VISION FOR LEARNING

Inspiring Minds, Hearts and Spirits

FROM OUR PRINCIPAL
Mr Stephen Dwyer

It is my pleasure to present the Red Bend Catholic College Vision for Learning. Red Bend Catholic College always "aims for something better." This is our Marist way. The College's Vision for Learning builds on the strengths of our community and aims to enliven passion and curiosity in our students, whilst fostering a high calibre and high performing culture of learning.

As a Catholic community in the Marist tradition, we make Jesus Christ known and loved, where faith, life and culture creates a holistic educational experience that nurtures students' spiritual, intellectual, emotional and social growth. This Vision for Learning highlights the intrinsic link between learning and student wellbeing.

The Vision for Learning was collaboratively developed with all sectors of our community. It is designed to further create a dynamic and inclusive learning environment that prepares students for the challenges of the future. It aims to foster critical thinking, creativity, collaboration, and adaptability, equipping students with the skills they need to thrive in an ever-changing world.

The Vision is built around three Domains; Innovative Pedagogy, Active and Empowered Learners and Dynamic Learning Environment. These Domains set out our targeted areas to inspire and enliven learning with Guiding Principles, Actions and an Implementation Plan that will guide our strategic approach to learning improvement.

Our Vision for Learning values the central role of our teachers' expert knowledge and skills to design and create engaging and appropriately challenging teaching programs. Through capacity building and in partnership with families, we aim to create optimal conditions for learning and wellbeing, ensuring that all students have success in their learning.

Our new Vision for Learning is audacious and full of hope. We are excited about the future of learning in our Catholic, Marist community.

"We aim at something better" … and share their intuition that "to bring up children properly, we must love them, and love them all equally". From this principle flow the particular characteristics of our style of educating: presence, simplicity, family spirit, love of work, and following the way of Mary. We seek to adopt these attitudes and values as our way of inculturating the Gospel. It is their sum and their interaction which gives our Marist style its Spirit-inspired originality.

*In the Footsteps of Marcellin Champagnat*

STATEMENT OF VISION FOR LEARNING

As a Marist community enlivened by 'love of work', we engage minds, hearts and spirits in forming good Christians and globally informed ethical citizens.

Red Bend students are curious, creative and inspired to be imaginative critical thinkers. Through a supportive and nurturing environment, built on a culture of high expectations, students are empowered to be confident and audacious deep learners.

Student Centred Learning is engaging, innovative, authentic, future-focused and built on evidence-based pedagogy. We are committed to excellence and equity in learning that builds individual and collective capacity so that every student has success in their learning.
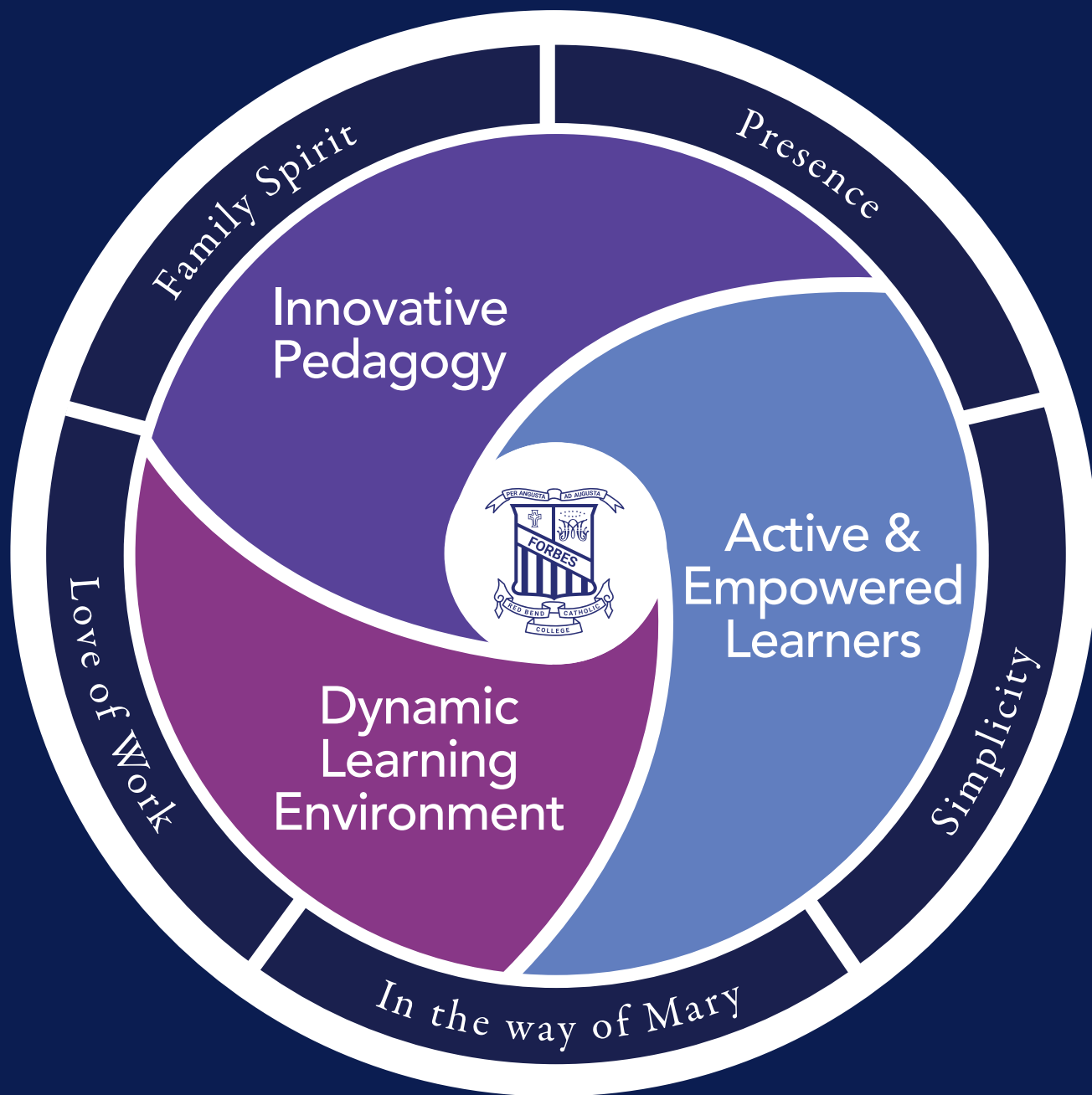
DOMAINS

Our Vision for Learning is centred around three domains

Innovative Pedagogy	Active and Empowered Learners	Dynamic Learning Environment

GUIDING PRINCIPLES

The Guiding principles provide a framework for our Vision for Learning. They serve as a compass that aligns with the three domains and establishes direction, clarity and consistency for our Learning Community.

ACTIONS

The actions are Strategic Intent Statements to guide our community in the facilitation of improved learning outcomes for Red Bend Catholic College students.

Innovative Pedagogy

GUIDING PRINCIPLE 1.1

Deep learning to invigorate critical, creative and innovative thinking to support and challenge all students.

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ACTIONS

1.1.1 Understand our students' capacity for learning and plan accordingly

1.1.2 Develop a rich understanding of Deep learning and its application to student learning

1.1.3 Construct opportunities for critical and creative thinking through enriched learning activities

GUIDING PRINCIPLE 1.2

Innovative programming and planning to enhance student knowledge, understanding and engagement.

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ACTIONS

1.2.1 Build a culture of innovative, goal centred lessons to enhance student engagement

1.2.2 Collaboratively develop and plan detailed lesson sequences that build knowledge, understanding and skills

1.2.3 Evaluate programs, syllabus requirements and school curriculum documents that are informed by student and teacher data

GUIDING PRINCIPLE 1.3

Quality assessment practices and feedback that provides data to inform pedagogy and improve learning gain.

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ACTIONS

1.3.1 Provide quality assessments to reflect rich learning opportunities that allow students to think critically

1.3.2 Analyse data to identify learning needs and plan learning and teaching for student progress

1.3.3 Provide feedback to students on their progress against individual learning goals and curriculum standards

1.3.4 Design and provide opportunities for cross curricular assessment

Active and Empowered Learners

GUIDING PRINCIPLE 2.1

High Expectations to promote engagement, self-awareness and belief that all students experience success in their learning.

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ACTIONS

2.1.1   Convey high expectations of students' ongoing effort and engagement to promote learning

2.1.2   Build student capacity to continuously monitor, reflect and evaluate their progress and achievement

GUIDING PRINCIPLE 2.2

Student voice and agency that empowers and embraces learning which is relevant and rigorous.

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ACTIONS

2.2.1   Empower student voice in their learning

2.2.2   Co-design opportunities for students to exercise authentic agency in their learning

2.2.3   Design experiences to nurture student leadership for learning

GUIDING PRINCIPLE 2.3

Partnership with parents, carers and the community to enhance student wellbeing and learning.

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ACTIONS

2.3.1   Enhance open and sustained communications with parents/carers to strengthen the relationship between wellbeing and learning

2.3.2   Seek and use parents'/carers' knowledge, insights and feedback to enhance student wellbeing and learning

Dynamic Learning Environment

GUIDING PRINCIPLE 3.1

Contemporary equitable learning that caters for diverse learners and cultural backgrounds.

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ACTIONS

3.1.1   Develop knowledge, understanding and practices to be inclusive of all students' learning needs

3.1.2   Integrate understanding of first nations culture and spirituality into curricular planning

3.1.3   Ensure all learning experiences are inclusive of our students' cultural backgrounds, needs and abilities

GUIDING PRINCIPLE 3.2

Agile learning that inspires engagement, enjoyment and a love of learning.

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ACTIONS

3.2.1   Build quality relationships that enhance student growth as learners

3.2.2   Encourage and assist students to monitor their own learning and to set optimistic goals for future learning

3.2.3   Foster students' beliefs in their own capabilities to learn successfully and an understanding of the relationship between effort and success

3.2.4   Create classrooms and applied learning environments in which all students are engaged, challenged, feel safe to take risks, and are supported to learn

GLOSSARY FOR VISION FOR LEARNING

Agile learning - we aspire to send our young people out into a fast-changing world equipped to respond to the unexpected with agility and flexibility. Agile learning is learning that is adaptable and incorporates collaboration and the willingness to change one's learning direction.

Authentic agency - involves creating a learning environment where students are encouraged to take ownership of their learning and develop the skills and attributes needed to become independent, self-directed learners.

Contemporary learning - prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

Creative thinking - involves making mental connections between and generating new ideas, methods, or products for an intended effect.

Critical thinking - involves evaluating ideas, methods, or products in reasoned ways.

Cross-curricular learning - involves gaining knowledge and skills that are learnt across different academic subjects which creates a more holistic and interconnected understanding of a topic or concept.

Data - refers to information that is collected and analysed to support decision-making and improve student learning outcomes. This can include a wide range of data from various sources, including student performance, demographic, attendance and behavioural data.

Deep learning - is an approach and an attitude to learning, where the learner uses higher-order thinking skills such as the ability to critically analyse, synthesise and solve problems in new, unfamiliar contexts.

Diverse learners - teachers understand that students as individuals differ in the ways in which they learn. They have different learning styles, modalities, interests, talents and personalities, all of which affect the ways in which teachers design instruction.

Equitable - refers to the principle of ensuring that every student has access to the same opportunities and resources, regardless of their background, abilities, or circumstances.

Globally informed ethical citizens - global citizenship is the umbrella term that encourages those in society to understand the importance of social, political, environmental, and economic actions and the effects the actions and decisions have globally.

High expectations - involves knowing every student, valuing them as learners and understanding how to support their learning, is all part of holding high expectations.

Inclusive education - includes everyone, with or without disabilities or special needs, learning together in the same classrooms and schools. It means providing equal opportunities and access to learning for all students, with adjustments to teaching and learning strategies as needed.

Innovative pedagogy - refers to the use of new and creative approaches to teaching and learning. This can include a range of strategies, such as inquiry-based learning, project-based learning, personalised learning and digital learning.

Learning gain - is the measure of academic growth or improvement a student shows across a period of time.

Pedagogy - refers to the science or art of teaching, including the principles, methods, and strategies used to provide effective instruction and facilitate learning.

Rich learning - refers to a comprehensive and meaningful educational experience that provides students with challenging and engaging opportunities to develop diverse skills, knowledge, and attitudes beyond the traditional academic subjects.

Rigorous learning - refers to a high level of intellectual challenge, depth of analysis, and attention to detail in the process of acquiring knowledge or developing skills.

Student capacity - is a measure of a student's abilities, skills and expertise in a curriculum area.

Student engagement - refers to the degree of attention, curiosity, interest, optimism, motivation and passion that students show when they are learning.

Success in learning - building academic success requires that teachers take responsibility for students' learning, creating and sustaining learning partnerships with students and families.

Syllabus - a syllabus is a formal document that outlines the specific details of a particular academic course or subject. In NSW, syllabuses are set by NESA (NSW Education Standards Authority).

Student agency - refers to students feeling they can make meaningful contributions to their learning.

Student voice - is where students feel they are listened to and valued.