



VISION FOR LEARNING

Infant Jesus School

Abstract

Our aspiration, at Infant Jesus School, is to provide a world-class Catholic school where students and staff flourish. As a LEADing Learning School the following nine key drivers support our beliefs and approach to developing successful learners.

January 2018



Infant Jesus School

Vision for Learning

Our vision is that all children at Infant Jesus School are highly literate and numerate critical thinkers, who discover their true calling and serve their communities, local and global, to create the society envisaged by Christ.

Rationale

At Infant Jesus School, we believe in the development of the whole child and that our children must be equipped for the future. As a school, we work together to meet the contemporary needs of our students, staff and community in rapidly changing times.

We believe that learning should be exciting and enjoyable. Our children are provided with opportunities and experiences to become self-directed in their learning, and understand the importance of reflection. We believe that by fostering a love of learning our children will develop the skills to be life-long learners in an evolving world.

We acknowledge that every child is unique and has their own gifts and talents and we want to empower them all to succeed. By catering for children's needs and interests (and supporting parents to assist their child with their learning) we believe that our children will succeed.

Our aspiration, at Infant Jesus School, is to provide a world-class Catholic school where students and staff flourish. As **A LEADing Learning School** the following **nine key drivers** support our beliefs and approach to developing successful learners.

We provide an environment where our students are -

Catholic Learners -

who are supported to develop a relationship with Jesus and attain the beliefs, values, attitudes, knowledge, skills and practices which will enable them to achieve Christ's vision of the human person.

Nurtured Learners -

who care, help, cooperate and build positive relationship in a happy learning environment where every student feels safe and has the opportunity to participate in all activities.

Play-Based Learners -

who learn through problem based play activities which motivate and enrich learning and provide all children with the opportunity to experience independence and guidance; free choice and direction; incidental and planned activities; individual and group work and free inquiry and intentional teaching.

Contemporary Learners -

who are provided with opportunities to make decisions and choices to suit their learning needs, deepen insights and meaning to empower, connect and challenge their thinking.

Motivated Learners -

who are competent, bring a wealth of knowledge to each task, are supported to take risks and develop an attitude of responsibility which promotes excellence and achievement of the full potential of each student.

Life-Long Learners -

who are active in the learning process and develop skills in problem-solving, thinking, collaboration, communication and creativity through meaningful and purposeful tasks.

Innovative Learners -

who are challenged to be lateral thinkers and innovative problem solvers and use technology as a tool to enhance the learning in physical spaces that provide opportunities for practical hands-on experiences.



Connected learners -

who are encouraged to be mutually respectful of one another and develop empathy and care. A healthy partnership is maintained between the home, parish and school.

Leaders as learners -

where a passion for learning, knowledge of currently research, the concept of continuous improvement and high standards of professional practice inspire and engage others. All students are empowered to be leaders.

This **Vision for Learning** focuses on classroom practice, and will give direction and energy to our work in teaching and learning. It provides inspiration and guidance for all staff at Infant Jesus School. It is intended to be relevant and meaningful to everyone within our school and unifies all staff around this ultimate aspiration. Research recognises that our biggest lever for success is derived from what happens in the classroom and further identifies that:

- Teachers are among the most powerful influences in learning.
- Effective teachers are directive, caring and actively engaged in teaching and learning.
- Effective teachers are aware of what students have understood, and construct meaningful experiences from this.
- Effective teachers have an excellent subject knowledge to provide meaningful and appropriate feedback to enable every student to move progressively through curriculum levels.
- Effective teachers specify the learning intentions and success criteria of their lessons, know how well each student is attaining these criteria for all students, and know where to go next in light of the gap between students' current knowledge and the success criteria
- It is not knowledge or ideas, but learner's construction of knowledge and ideas that is critical to success.

As a school, we strive to support and empower every staff member and student on their journey. We are focused on the Catholic Education Western Australia systems strategic intent of **LEAD - Learning, Engagement, Accountability and Discipleship** - as it guides the work that we do.



Infant Jesus School Matrix

How the Infant Jesus School Vision for Learning fits in to **LEAD**

	Learning	Engagement	Accountability	Discipleship
STUDENT				
TEACHER	<ul style="list-style-type: none"> ▪ I have high expectations of myself and my students, and I am constantly learning about my impact on students. ▪ I am informed by data and evidence. ▪ I talk more about learning than teaching. 	<ul style="list-style-type: none"> ▪ I know my students and understand how they learn. ▪ I collaborate with my colleagues to enrich their students' learning. ▪ I take responsibility for my own professional learning. 	<ul style="list-style-type: none"> ▪ I evaluate the effectiveness of my teaching based on all of my students' learning. ▪ I model being a lifelong learner to my students. ▪ I share collective responsibility with all my colleagues for the success of students across the school. 	<ul style="list-style-type: none"> ▪ I am a disciple of Christ as the original teacher. ▪ I bring Christ's love to the lives of my students and colleagues. ▪ I share knowledge and practice of Christ and grow with others.
SCHOOL	<ul style="list-style-type: none"> ▪ We have high expectations of our teachers and invest in their professional learning. ▪ We make decisions based on the right sources of data and evidence. ▪ We believe failure is a source of learning and take risks. 	<ul style="list-style-type: none"> ▪ We know families are the first educators. ▪ We understand how teachers learn, and nourish and support their learning. ▪ We create connections and networks with others to enrich our school community. 	<ul style="list-style-type: none"> ▪ Our leadership is leading the learning of the whole school. ▪ We learn as a community. ▪ We allocate resources based on impact on learning outcomes for all. 	<ul style="list-style-type: none"> ▪ We are a community of learners in Christ, enlightened by his example. ▪ We have a strong Catholic vision and identity as a school community. ▪ We are a loving community.



Infant Jesus School

Vision for Learning

Procedures

1. At Infant Jesus School the Religious Education Guidelines and K-10 WA Curriculum as mandated by CEWA is implemented from Pre-Primary to Year 6. Kindergarten use the WA Kindergarten Guidelines.
2. Appropriate opportunities are provided for parents to meaningfully contribute to and support the curriculum.
3. The curriculum developed by Infant Jesus School is consistent with system, state and Australian Government legislation and regulations and curriculum bodies.
4. Flexibility in the organisation and timetabling of teaching and learning is documented in programming and planning documents and is consistent with the recommended time allocations for primary school students, including Religious Education.
5. Data is used to plan for, monitor and inform student progress
6. Planning guidelines for **Literacy Dedicated Time** and **Numeracy Dedicated Time** are implemented from Pre-Primary to Year Six.
7. ICT used as a tool in all learning areas to enhance outcomes.
8. Differentiation, including Curriculum Adjustment Plans and Individual Education Plans, are evident in the planning and implementation of the curriculum and documented on the Infant Jesus School program and DWP proforma.
9. Critical to the Teaching and Learning process is the conversation with specialist and support teachers. It is incumbent on class teachers to ensure that the planning and programing for individual students (or groups of students) is a collaborative process.
10. Learning intentions, success criteria and intentional teaching are documented in all learning areas, are visible throughout the learning process and displayed in classrooms.
11. Reflection and effective feedback are provided in both oral and written form and are essential for enhancing and developing greater independence in learning.
12. Assessment is an integral part of learning and teaching and uses a range of fair, valid, educative, explicit and comprehensive processes clearly to evaluate the progress of student learning. Clear links between learning, teaching and assessment are evident.
13. Reporting includes
 - teacher-parent interviews (Term 1 and ongoing throughout the year)
 - an individual portfolio with comprehensive rubrics to explain the learning and document the achievement. Portfolios are sent home each semester with the semester reports.
 - mandated semester reports for Pre-Primary to Year 6
 - learning journeys (Term 3)
 - open days



Infant Jesus School

Vision for Learning

Glossary / Understandings

- **Relationships** ensure teachers are knowledgeable about their class and therefore provide experiences to motivate, engage and inspire every student in the learning process. Maintaining positive relationships continues on a daily basis.

(Trust makes the difference. Quality relationships are at the heart of all education. Students thrive when they feel a sense of belonging, feel known and understood by their teachers, and when that relationship translates into learning design and strategies that work for them. So, too, with our colleagues and peers, it is the quality of relationship that enables learning and sharing of expertise to flourish. The work of education can only ever be through relationships of trust. Our work is to continue to nurture strong relationships of learning and trust.)

- **The Environment** is considered the third teacher and is critical for student learning. The value placed on learning is evident in the visual information, inclusivity, safety, tone, contemporary organisation and access to technology. All students are inspired to communicate, take risks, solve problems and be creative, critical, persistent, independent, responsible, interdependent, collaborative and reflective.
- **Planning and Programming** reflects both contemporary and traditional pedagogies. Data from national, standardised and teacher created assessment is used to guide the planning. Selected outcomes have a specific learning intention and are explicit, clear and visible for both the teacher and the learner. Planning is rigorous to ensure depth in the learning process. The curriculum is motivating and provides challenges for all students to enable them to make meaningful and purposeful connections across all learning areas. Teachers implement continuous assessments to check that what is taught is learnt.
- **Curriculum Expectations** are set to a high standard and children are challenged in all aspects of the learning process to achieve the outcomes. We expect all children to do their best and strive to achieve excellence in all experiences throughout each day.
- **Intentional Teaching** has a specific and clear learning intentions for each lesson. Teachers and children are clear on what the intended learning is at the beginning of the lesson, during the lesson and at the end of the learning. Teachers check for understanding at beginning of learning and throughout the learning time.
- **Visible Thinking and Learning** takes place throughout the lesson. We use the following questions to determine what the children are thinking and learning -
 - What are you learning?
 - How do you know you have learnt it?
 - Where do you go if you need help?Responses from the children guide the feedback provided by teachers which enables the learning to be extended, challenged and enhanced.
- **Differentiated Learning** is planned and documented to cater for individual needs and to ensure engagement by all children. Teachers are guided by the belief that all students, regardless of background and given the right time and right support, can achieve highly and experience success.
- **Effective Feedback** provided throughout the learning task is the most important single factor to enhance learning. Effective feedback is provided in both oral and written form and reflects the specific learning intention and the success criteria. Students are guided to seek effective feedback to enhance achievement of outcomes in all learning areas
- **Activating Prior Knowledge** and making connections between the known and unknown ensures that the learning is effective, purposeful and relevant.
- **Partnerships with Parents** are essential for learning. The school and the parents share the same values and work together to ensure that every child enjoys learning and achieves success.
- **Community Involvement** which develops the understanding that everyone can share their gifts and talents, contribute to building the values and practices of a community and develop sustainable habits and an appreciation for our world.