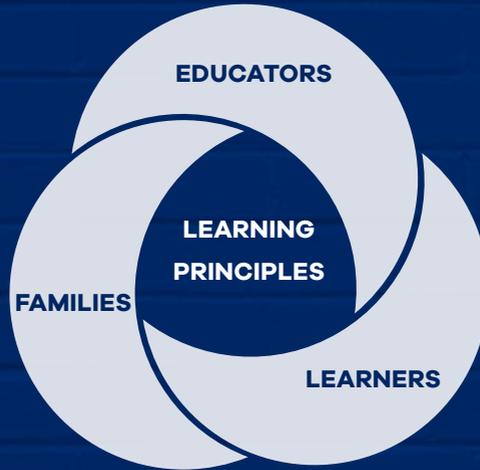




Diocese of Broken Bay LEARNING PRINCIPLES



Welcome



The Broken Bay Learning Principles emerge from a collaborative process that began in 2015 and has involved students, teachers, families, school and system leaders and international educational experts at different stages in the process. Our journey began as we asked ourselves what our schools would be like in the future.

Through our process we sourced questions and ideas, stories and hopes, research and challenges from across our community. These were carefully documented and clear patterns appeared. After a period of consultation and reflection, the patterns became the Broken Bay Learning Principles captured in this booklet.

Our challenge is to continue to bring these principles to life in our learning environments through sustained partnerships between learners, educators and families.

As a learning organisation, the Broken Bay Community of Catholic Schools is committed to disciplined inquiry to build deep understanding. We acknowledge the need for agile minds and ingenuity in our rapidly changing world and seek the latest research on learning and the advancements in technology to ignite the curiosity and wonder of our community.

Through our Broken Bay Learning Principles, we seek to sustain and deepen a culture that treasures the joy of learning and continues to nurture this joy in the young people in our schools.

I look forward to working with you as we continue to bring life to this document in our schools and homes.

Peter Hamill
Director of Schools
Diocese of Broken Bay

Why Learning Principles?



WITH OUR FOCUS FIRMLY ON THE FUTURE, AN ARTICULATED SUITE OF LEARNING PRINCIPLES WILL ASSIST THE COMMUNITY OF CATHOLIC SCHOOLS IN BROKEN BAY TO DEVELOP A SHARED LANGUAGE FOR INSPIRING LEARNING.

Introducing learning principles at this time will sustain the momentum of *Leading Learning* by taking into consideration the evolving nature of education.

The Broken Bay Learning Principles reimagine the role of teacher as co-designer and co-learner and awaken the creativity of our learners through dynamic and innovative

learning opportunities. We broadly define the concept of learner to include not only students, but all members of our community.

These learning principles represent the commitment of the Community of Catholic Schools in Broken Bay to improve the educational outcomes of all learners now and in the future.

Statement of Beliefs

WE BELIEVE THE PURPOSE OF EDUCATION IS FOR LEARNERS TO BECOME FULLY ALIVE HUMAN BEINGS WHO HELP TO CREATE A SOCIETY THAT SERVES THE COMMON GOOD.

We strive to provide meaningful learning experiences in our Community of Catholic Schools that promote the value of the person and encourage a hope-filled outlook on life. We encourage students to grow a personal relationship with Jesus Christ, to commit to justice and peace, and to develop critical and creative thinking to become active and engaged citizens with a strong sense of personal and social responsibility.

We are committed to building a vibrant and creative learning community underpinned by our Catholic faith and values, with the learner at the centre. We are committed to equity, continue to celebrate our rich diversity of learners and fundamentally believe that every individual can learn. It is our intent that every learner emerges from Broken Bay with dignity, purpose and options.

The following Broken Bay Learning Principles will assist us to design rigorous and exciting learning opportunities that enable participants to achieve personal excellence. There is significant intersection between the roles of educators, learners and families and we value the contribution each makes in our learning community.

“The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord’s favour.”

Luke 4:18-20



Broken Bay Learning Principles

WITH THE LEARNER AT THE CENTRE, WE BELIEVE...

1

THINKING

Learning is a product of thinking



2

COLLABORATION

Collaboration enhances learning



3

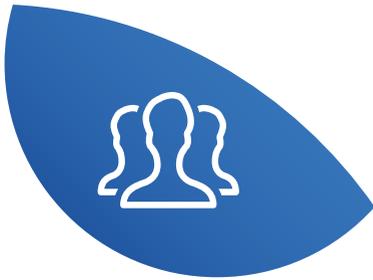
AGENCY

Learners must have agency in their learning



St Thomas Aquinas taught that a 'good' is that which completes the person. In the Catholic intellectual tradition, the role of good education is to complete the person – learning experiences should enhance the capacity for reason and logic, reflective and critical thought, for creativity and empathy. The Catholic tradition upholds the importance of authentic learning that completes the person, making the person more fully alive.

Starratt, 2004



DISPOSITIONS

Learning dispositions are as important as skills and knowledge

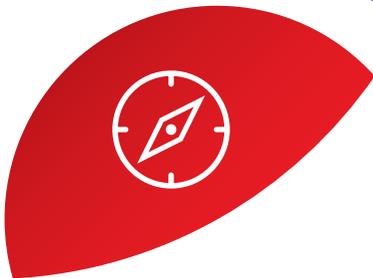
4



CHALLENGE

Learning happens at the point of challenge

5



CONTEXT

Learning is contextual

6

**GREAT LEARNING
OCCURS WHEN
LEARNERS ARE
CHALLENGED BY
OPPORTUNITIES TO
THINK CRITICALLY
AND CREATIVELY. FOR
OUR LEARNERS TO
BE THINKERS, OUR
EDUCATORS AND
FAMILIES MUST MODEL
AND VALUE THINKING.**



Learning is a product of thinking



LEARNERS

As learners, we

- believe learning is an active process
- recognise that ideas are open to question and refinement
- are patient with the time it takes to build understanding

EDUCATORS

As educators, we

- provide time for the development of understanding
- believe the purpose of assessment is to improve learning
- design opportunities that move learning well beyond gathering and recalling information
- base curriculum on ideas and questions

FAMILIES

As families, we

- share and model our passion for learning
- expose children to multiple perspectives, experiences and cultures
- encourage our children to question and reflect on their learning
- see challenge as an important part of the learning process

WE ACKNOWLEDGE THE FUNDAMENTALLY SOCIAL NATURE OF LEARNING AND BELIEVE WE LEARN BETTER IN COLLABORATION WITH OTHERS. TECHNOLOGY PROVIDES SIGNIFICANT OPPORTUNITIES TO EXPAND OUR LEARNING NETWORKS AND INCREASE OUR LEARNING POWER.



Collaboration enhances learning



LEARNERS

As learners, we

- believe the power of the group is greater than that of the individual
- challenge our thinking with different perspectives
- enhance our thinking by seeking to understand others' thinking

EDUCATORS

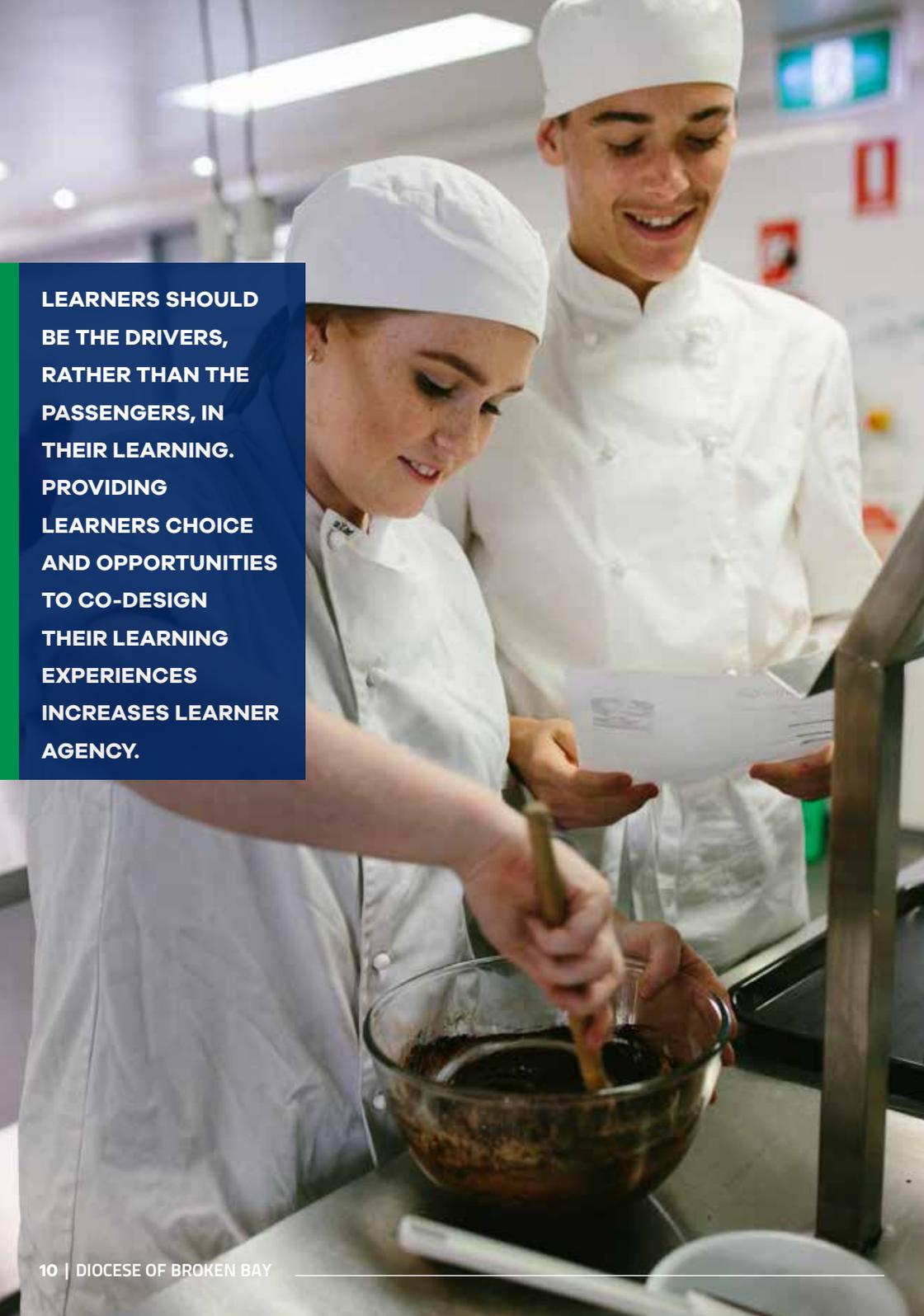
As educators, we

- celebrate progress of the group as well as individual progress
- design learning opportunities that merit genuine collaboration
- seek ways to access collective wisdom and connect with wider communities through new technologies

FAMILIES

As families, we

- partner with the school to bring about the best learning outcomes for our young people
- create a stimulating and supportive home learning environment
- encourage children to have positive and enduring friendships and to develop respectful relationships with teachers

A photograph of two young people in white chef uniforms and hats. The person in the foreground is a young woman with red hair, wearing a white chef's hat and a white chef's jacket, focused on stirring a dark mixture in a clear glass bowl with a wooden spoon. The person in the background is a young man, also in a white chef's hat and jacket, smiling and looking at a piece of paper he is holding. The setting appears to be a kitchen or a food preparation area with stainless steel surfaces and overhead lights.

**LEARNERS SHOULD
BE THE DRIVERS,
RATHER THAN THE
PASSENGERS, IN
THEIR LEARNING.
PROVIDING
LEARNERS CHOICE
AND OPPORTUNITIES
TO CO-DESIGN
THEIR LEARNING
EXPERIENCES
INCREASES LEARNER
AGENCY.**

Learners must have agency in their learning



LEARNERS

As learners, we

- take risks to improve our learning
- show initiative in our learning and make our own decisions
- ask questions and take responsibility for our learning

EDUCATORS

As educators, we

- use the strengths and interests of our learners to co-design motivating learning experiences
- encourage learners to reflect, question and plan for future learning
- seek timely, precise and constructive feedback opportunities

FAMILIES

As families, we

- support our children to become independent learners
- ask questions that challenge our learners to seek their own answers
- respond positively to mistakes, helping young people to see them as opportunities to learn

EMOTIONS PROFOUNDLY INFLUENCE OUR LEARNING. WHEN LEARNERS ARE SELF-AWARE AND REGULATE THEIR EMOTIONS THEIR LEARNING IMPROVES. WHILE SKILLS AND KNOWLEDGE ARE IMPORTANT, LEARNERS MUST BE ABLE TO APPLY THEM.



Learning dispositions are as important as skills and knowledge



LEARNERS

As learners, we

- understand the link between good emotional regulation and learning outcomes
- consider how our behaviour influences others
- are open to learning about emotions that support our learning

EDUCATORS

As educators, we

- recognise the educational potential in risk-taking, mistakes and errors
- value difference and encourage multiple points of view or solutions
- provide a consistently safe, positive and connected environment

FAMILIES

As families, we

- encourage and model curiosity and perseverance
- communicate positive expectations and confidence in children's abilities
- nurture social and emotional learning skills in our children

**INDIVIDUALS LEARN DIFFERENTLY AND EVERY LEARNER
DESERVES A DIFFERENTIATED AND RIGOROUS CURRICULUM
THAT CHALLENGES AND SUPPORTS THEM.**



Learning happens at the point of challenge



LEARNERS

As learners, we

- believe not knowing is an opportunity rather than a deficit
- enjoy and feel motivated by challenges
- know when we persevere, we improve

EDUCATORS

As educators, we

- expect all people can learn
- seek to discover what learners already know, value and are able to do
- assist all learners in extending their levels of thinking and understanding
- value individual difference

FAMILIES

As families, we

- know that challenge can be uncomfortable but trust that challenge stimulates our creativity and innovation
- support our children to take calculated risks in their learning
- provide feedback about the importance of process rather than outcome

A young woman with dark hair tied back, wearing safety glasses and a blue plaid shirt with a blue apron, is focused on her work in a workshop. She is using a hand tool to work on a piece of wood on a machine. The background is blurred, showing other people and workshop equipment.

**LEARNING IS MOST
EFFECTIVE WHEN
IT IS EMBEDDED
IN AUTHENTIC
CONTEXTS AND
LEARNERS HAVE
OPPORTUNITIES
TO TRANSFER
AND APPLY THEIR
LEARNING TO
NEW SITUATIONS
IN FLEXIBLE
AND THOUGHT-
PROVOKING WAYS.**

Learning is contextual



LEARNERS

As learners, we

- embrace opportunities to apply our learning in new and unfamiliar situations to test our understanding
- seek purpose in every learning opportunity

EDUCATORS

As educators, we

- design learning experiences that explicitly support the application and transfer of learning to new situations
- ensure learning is meaningful and purposeful for students
- maintain an expansive view of education
- build on the knowledge, skills and understandings children bring from home and communities

FAMILIES

As families, we

- support children to make links between school and the wider world
- draw attention to similarities and connections between the known and the new

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