

Learning and Teaching at Sacred Heart School

*A Mindful
School*

*Nurturing the Harmony
of the heart and mind*



*A Thinking
Curriculum*

Love and Service

An effective learning community

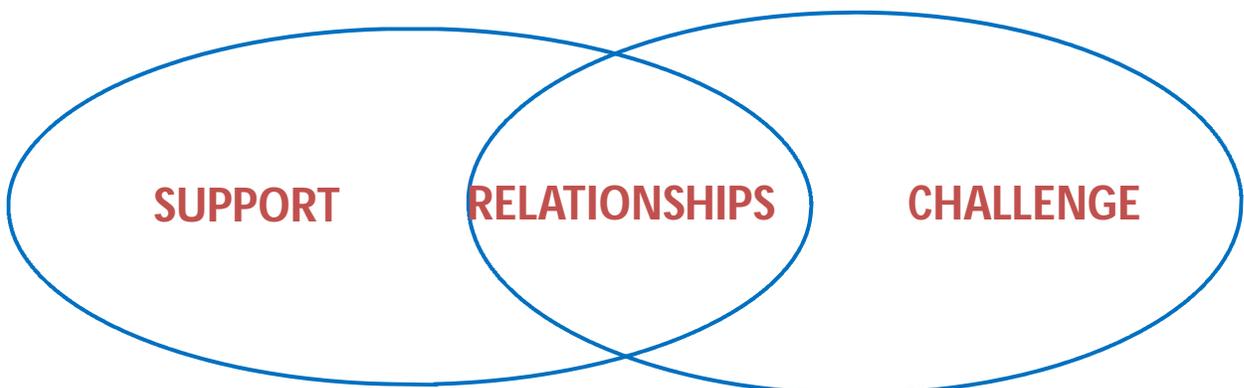


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BISHOP HANNA'S MANDATE TO ALL INVOLVED IN CATHOLIC SCHOOLS

THE CATHOLIC SCHOOL AND ITS PURPOSE

The Catholic school participates in the evangelizing mission of the Church and is the privileged environment in which Christian education is carried out. In this way, Catholic schools are at once places of evangelization, of complete formation, of inculturation, of apprenticeship in a lively dialogue between young people of different religions and social backgrounds.¹

In order to fulfil this mandate to evangelize, schools of the Wazga Wagga diocese provide an education in which young people encounter and engage with Jesus and his message.

Catholic schools are therefore welcoming, compassionate and inclusive communities of faith, learning, care, service and stewardship.

FAITH

FAITH - TEACHING, CELEBRATING AND LIVING OUR CATHOLIC FAITH

The truth of Jesus Christ is revealed in a way of life. The first followers of Jesus were known as people of 'the way', because their way of life exemplified the good news of Jesus and the values of the Kingdom. The Catholic school therefore contributes in 'the way' of Jesus by bearing witness to his life and teachings. When we observe a life devoted to loving and serving God by loving and serving neighbour, we know we are in the saving presence of the truth.²

The Catholic school, in collaboration with parents, the Parish and local Church, proclaims God's Reign through Christian witness and the Ministry of the Word. Ministry of the Word includes the teaching of a rigorous Religious Education curriculum based on the Catechism of the Catholic Church and the principles of the General Directory for Catechists, Sacramental and Liturgical celebrations, Prayer, action for Justice, Retreats and all activities of catechists.

Catholic schools are called to be dynamic signs and instruments of the life-giving good news of Jesus Christ.³

LEARNING

LEARNING - INSPIRING, INFORMING AND ENGAGING OUR COMMUNITIES IN LEARNING

In Catholic schools learning and the emphasis on the growth and well-being of the whole person is paramount.⁴ The Catholic School is privileged and obliged to develop the spiritual dimension of the human person.⁵

The purpose of all learning in Catholic schools is both for the good of the individual person and the common good leading to authentic transformation of persons and society as a whole.⁶ The interrelatedness of human knowledge means that all Learning Areas explicitly or implicitly teach about God and religious values or questions. Hence, Catholic schools need to help students reflect critically on the contribution religious understandings can make within each learning area.⁷



CARE

CARE - BUILDING CARING AND SUPPORTIVE ENVIRONMENTS THAT PROMOTE WELLBEING AND LEARNING

Care of persons in Catholic schools is founded on the inviolable dignity of the human person made in the Image and Likeness of God.⁸ 'The Catholic school is a school for all, with special attention to those who are weakest.'⁹ This radical inclusiveness is a clear expression of and witness to Christ's life and teaching by a school community. Therefore each school is to be sensitive to the particular and unique needs of the local community and respond with compassion and kindness. Consequently, the Catholic Schools Office has a duty to support schools as they discern and address these needs.¹⁰

SERVICE

SERVICE - EMBRACING LEADERSHIP WHICH FOSTERS COLLABORATIVE PRACTICES FOR MUTUAL BENEFIT AND PARTNERSHIP

All who are employed in Catholic Schools must remember that they have a role of Christian service. They are to be a sign to all of the Christ who came to serve rather than to be served.¹¹ This imperative is especially critical for those who hold formal leadership positions in schools and the CSO.

The ideal partnership between parish and school gives witness to collaborative practices which further the evangelising mission of the Church.¹²

STEWARDSHIP

STEWARDSHIP - CARING FOR PEOPLE, CREATION AND RESOURCES

As Christians we have a particular concern for the environment; we understand and appreciate the interrelatedness of all creation and know creation as a gift from God which requires equitable sharing and wise stewardship. Therefore schools have a moral imperative to practice decision making that is ecologically and ethically sustainable.¹³

1. Congregation for Catholic Education, *The Catholic School in the Third Millennium* (1992) 11.
 2. Cf. *id.* 104-10.
 3. *id.* 104-10.
 4. *id.* 104-10.
 5. Cf. *id.* 104-10.
 6. *id.* 104-10.
 7. *id.* 104-10.
 8. *id.* 104-10.
 9. *id.* 104-10.
 10. *id.* 104-10.
 11. *id.* 104-10.
 12. *id.* 104-10.
 13. *id.* 104-10.

A Framework for Learning

Our collective purpose is to build a safe, joyful, and built community that empowers ongoing and joyful learning and pedagogy of relationships which support and challenge growth.

SUPPORT RELATIONSHIP CHALLENGE

This Framework for Learning is a prescriptive vision for a preferred future that empowers the changing concept of 21st century learning. This framework builds on earlier frameworks defined in today's school reform movements (Lippé). The intention of the framework is to provide a point of engagement for reflection, dialogue and professional learning that supports the ongoing successful pedagogical practices within a learning community. The framework also indicates the conditions of our learning and teaching practices and the relationship between them.

The Framework for Learning is about: *empowering, informing, and engaging success, focusing on the six core learning needs, differentiation, and wellbeing.* This framework is a way to build a shared document developing a common language and shared understandings, providing a path for self-assessment and reflection on practice, as well as a blueprint for professional conversations. The framework guides and seeks partners to plan, develop, implement and evaluate their pedagogy and also identify areas in which their framework is successful.

This Framework for Learning focuses on the learning needs, development and wellbeing of the student and encourages:

- building of community that is learner-oriented and learner-oriented with inspired, professional, authentic and passionate to be shared leaders.
- improved learning and teaching practices which are innovative, engaging, flexible, resource and technology based and deliver curriculum in a purposeful, relevant and manageable manner.
- opportunities for collaboration to create learning relationships and demonstrate cognitive and cognitive pedagogical strategies.
- an evidence based approach upon which to reflect, evaluate, plan and to expand capacity to improve and engage learning and teaching.
- a sense of hope and connection within and beyond the classroom.

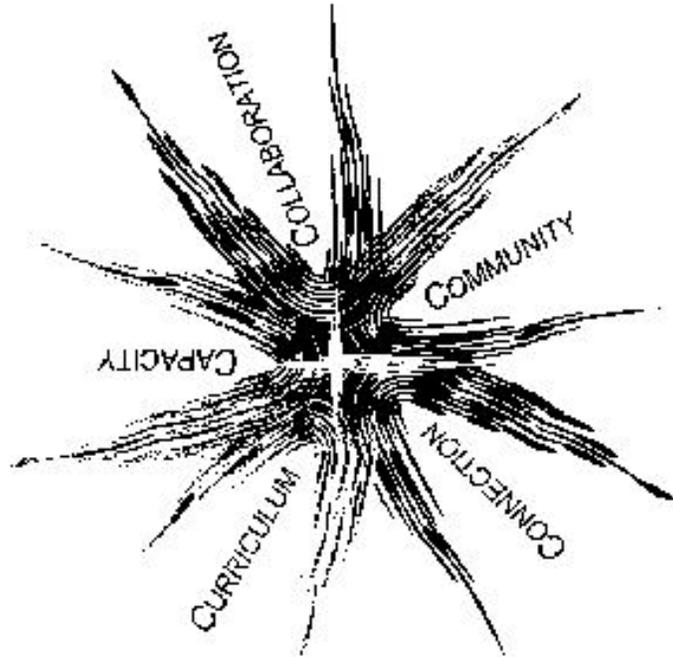
Today's students at Catholic schools in the Diocese of Wapiti-Waggon, as participants in communities of faith, learning, care, service and stewardship will flourish in their own abilities wherever:

- faith, hope, ethical and conscience on the individual
- active and informed citizens
- confident, creative and vital learners.

References:

- HETW, 2008. *Building a Framework for Learning: A Guide for Schools, Diocese of Wapiti-Waggon, Saskatchewan*
- *2008 Catholic Education Saskatchewan Report*, 2008

A FRAMEWORK FOR LEARNING



A mindful school with a thinking curriculum

Vision

At Sacred Heart Catholic School
we understand that

Christ is the Foundation
of all our learning
and therein commits us to:

Love and Service



Mission

'To nurture harmony of the heart and mind.'

by

Showing, Respect to all

Living the Gospel values

Participating in the evangelising
mission of the Church

Prayer and reflection

Offering to all, especially the poor
and marginalised the opportunity
of a Catholic education.

We believe in life-long learning by building relationships and offering support and challenge through 6 practices.

COLLABORATION



COMMUNICATION



SELF-RESPONSIBILITY



HUMAN DEVELOPMENT

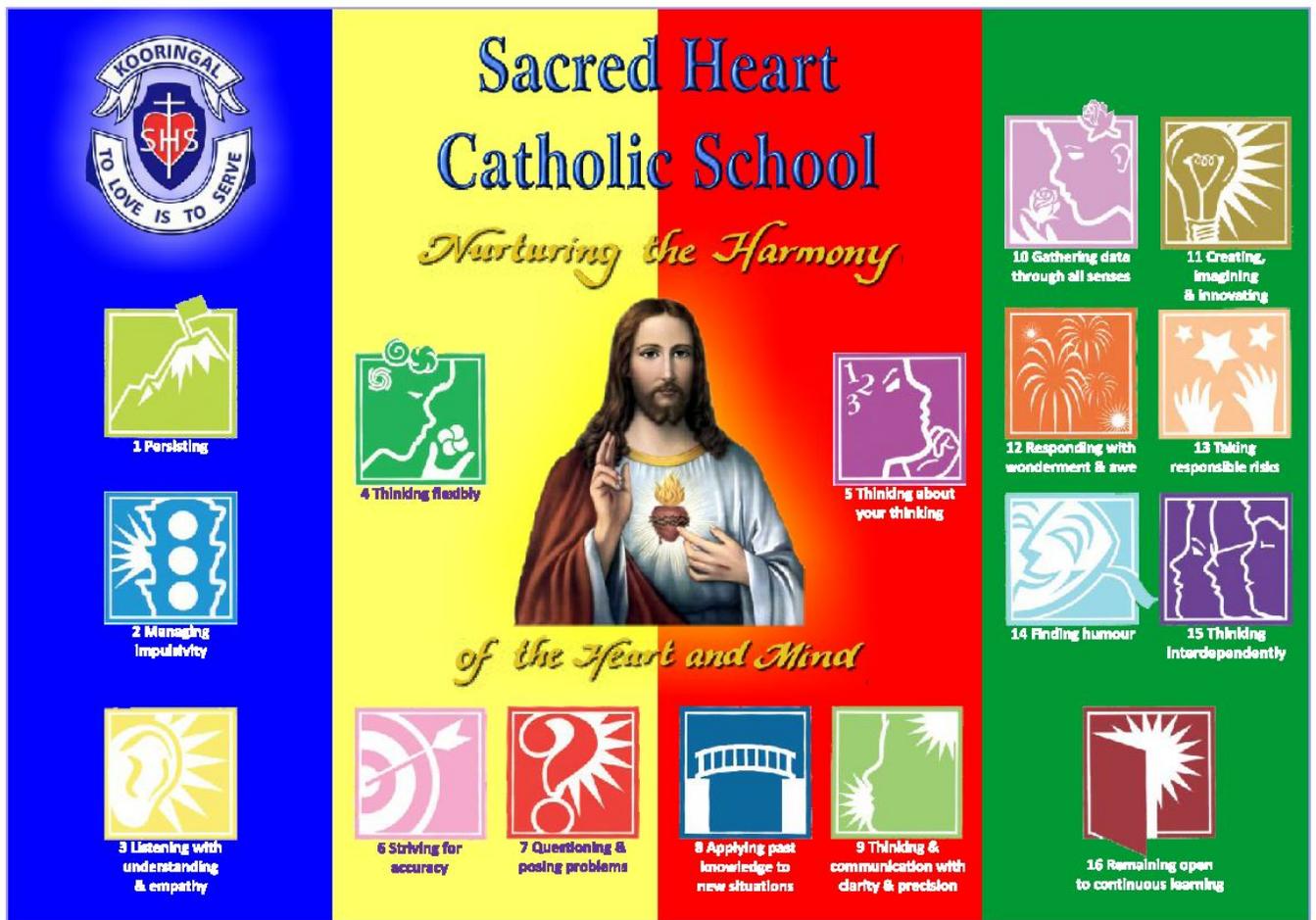


INQUIRY



MEANINGFUL LEARNING





Designed by a Year 6 student connecting:

1. The Sacred Heart of Jesus
2. School Moto – ‘To Love is to Serve’
3. Four House colours - Henschke (Blue)
 - Carroll (Gold)
 - Dwyer (Green)
 - Brennan (Red)
4. The 16 Habits of Mind
5. Motto – ‘Nurturing the harmony of the heart and mind’

Our Pedagogy is based on Thinking

Thinking and the explicit teaching of thinking is the focus for and of learning at Sacred Heart School. The following pages list how we teach thinking through our Habits of Mind Philosophy (Art Costa). Blooms framework, communication and Interpersonal skills and values. Alongside this we explicitly teach, thinking and problem solving in Literacy and Numeracy.

Intelligent behaviour goes hand in hand with the teaching of Gospel values and this not only creates a caring and compassionate community but also a community of thinkers who can clearly articulate WHY they do and say things – always understanding the purpose.

Parrot of Purpose



Our six practices have been adapted from 'Hands on Consultancy' Joan Dalton and David Anderson.

Unless teachers and students continually question and ask what the purpose is, ideas will stagnate. Creative, critical and reflective thinking will not exist.

What does thinking look like?

Learning to think

- Practice
- Reflection
- Coaching
- Problem-solving
- Questioning and explaining
- Predicting
- Decision-making

Thinking to learn

- Imagining and creating
- Self-awareness and original ideas
- Accepting view points
- Accepting diversity

Thinking together

- Collaborative structures
- Group decisions
- Group conversations
- Listening to understand
- Clear communication

Thinking about thinking (Metacognition)

- Examining new thoughts and ideas, learns from mistakes
- Making connections and plans
- Mental dialogue
- Knowing thinking strategies, values and beliefs
- Verbalising plans and asks for help

Thinking big

- Mindful thinking dispositions (HOM)
- Respectful dialogue
- Big vision
- Inquiry approach
- Inventing/creating future

↑ H I G H E R O R D E R ↓ ↑ F O U N D A T I O N L E V E L S ↓	<p><u>Critical /logical</u></p> <p>Formulate Compose Modify Synthesise Hypothesize Justify Select Critique Assess</p>	<p><u>Creative</u></p> <p>Create & design Predict Imagine Invent</p>	<p><u>Reflective</u></p> <p>Evaluate Question Plan Self-question</p>	<p>Question Modify Hypothesize Synthesize Justify</p>
	<p>Analyze Evaluate Identify Infer Investigate Examine Apply</p>	<p>Distinguish Generalise Imagine Invent</p>	<p>Contrast Self-question</p>	<p>Self-assess Identify needs Identify prior knowledge Summarise Evaluate Analyse Consider perspectives Compare/contrast Define/interpret</p>
	<p>Rank Classify Apply Solve Infer Compile Analyse Sequence Prioritize</p>	<p>Invent Construct Demonstrate Dramatise Illustrate Practise Show Use Imagine</p>	<p>Self-question</p>	<p>Decide Predict Order Classify Set goals</p>
	<p>Understand Recall prior knowledge Review Paraphrase Outline Interpret</p>	<p>Imagine Invent</p>		<p>View report on Information</p>
	<p>Remember Name Repent Memorize</p>	<p>Match</p>	<p>Retell Reason</p>	<p>Locate Memorise Repent Remember Reason</p>

Habits of Mind



1. Persisting

Stick to it! Persevering in task Through to completion: remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



2. Managing impulsivity

Take your Time! Thinking before acting: remaining calm, thoughtful and deliberative.



3. Listening with understanding and Empathy.

Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.



4. Thinking flexibly

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.



5. Thinking about your thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



6. Striving for accuracy

Check it again! Always do your best. Setting high standards. Checking and finding ways to improve constantly.



7. Questioning and problem posing

How do you know? Having a questioning attitude; knowing what data is needed and developing questioning strategies to produce that data. Finding problems to solve.



8. Applying past knowledge to new situations

Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.



9. Thinking and communication with clarity and precision

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, delegations and exaggerations.



10. Gather data through all senses:

Use your natural pathways! Pay attention to the world around you. Gather data through all the senses; taste, touch, smell, hearing and sight.



11. Creating, imagining and Innovating

Try a different way! Generating new and novel ideas, fluency, originality.



12. Responding with wonderment and awe

Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.



13. Taking responsible risks

Venture out! Being adventuresome; Living on the edge of one's competence. Try new things constantly.



14. Finding humor

Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.



15. Thinking interdependently

Work together! Being able to work in and learn from others in reciprocal situations. Team work



16. Remaining open to continuous learning

Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

Sacred Heart School aims to 'nurture the harmony of the heart and mind'.

Star stands for -

Stop

Think

Apply mindfulness

Respond

Applying mindfulness is the key to success - to learn how to question, reason, reflect and respond and become a person who displays consistent intelligent behaviours

Academically

Emotionally

Socially

Spiritually

Sacred Heart School is a place where students, families and staff are active witnesses to their Faith.

Pastoral Care is the concern of students, teachers and families living out the Gospel message John 13:34 "Love One Another". Our school motto is "To Love is to Serve". The interaction of students, teachers and families articulates the relevance of our Faith beliefs and is an active signal as we work towards creating tomorrow's adults.

Pastoral Care embraces the total care of the students based upon the belief that the dignity of the person is expressed through

- * the development of quality relationships
- * the provision of well matched learning opportunities
- * the establishment of an effective care network.

Our attitudes toward discipline are based in forgiveness. The greatest learning we do is through opportunities to learn through experience and reconciliation.

"It takes effort to look at misbehaviour as an opportunity to teach!" Katz 1996

All aspects of discipline at Sacred Heart Koorringal will have, as its prime motive, the good of the child and will be administered with Christian love, separating the deed from the doer.

A set of procedures is in place for serious offences should they be necessary.

STAN AND SUZIE

Sacred Heart School's top students never say a word, spend the whole day outside the principal's office and yet are acknowledged as 'STAR PUPILS'.

You see they are promoting an exciting aspect of the school philosophy on thinking and acting - this is known as HABITS OF MIND.

By understanding how one thinks, one strengthens their ability to solve challenges and make moral, ethical and spiritual decisions.

These habits are essential skills for life.

In a primary school setting we are fortunate to help, alongside parents, build the foundations for a sound character –socially, emotionally, physically, academically and spiritually.

Our school refers to itself now as a 'Mindful School' and our students have a clear understanding now of what 'Mindful' looks like, sounds like and feels like. Children learn the skills of co-operation, dialogue, sharing of ideas, valuing differences, shared decision-making, respect, thinking and problem solving. MINDFULNESS provides the school with a unique sense of safety and security, a spirit of equality, a learning environment where students respect diversity and promotes a sense of personal and school pride. It promotes clear, concise communication, in its very nature it is diplomatic.

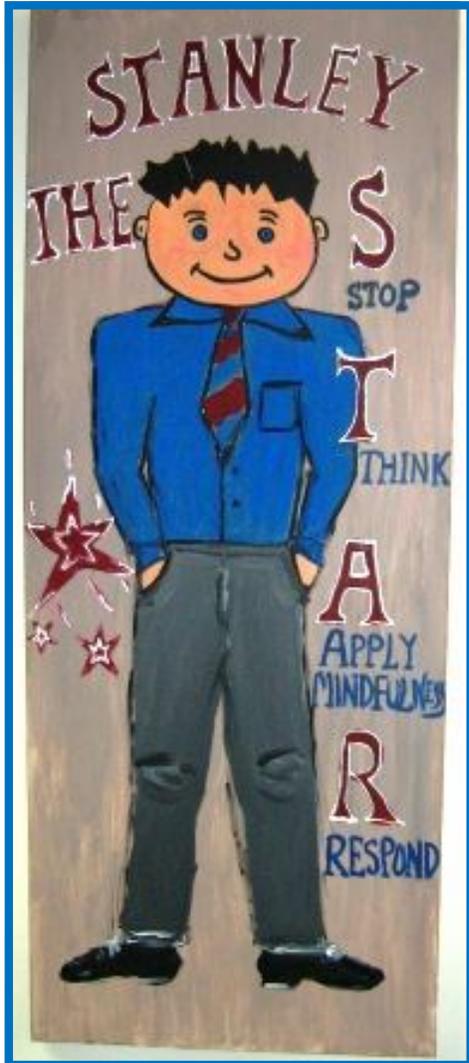
It empowers all community members-students, teachers and parents. Sacred Heart School is 'peaceful' and a joy to be a part of.



STOP
THINK
APPLY MINDFULNESS
RESPOND



Stanley is a star because he.....



STOPS

- Stops
- Walks away
- Breathes in through the nose, out through the mouth
- Gets a drink
- Sits in a quiet space and calms down

THINKS

- Is this about me or
- About someone else's anger and frustration
- Do I need help

APPLIES MINDFULNESS

- Speaks to the person directly
- Does not gossip to others
- Controls one's feelings, does not have another person control how he/she feels
- Does not let emotion and drama take over
- Takes ownership of own actions
- Asks for help if necessary

RESPONDS

- Asks oneself; 'How might I move forward?'

These habits apply in all our lives - children and adults.

Understanding them is one thing - APPLYING them consistently takes considerable practice.

1. COLLABORATION: Essential for effective participation in family, society, workplace and for the future of the world.

Collaboration at Sacred Heart is based on

- ◇ Embedded teamwork principles
- ◇ Understanding the power of 'two' or more
- ◇ Match groupings to needs and purposes
- ◇ Collaborative structures
- ◇ Explicitly develop collaborative skills
- ◇ Foster perspective talking
- ◇ Involve broader community



Open learning spaces



Parent Involvement



Team Teaching



Grade Parliament/ Yr 6 leaders

*Coming together is the beginning
Keeping together is progress
Working together is success. **H. Ford***

Our Schools learning and teaching is based on six practices

1. Collaboration

2. Communication

3. Self-Responsibility

4. Human Development

5. Inquiry

6. Meaningful Learning

Collaborative Skills

Finding Humour (HOM)

- Make people smile
- Make people feel good
- Brings people together
- Makes boring things more interesting
- Helps people connect ideas
- Helps people to be more creative
- Confident using metaphors and puns



Interpersonal Skills

- Active listening
- Questions
- Checks and confirms opinions
- Compromises
- Connects ideas
- Negotiates
- Reports to others
- Shares
- Suggests alternatives
- Can justify ideas

Values

- Self-disciplined
- Self-motivated
- Adaptable
- Seeks feedback
- Co-operates
- Cares
- Forgives
- Is equitable
- Inclusive
- Patient
- Respectful
- Responsible
- Honest

Thinking Interdependently (HOM)

- Emphatic to others
- Devotes energy to group
- Works for common cause
- Has 'we' attitude



Focuses on analysis, synergy and evaluation

2. COMMUNICATION: is fundamental to participating in and making sense of an increasingly global world.

- ◇ Encourage meaningful dialogue
- ◇ Encourage written conversation
- ◇ Model the language of community
- ◇ Empower students with language
- ◇ Integrate technologies
- ◇ Develop multi-media skills
- ◇ Teach questioning skills
- ◇ Provide multiple ways for students to represent learning
- ◇ Build strong home-school communication



SACRED HEART WEBSITE
www.shkww.catholic.edu.au



Google docs



*The most powerful factors in the world
are clear ideas in the minds of energetic
people of good will.*

Communication Skills

- Asks questions
- Makes eye contact
- Appropriate body language
- Provides feedback
- Shows empathy
- Projects voice
- Follows protocol
- Articulates ideas
- Shows confidence
- Restates
- Uses multi media
- Compares
- Justifies ideas

Listening and Understanding with Empathy (HOM)

- Can listen attentively
- Can paraphrase other's ideas
- Can build upon statements
- Can clarify statements
- Can provide examples



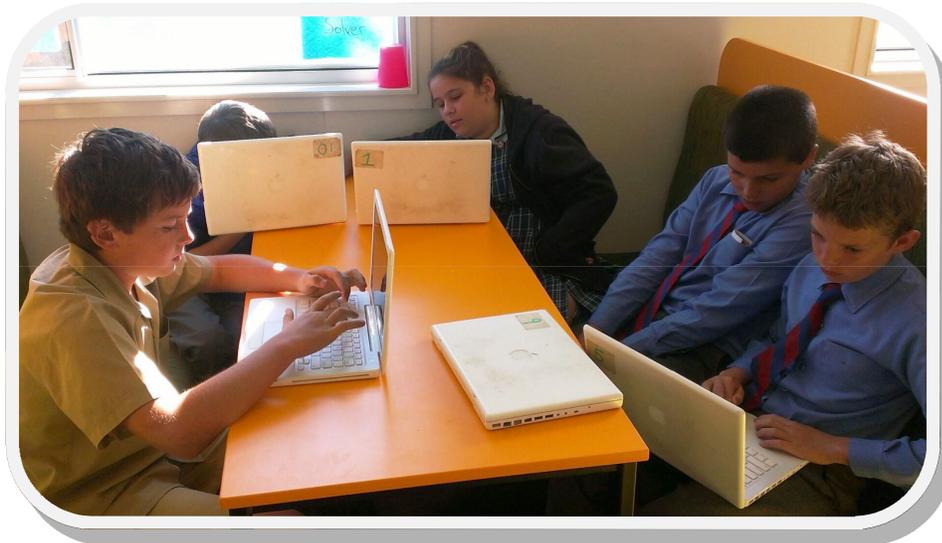
Communicates with Clarity and Precision (HOM)

- Uses precise language – oral and written
- Define words
- Uses correct terminology
- Uses explanations
- Is specific
- Does not use vague language
- Gets information from all senses
- Knows how to ask appropriate questions



3. SELF RESPONSIBILITY is creating self-responsible, life-long learners and autonomous human beings. We teach our children to understand and take ownership of their thinking, behaviour and learning.

- ◇ Honour intrinsic motivation
- ◇ Use a negotiated approach to learning
- ◇ Teach self-management skills
- ◇ Use language to foster thinking
- ◇ Teach children to use a range of learning tools
- ◇ Invite student choice
- ◇ Promote self-understanding



Self-responsibility skills

Manages impulsivity (HOM)

- Thinks before acting
- Gathers information
- Considers what might happen
- Sets clear goals
- Monitors progress



Taking Responsible risks (HOM)

- Always draws on past knowledge
- Applies considerable thought
- Knows what is appropriate
- Tackles challenges



4. HUMAN DEVELOPMENT is the cornerstone from which we help young people become the kinds of adults who will thrive in and make a positive difference to the world they will inherit.

- ◇ Build a sense of belonging
- ◇ Help students appreciate and value diversity
- ◇ Help students develop as principled, spiritual and ethical people displaying Christian values
- ◇ Create clear norms around the values
- ◇ Develop effective habits of mind
- ◇ Integrate spiritual development with these dispositions
- ◇ Focus on creating the 'new' rather than producing the known
- ◇ To co-create with students the preferred future for their school community
- ◇ To work in the service of others – within and beyond the school



Missions



Working with the elderly



Mass

**Responding with Wonderment
and Awe (HOM)**

- Always surprised and astonished
- Intense curiosity
- Practices conversation
- Wanting to figure things out
- Excitement and appreciation



Persisting (HOM)

- Repeating
- Practising
- Trying different ways
- Takes relevant steps
- Develops systematic methods



5. INQUIRY provides rich opportunities to question, investigate, construct, research, experiment and learn from error.

- ◇ Engage students in meaningful research
- ◇ Use an inquiry approach framework and mindset for planning
- ◇ Link between inquiry and constructivist learning
- ◇ Explicitly teach investigative and research skills
- ◇ Have students pose and explore questions
- ◇ Use mistake making as part of learning
- ◇ Reflection
- ◇ Use powerful questions
- ◇ Use language of inquiry
- ◇ Focus on rich, generative topics

Inquiry Framework

Tuning In

Finding Out

Sorting Out

Going Further

Making Connections

Taking Action



*'Discovery is seeing what everyone
has seen and thinking what
nobody has thought'*

- Inquiry helps learners construct deep understanding.
- Students explore issues and questions from many different perspectives
- Students are involved in planning and negotiation
- Students action and transfer of learning are integral
- Learning is based on real-life issues relevant to students lives
- Problem-solving and research skills in meaningful context are essential
- Students formulate powerful quests and pursue personal inquiry questions
- Students are engaged in problem-posing
- Students learn to use error as a learning experience
- Students are involved in assessment and planning
- Students are inquisitive
- Students change thinking with new evidence

As human beings we are biologically designed to make sense of the world.

Inquirers are people with a life-long love of and search for learning.

Inquiry – Skill Development

Thinking Flexibly (HOM)

- Thinking outside the box
- Giving and taking
- Changing mind
- Using other options
- Being creative
- Having an open mind



Metacognition (HOM)

- Thinking about thinking
- Solves problems and knows how
- Asks for help
- Makes plans
- Learns from mistakes
- Uses original ideas
- Can explain how to he/she is 'thinking'
- Uses data and theories



Open to Continuous Learning (HOM)

- Confident to search
- Strive for improvement
- Inquisitive
- Changes thinking with new evidence
- Shows commitment



Questioning and Posing Problems (HOM)

- Asks questions and many types
- Is curious and intrigued



Examines alternatives

Thinking skills – critical, creative, reflective (listed in front of booklet)

Research skills (listed in front of booklet)

6. MEANINGFUL LEARNING

- ◇ To be engaged in authentic learning
- ◇ Share ideas and conversations
- ◇ Use a variety of reflection
- ◇ Cater for all learning styles
- ◇ Provide opportunities for success
- ◇ Have students construct understanding
- ◇ Provide varied learning experiences
- ◇ Focus learning on input, questions, concepts and processes
- ◇ Make purposes and goals explicit
- ◇ Help students transfer new learning
- ◇ Focus on assessment as an integral part of learning, using a variety of formats



We learn by doing, that is the thing.

For though you think you know it,

You have no certainty until you try.

Sophocles 270 BC

Meaningful Learning - Skill Development

Strives for Accuracy (HOM)

- Pays attention to detail
- Uses high standards
- Avoids sloppy work
- Completes work
- Aims for excellence



Gathering Data through all senses (HOM)

- Engages all senses for observation and information
- Strong powers of perception



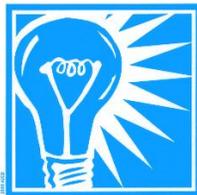
Applying past knowledge to new situations (HOM)

- Revisits previous information
- Supports argument using data
- Transfers information to new situations



Creating, Inquiring and Innovating (HOM)

- Thinks outside the box
- Enjoys creating solutions
- Examine alternative solutions
- Strives to find inventive ways
- Eager to seek advice
- Uses a variety of media



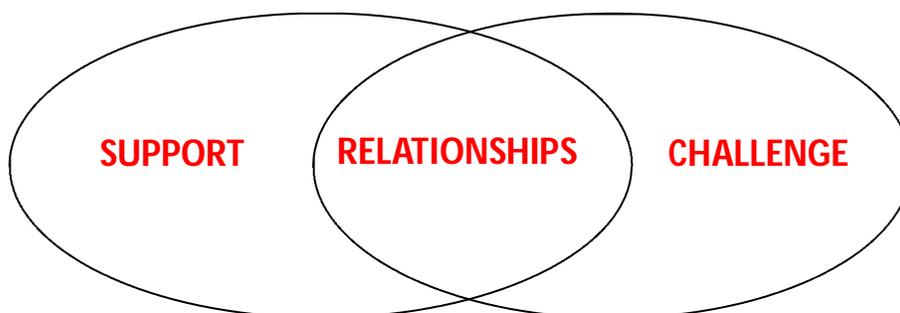
Learning and Teaching Expectations

- At Sacred Heart School it is expected that
- Our learning environment and programs reflect the Gospel values and beliefs of our Catholic faith.
- All teachers plan and teach in teams.
- All teaching is delivered through an Inquiry approach to learning.
- Thinking is the key focus.
- Formation of thinking dispositions is formed through a diversity of thinking tools and explicitly through the Habits of Mind philosophy and Blooms Taxonomy.
- Collaboration is the basic working premise.
- Personalised learning is a priority and goal.
- We aim to reach the set benchmarks.
- We have a collective responsibility for the engagement and growth of our students.
- Creativity and innovation should encompass our thinking and practice.
- Prudent assessment determines our teaching and planning.
- Professional reading and dialogue is consistent and ongoing.
- Observations of practice is critical for growth.
- Reflection is practiced in both teacher and student learning and self-evaluation.
- We remain open to continuous learning.
- Our learning environment is safe, supportive and productive and stimulating.

Our goal is to offer the best of Contemporary Learning through

- Faith development
- Team-teaching and planning
- Skilled groups
- Staged classes
- Open learning spaces
- Vast scope of technology
- Variety and diversity of work
- Inquiry mindset
- Teaching of dispositions (Habits of Mind)
- Peer tutoring
- Shared leadership (teacher and student body)
- Trusted relationships, support and challenge
- Learner-centred classrooms
- Meaningful learning
- Cognitive, reflective, research-based pedagogy
- Students who question and investigate
- Students who believe in themselves and their abilities
- Students who understand the personal learning strengths and challenges
- Have fun
- Build intelligence that is diverse, dynamic and distinct
- Be creative
- Reflective of self and learning processes
- Inclusive, restorative practice
- Recognise all learning styles and cater for such
- Provide opportunities for success
- Become independent and interdependent learners

To be an Effective Learning Community



***Dalton and
Anderson***

And therefore create engaged learners who develop a love of learning and ongoing curiosity.

- Our learning and teaching is evidence -based.
- Our learning and teaching is based on research.
- Our model of explicit teaching is uniform in all classes.
- All progress is aligned with the 'Collaborative Spiral of Inquiry'.
- As a professional team we uphold
 - ⇒ Core values of respect and commitment
 - ⇒ Gather evidence
 - ⇒ Analyse professional practice
 - ⇒ Problem solve
- Our goal is to improve student outcomes by improving teacher quality
"All teachers are vital but it is the culture of a school that shapes the quality of the school - in shaping the thinking of practices and relationships".

Pasi Sahlberg 2013

(Finnish author and education expert)

- Our culture is one of:
 - Collaboration
 - Self-Responsibility
 - Communication
 - Inquiry
 - Human Development
 - Meaningful Learning (creative and innovative)