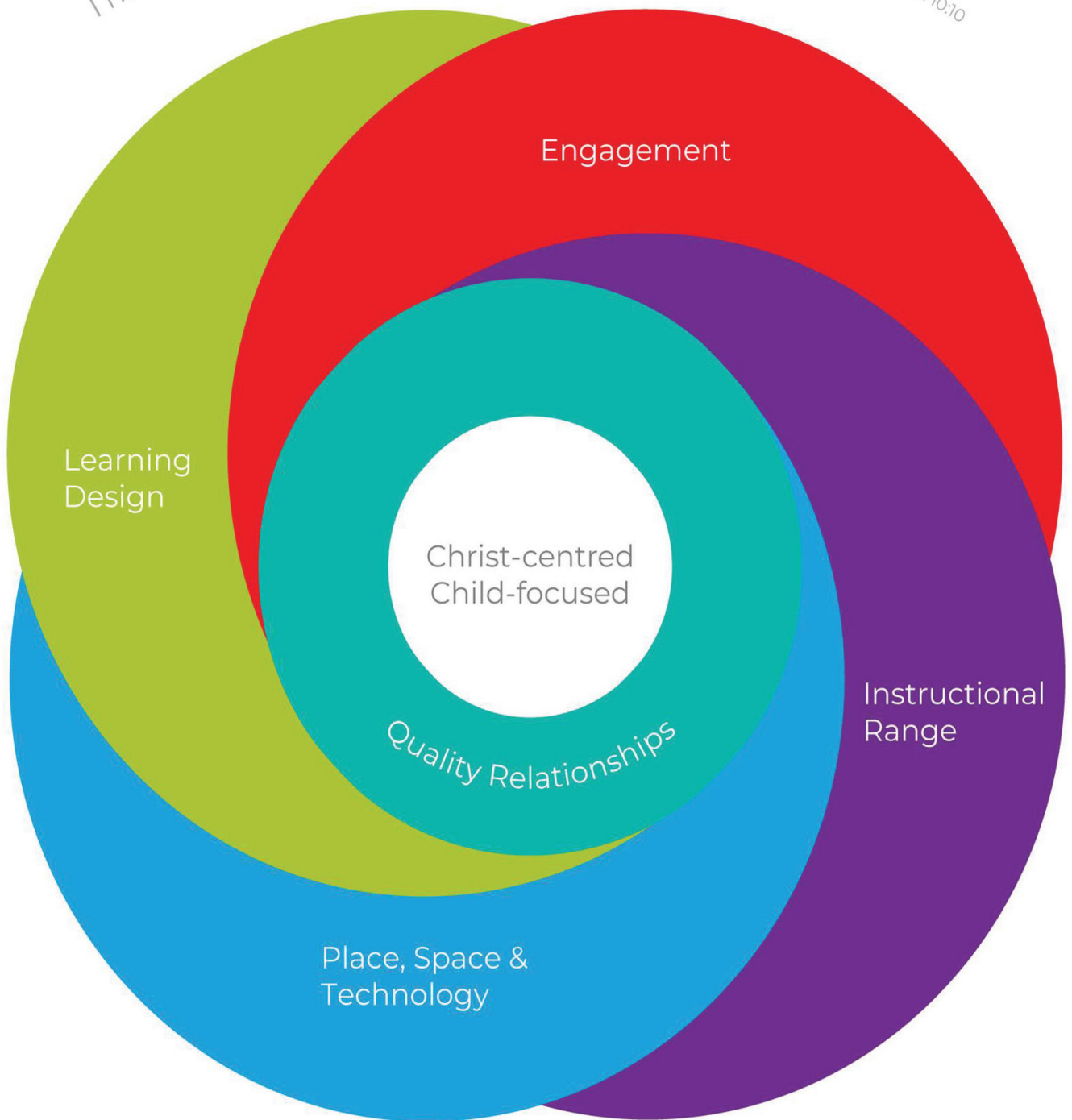

OUR LADY OF THE CAPE

MANY HEARTS, ONE VOICE

OUR VISION FOR LEARNING SEEKS TO ACHIEVE: A WELCOMING, SAFE AND COLLABORATIVE LEARNING ENVIRONMENT – A SENSE OF BELONGING, WELLBEING, MOTIVATION AND EMPOWERMENT – QUALITY TEACHER RELATIONSHIPS AND – AN INCLUSIVE AND ENGAGING RANGE OF INSTRUCTION.

OUR LADY OF THE CAPE

MANY HEARTS, ONE VOICE

I have come that they may have life and have it to the full. John 10:10

Engagement

Learning
Design

Christ-centred
Child-focused

Quality Relationships

Instructional
Range

Place, Space &
Technology

**VISION FOR
LEARNING** 2022

OUR LADY OF THE CAPE

MANY HEARTS, ONE VOICE

LEARNING DESIGN

OUR GUIDING PRINCIPLES	ACTIONS
PLANNING • One of the greatest influences on teacher effectiveness is the quality of planning for learning. • Learning intentions for teachers and success criteria for students and students engage in the learning design process. • Identify the needs of students to inform teaching and provide differentiation to strive for success.	• I use learning intentions to focus the learning and I co-construct success criteria with students. • I design the learning with a combination of assessment, instruction and feedback strategies that optimise student growth. • I implement differentiation within my lessons. • I use assessment to inform planning Assessment.
ASSESSMENT • Assessment is a crucial link between learning intentions, content and teaching and learning activities. • Assessment enables teachers to measure student learning and design and change their instruction to ensure they are meeting the needs of each student. • Assessment being the reflection of how effective I've been as a teacher.	• I provide opportunities for students to be actively involved in assessing and designing their learning. • I use authentic assessment tasks that align with the ways knowledge and skills would be used in the real world. • I use differentiated, multi-modal and learner sensitive assessment for students to demonstrate their knowledge, understanding and skills. • I integrate and embed assessment in instruction as a planned and essential part of teaching and learning.
FEEDBACK • For feedback to be effective, students need to know how to act on it. • Effective use of feedback promotes student ownership of learning. • To inform students improvements and future direction.	• I provide feedback that goes beyond praise and provides learners with a next step. • I give students time to understand and act on feedback. • I provide explicit feedback based on personalised learning intentions and success criteria. • Multi-modal feedback including verbal, written, over shoulder, conferencing .
SUCCESS (GROWTH) • Identifying and celebrating individual growth is motivating for students and encourages further learning. • Students being able to articulate what they have learned and how they learned it promotes metacognition. • Our role is to facilitate growth and success for each child.	• I promote student self-reflection on their learning. • I use data to measure levels of achievements, levels of growth and to plan future learning. • I use student growth to promote celebration and build motivation for further learning.

PLACE, SPACE & TECHNOLOGY

OUR GUIDING PRINCIPLES	ACTIONS
PLACE • Students need a personal connection with their learning environment where they feel they belong spiritually, socially and culturally. • Learners reach their potential when they feel safe and welcome, their voice is valued and have a strong sense of belonging.	• I acknowledge and promote the value of cultural diversity, cultural connection, and cultural safety. • I model the teachings of Jesus through my words and actions and we use the signs and symbols to connect to our Catholic community. • I support students to form good relationships and respectful social connections, encouraging students to emulate the school's values of Compassion, Appreciation, Respect and Excellence.
SPACE • Learning environments need to ignite curiosity and promote agency, flexibility, risk taking and creativity. • Classroom set up needs to accommodate for different learning structures, such as whole, small, and individual group opportunities.	• I co-construct the learning environment with students where possible. • I create flexible learning spaces that are personalised and collaborative with a quiet space, if needed. • I collaborate with students to establish clear routines and expectations that create an organised and effective learning space.
TECHNOLOGY • Students need to participate in learning though a variety of ways, including the use of emerging technologies, to meet their current and future needs. • Digital upskilling of the students and teachers needs to be linked to current real world applications.	• I use digital tools in a purposeful and integrated way to provide active learning experiences. • I model and promote ethical and responsible use of digital technologies. • I promote digital literacy, in conjunction with traditional literacies. • I use available devices to their full potential.

QUALITY RELATIONSHIPS

OUR GUIDING PRINCIPLES	ACTIONS
MODELLING CHRIST • Quality relationships are founded on the example of Christ.	• I build respectful relationships with all students through my Christian values, attitudes and behaviours. • I demonstrate care and commitment to all students. • I actively support vulnerable students.
SENSE OF BELONGING • Through quality relationships students are welcomed and valued, supporting positive mental health, wellbeing and motivation to learn.	• I create appropriate opportunities for students to share their passions and activities beyond school. • I recognise and respond to social dynamics among students to foster positive interdependent relationships. • I appreciate each student's uniqueness.
STUDENT VOICE • When students have a voice and are heard, they are able to make choices and decisions to influence events and have an impact on their world.	• I listen to students and recognise the value of their contributions. • I ask questions about and show interest in each student's gifts, interests and aspirations. • I create opportunities for students to make choices and decisions that influence their learning.
INCLUSIVE CULTURE • Quality relationships are inclusive and recognise, nurture and respect the dignity of each student.	• I cater for the individual needs of each student. • I adapt my teaching to acknowledge and accommodate the diverse experiences students bring to the classroom.
SAFE AND TRUSTING ENVIRONMENT • Safe and respectful relationships foster student well-being, wonder and learning. • Students who perceive their teachers as caring engage more with the content, take intellectual risks and persist in the face of failure.	• I acknowledge and respond sensitively to student attempts to initiate interactions and conversations. • I help students understand that mistakes are a part of learning. • I co-construct expectations with students.
PARENTS AS PARTNERS • Respectful relationships with parents are essential for student-teacher relationships. • Parent involvement contributes significantly to the learning experience.	• I acknowledge and purposefully nurture relationships with parents to support the holistic development of their child.

ENGAGEMENT

OUR GUIDING PRINCIPLES	ACTIONS
EMOTIONAL ENGAGEMENT • Students need to be emotionally ready to learn. • Emotional engagement is likely when teachers create an environment where students feel safe, welcome, accepted and supported. • Learning is enhanced when teachers bring their passions and interests to their teaching.	• I design learning experiences that activate student emotions. • I am fair and consistent in my interactions with students. • I am aware of and can regulate my emotions.
BEHAVIOURAL ENGAGEMENT • Behavioural engagement encompasses student participation within learning and classroom structures, as well as their effort and persistence in learning.	• I encourage and celebrate grit and perseverance. • I provide timely and constructive feedback on student behaviour . • I provide a higher ratio of positive to negative feedback for behaviour. • I provide opportunities for student voice and choice.
COGNITIVE ENGAGEMENT • Cognitive engagement makes an important distinction between students' efforts to simply do the work and effort that is focused on understanding, mastery and application. • Students need to perceive the learning as meaningful, interesting, relevant and achievable.	• I create challenging tasks matched to student ability and interest. • I support students to recognise their progress. • I provide opportunities for student choice and autonomy. • I provide students with opportunities for critical thinking, problem solving and personal reflection.

INSTRUCTIONAL RANGE

OUR GUIDING PRINCIPLES	ACTIONS
TEACHER AS LEARNER *REFLECTIVE PRACTITIONER* • Teachers as learners have agency over their ongoing professional growth, giving them the capacity to be agile when selecting and applying appropriate strategies. Teachers need to be agile in their instruction in order to be effective in ever-changing contexts. • Effective teachers continually learn about and reflect on current evidence-based theory, content and practice.	• I learn to move with agility between the roles of communicator, facilitator and activator of learning. • I reflect and continually learn about current evidence-based theory, content and practices to expand my instructional range.
TEACHER AS COMMUNICATOR OF LEARNING *KNOWLEDGE SPECIALIST* • Teachers expertly impart knowledge and explicitly teach content, processes and skills in response to the needs of each student. Effective teachers are intentional communicators who meet students at their point of need. • Effective teachers encourage active student participation when imparting knowledge, processes and skills. • By modelling metacognition, teachers encourage students to understand how they learn.	• I provide opportunities for student voice and choice in how I communicate content, processes and skills. • I model metacognition by communicating how I learn.
TEACHER AS FACILITATOR OF LEARNING *LEARNING GUIDE* • A safe and respectful culture enables students to experience cognitive discomfort, take risks and build resilience. • When teachers structure inquiry-based learning opportunities, they allow students sufficient freedom to deepen their learning. • Effective teachers empower students to become capable thinkers and learners, by providing them with opportunities to experiment with metacognitive strategies.	• I use a process that gradually releases responsibility for learning to students. • I create opportunities for students to make choices and decisions that influence their learning. • I create opportunities for students to question, problem solve and apply higher order thinking skills.
TEACHER AS ACTIVATOR OF LEARNING *THINKING CATALYST* • Effective teachers support and provide opportunities for students to take initiative and to persist with authentic and sustained challenges. • Effective teachers challenge students to question, take risks and learn from failure. • When students effectively apply metacognitive strategies and critical thinking skills they become agents of their own learning.	• I challenge students at their individual point of need. • I provide feedback and empower students to discern the next step in their learning.