

SHINE WITH CHRIST'S GLORY



ST BEDE'S
CATHOLIC COLLEGE
CHISHOLM

Learning & Wellbeing Framework





Learning & Wellbeing Framework



CONTENTS

Rationale.....	4
Five Essential Elements.....	6
Leading Learning & Wellbeing	7
A Culture Built on Collaboration	8
Personalised Learning and Wellbeing.....	9
Creating the Conditions for Supportive Learning	10
Building Capacity by Continually Learning.....	11

RATIONALE

ST BEDE'S CATHOLIC COLLEGE PROVIDES AN AUTHENTIC AND INCLUSIVE CATHOLIC EDUCATION FOR ALL STUDENTS. FOUR DOMAINS FORM THE BASIS OF ACHIEVING THE MISSION AND VISION OF THE COLLEGE: CATHOLIC FORMATION AND MISSION; LEARNING; LEADERSHIP; AND SERVICE AND GOVERNANCE. THIS IS ACHIEVED THROUGH THE FOLLOWING GUIDING PRINCIPLES.

Catholic Faith

As a community which is inspired by Jesus Christ, "we nurture a vibrant and welcoming community; Seeking knowledge and realising gifts through persistence and collaboration, Living the Gospel in word and action." Every person uniquely created in God's image is inspired to shine with Christ's glory.

Pedagogy

Our approach to education is holistic and guided by our Vision for students to "leave St Bede's Catholic College as confident, resilient and reflective young adults, embracing learning, searching for truth and living their faith in a contemporary world."

Core Values

Our core values of courage, knowledge, community and faith provide a common language, inform our direction and shape teaching and leadership to engage, empower and enable all learners.

Positive Psychology

Our approach to learning and wellbeing is unique to our context and true to our Catholic faith. This is achieved through a focus on strengths, developing a Growth Mindset and putting this into action through the Five Ways to Wellbeing.

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LEARNING & WELLBEING

FIVE ESSENTIAL ELEMENTS

THE FRAMEWORK BRINGS TOGETHER FIVE ESSENTIAL ELEMENTS FOR QUALITY LEARNING AND WELLBEING UNDER THE ONE UMBRELLA, WHICH IS UNDERPINNED BY THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHING.



Continual focus on...

LEADING LEARNING



Cultures built on...

COLLABORATIVE LEARNING



Rich and purposeful

PERSONALISED LEARNING



Creating the conditions for

SUPPORTIVE LEARNING



Building capacity through

PROFESSIONAL LEARNING



CONTINUAL FOCUS ON LEADING LEARNING AND WELLBEING



SHOW YOURSELF IN ALL RESPECTS A MODEL OF GOOD WORKS, AND IN YOUR TEACHING SHOW INTEGRITY, GRAVITY, AND SOUND SPEECH THAT CANNOT BE CENSURED; THEN ANY OPPONENT WILL BE PUT TO SHAME, HAVING NOTHING EVIL TO SAY OF US. ST PAUL'S LETTER TO TITUS 2:7-8

We continually focus on leading learning and wellbeing through:

- a shared understanding that learning and wellbeing are inextricably linked.
- a focus on priorities for learning and wellbeing through School Improvement Plans.
- a culture of growth where feedback is used as a genuine tool of reflection enabling improvement in practices.
- recruiting and developing school personnel with a shared responsibility for driving the learning and wellbeing agenda.
- staff engagement with professional learning both in and out of the College context.



EFFECTIVE LEADERS CREATE CULTURES OF HIGH EXPECTATIONS, PROVIDE CLARITY ABOUT WHAT TEACHERS ARE TO TEACH AND STUDENTS ARE TO LEARN, ESTABLISH STRONG PROFESSIONAL LEARNING COMMUNITIES AND LEAD ONGOING EFFORTS TO IMPROVE TEACHING PRACTICES.
NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012



A CULTURE BUILT ON COLLABORATION



A DISCIPLE IS NOT ABOVE THE TEACHER, NOR A SLAVE ABOVE THE MASTER MATTHEW 10:24

We create a culture of **COLLABORATION** through:

- Inclusive practices where differentiation underpins learning and wellbeing.
- Learning and Wellbeing Teams which implement interventions, specifically tailored for the needs of our students.
- A focus on building positive community relationships which respect and value the perspectives of others.
- A school community which relies upon active participation in all aspects of College life.



AN ONGOING, SYSTEMATIC PROCESS IN WHICH EDUCATORS WORK COLLABORATIVELY IN RECURRING CYCLES OF COLLECTIVE INQUIRY AND ACTION RESEARCH TO IMPACT THEIR CLASSROOM PRACTICE IN WAYS THAT WILL ACHIEVE BETTER RESULTS FOR THE STUDENTS THEY SERVE.

LEARNING BY DOING DUFOR, DUFOR, EAKER, MANY 2010





DELIVERY OF RICH AND PERSONALISED LEARNING AND WELLBING



ACCORDING TO THE GRACE OF GOD GIVEN TO ME, LIKE A SKILLED MASTER BUILDER I LAID A FOUNDATION, AND SOMEONE ELSE IS BUILDING ON IT. EACH BUILDER MUST CHOOSE WITH CARE HOW TO BUILD ON IT.

ST PAUL'S SECOND LETTER TO THE CORINTHIANS 3:10

We provide rich and *personalised* learning through:

- authentic experiences linked with real-world contexts, raising awareness of local, regional, national and global issues.
- quality, relevant assessment designed to provide meaningful feedback to maximise success.
- the data-informed identification of individual needs and learning styles to inform teaching.
- a commitment to quality, cross-curricular teaching that embeds strategies to improve literacy and numeracy skills.



THE SCHOOL PLACES A HIGH PRIORITY ON ENSURING THAT, IN THEIR DAY TO DAY TEACHING, TEACHERS IDENTIFY AND ADDRESS THE LEARNING NEEDS OF INDIVIDUAL STUDENTS, INCLUDING HIGH ACHIEVING STUDENTS, AND THOSE STUDENTS WHO REQUIRE ADJUSTMENTS TO THEIR LEARNING. STUDENTS SHOULD BE ENGAGED, CHALLENGED AND EXTENDED IN MEETING THEIR LEARNING NEEDS. NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012



CREATING THE CONDITIONS FOR SUPPORTIVE LEARNING



I CAN DO ALL THINGS THROUGH HIM WHO STRENGTHENS ME. IN ANY CASE, IT WAS KIND OF YOU TO SHARE MY DISTRESS. ST PAUL'S LETTER TO PHILIPPIANS 4:10-14

We create the conditions for supportive learning by;

- Appreciating that learning is dependent upon student wellbeing.
- Knowing our students and how they learn.
- Creating and maintaining a safe, inclusive and positive environment where all students feel part of the community.
- Embedding in the school culture the Gospel values of love, truth, compassion and justice made visible through mutually respectful relationships.
- Celebrating and sharing student success by engaging the whole school community.



THE SCHOOL IS DRIVEN BY A DEEP BELIEF THAT EVERY STUDENT IS CAPABLE OF SUCCESSFUL LEARNING. THE ENVIRONMENT IS DESIGNED TO BE SAFE AND INCLUSIVE, ONE THAT PROMOTES ACADEMIC RIGOUR. A HIGH PRIORITY IS GIVEN TO BUILDING AND MAINTAINING POSITIVE AND CARING RELATIONSHIPS BETWEEN STAFF, STUDENTS AND PARENTS, AND THE WELLBEING OF ALL.
NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012





BUILDING CAPACITY BY CONTINUALLY LEARNING



GIVE INSTRUCTION TO THE WISE, AND THEY WILL BECOME WISER STILL; TEACH THE RIGHTEOUS AND THEY WILL GAIN IN LEARNING”.

PROVERBS 9:9

We build learning capacity by:

- Setting, evaluating and reflecting on goals in order to facilitate personal, team and College growth.
- engaging in relevant, collaborative and future focused education.
- drawing upon knowledge, experiences, skills and expertise of others.
- developing a mindset that is focused upon problem solving, growth and improvement.



PROFESSIONAL LEARNING IS THE GROWTH OF TEACHER EXPERTISE THAT LEADS TO IMPROVED STUDENT LEARNING (BOSTES 2014). “SUCH LEARNING INVOLVES CHANGES IN THINKING, KNOWLEDGE, SKILLS AND APPROACHES TO INSTRUCTION THAT FORM PRACTISING TEACHERS OR ADMINISTRATOR REPERTOIRE.”

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