St Columba's Wilston — Vision of Learning and Teaching

| Values	Principles	Components	Planning Practices	Teaching Practices	Learning Practices
We value being a Catholic Christian community with respect for the Benedictine tradition	Learning and teaching opportunities, and our 'way of being' as a school, are underpinned by our commitment to our Catholic Christian tradition, reflected in our school motto 'God's Glory Always', and with deep respect for our Benedictine traditions. Within this is our recognition of all being created in the image and likeness of God and inspired by the spirit, together with our value of stewardship and responsibility, to each other and the world.	This component is about developing who we are called to be, not only in an educational sense but also in a wider social and personal sense. It is founded on our Christian values and a Benedictine spirituality which honours peace, glorifying God, prayer before work, respect for the worker (and learner), individual difference and hospitality. It further reflects our commitment to Catholic education and bearing witness to God's presence, where teaching and learning is for the common good.	This component is demonstrated by teachers in their *planning* when: • curriculum planning promotes ethical and lifelong learning • the Catholic Christian identity of the school is considered • stewardship within the Benedictine tradition is acknowledged and acted upon. Prayer and leisure time are all considered important aspects of school life • opportunities for all learners are explicitly planned for • balance in the school day is honoured • learners are given responsibility for their own learning, within the teaching and learning cycle	This component is demonstrated by teachers in their *teaching* when: • a variety of teaching styles are employed which are based on Christian values and personal well-being • teachers call on personal experiences and traditions • Gospel values are promoted • student focus is fundamental • the learning environment is safe, supportive and nurturing • the teaching of stewardship is an inherent feature • teaching practices build a sense of community and identity	This component is demonstrated in student *learning* when students: • display a sense of belonging and community • show balance • live out, in their every day words and actions, the values taught • demonstrate compassion and sensitivity to others' needs • hope in God and are empowered to offer committed service to others
We value the belief that every person can achieve success in learning	Every learner is entitled to realise achievement and success within the learning environment.	This component acknowledges the desire to promote student self-confidence and willingness to take risks with their learning. It recognises the importance of students experiencing success through structured support, the valuing of effort and recognition of their work. Students are encouraged and supported to take responsibility for their own learning.	This component is demonstrated by teachers in their *planning* when: • the curriculum is known, acknowledged and embraced • learners' culture, needs, interests, diverse backgrounds, experiences and abilities are recognised and responded to • processes and strategies support both acquiring and integrating knowledge • adjustments are made for students with identified needs • assessment practices reflect the full range of the learning program objectives • the teacher uses evidence from assessment to inform planning and teaching.	This component is demonstrated by teachers in their *teaching* when: • a variety of teaching strategies and quality resources are employed to support different learning styles and abilities, as well as different cultural knowledge • the teacher builds on students' prior experiences, knowledge and skills, inclusive of ICT • planning is based on zone of proximal development and awareness of prior learning and skill level • teachers work with students to develop positive attitudes and perceptions, while addressing those that are negative • teaching is innovative and contemporary • student feedback is frequent, and constructive, with all assessment made explicit • positive behaviour support strategies are employed • teachers are happy and engaged • there is a shared responsibility	This component is demonstrated in student *learning* when students: • are engaged and on-task • extend and refine their knowledge • use productive mental habits, including critical thinking, creative thinking and self-regulated thinking • students are given the opportunity to 'shine' in a context that is meaningful to them • are provided with opportunities for reflection, self-assessment and self-direction • are challenged and supported to develop deep levels of thinking and application
We value high quality teaching and learning that is responsive, flexible, creative and mutually accountable	Learning and teaching are founded on receptiveness to the needs of all learners, as well as being adaptable and resourceful in supporting these needs. This includes embracing a shared responsibility where all involved need to accept accountability. Within this context, there is consideration given to national, state and local systemic teaching and learning priorities to achieve quality learning.	This component involves consciously developing all learning environments within the school to be supportive, productive, open and transparent. It embraces a learning program which reflects the needs, interests, backgrounds and perspectives of students. Students are further challenged and supported to develop deep levels of thinking and application.	This component is demonstrated by teachers in their *planning* when: • the needs, learning styles and interests of all learners are identified, acknowledged, respected and responded to • differentiation / adjusted planning is a given • the need for consistency is an ongoing, school wide conversation • there is responsiveness to prior (and future) learning, as well as curriculum focus • timetabling is flexible • lessons are well planned and meaningful for all learners • there are explicit attempts to connect learning areas, connect with the local and wider community, as well as identifying and solving real life problems • the criteria for judging the range of student performance is planned for and made explicit during teaching • written plans and / or overviews are accessible and understood by all stakeholders	This component is demonstrated by teachers in their *teaching* when: • there is continued re-assessment and monitoring of children's understanding before progressing • teachers respond to and cater for the diverse range of learners and learning styles • the teaching is organised and well prepared • lessons are contemporary, innovative and well informed, as well as connected to wider social contexts • the teacher promotes substantive discussion of ideas • social support is witnessed by an atmosphere of mutual respect between all • teachers reflect and take feedback from stakeholder, learning support and leadership to adjust and develop curriculum	This component is demonstrated in student *learning* when students: • are interested and actively engaged, and demonstrate their understanding • are involved in individual goal setting and class planning • develop a depth of understanding of central concepts and complex relationships • accept responsibility for their learning at an age appropriate level • feel safe and supported in their educational environment

For a fuller version of our Vision, including examples to illustrate each value, plus possibilities and challenges, visit our school website…
www.stcolumbaswilston.qld.edu.au

St Columba's Wilston
Vision of Learning and Teaching
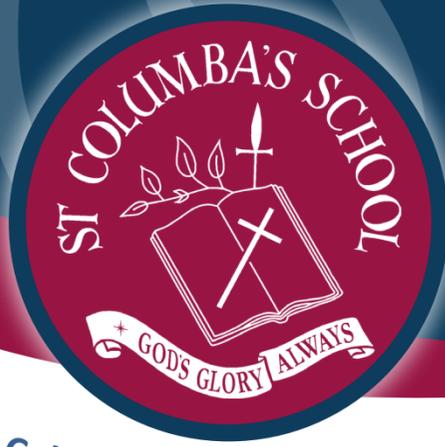
St Columba's School crest — ST COLUMBA'S SCHOOL — GOD'S GLORY ALWAYS

At St Columba's School, our Vision of Learning and Teaching is positioned within the wider Brisbane Catholic Education Teaching and Learning Framework, which notes:

...successful, creative, confident, active and informed learners empowered to shape and enrich our world.

Our Goal
As a Catholic Christian community we educate for all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world.

We Believe...
As Catholic educators we have a tradition and vision built on our values and beliefs. These values and beliefs are foundational to our action and engagement in learning and teaching with our students, parents and colleagues.

Through our vision to Teach Challenge Transform, we believe:

✓ Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
✓ Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
✓ Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
✓ Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
✓ Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
✓ Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

We Learn...
Learning is:

✓ inextricably linked with living life to the full
✓ personal, relational and communal
✓ visible, active and interactive to construct knowledge and meaning

We Teach...
Teaching is:

✓ a ministry and invokes a commitment to live out the mission of Jesus
✓ relational with a shared responsibility to educate for the common good
✓ visible, explicit and responsive, creating equity and excellence for all learners

https://kweb.bne.catholic.edu.au/LandT/LTFramework/Pages/learning.aspx

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