



CATHOLIC
EDUCATION
WESTERN AUSTRALIA



Vision for Learning

Catholic Education Western Australia is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

Strategic Directions 2019-2023





Catholic schools will be concerned with the development of students as responsible, inner-directed individuals of Christian virtue, capable of free choice and of making value judgements enlightened by formed Christian conscience. Catholic schools seek to help students to develop a total commitment to Christ.

Bishops' Mandate, #19

Preface

"I have come so that they may have life and have it to the full."

John 10:10

This *Vision for Learning* is offered as a pedagogical resource for all schools and care services in Catholic Education Western Australia (CEWA).

It provides a research based and theoretical background to improving student outcomes through practices that contribute to quality education. The *Vision for Learning* has been developed through research, system projects and pilot programs as well as through the experiences of other global and national education systems.

It is not intended to replace a school's existing vision for learning, but to complement it. Schools' statements about learning are developed locally and reflect the context of each community.

CEWA acknowledges and thanks the valuable contribution of Canadian researcher and former Dean of Ontario's Institute for Studies in Education, Professor Michael Fullan and Director of the Melbourne Education Research Institute (University of Melbourne) Laureate Professor John Hattie. Their contribution together with the work, research, consultation and feedback of system leaders, staff and parents within the CEWA system has resulted in the development of this *Vision for Learning*.



Catholic schools are called to be Christian prophetic communities, fostering the 'new life in Christ' and growth in Christian values, as proclaimed by the Catholic Church. This includes helping students to integrate faith and culture, to be encouraging of all that is good in society – as well as to challenge all that is contrary to Christ's message.

Bishops' Mandate, #89



Call to Action

Catholic Education Western Australia is a system based on Christ-centred and child-focused learning.

The Mandate of the Catholic Education Commission of Western Australia (Bishops' Mandate), the established set of beliefs regarding the purpose of Catholic education and the dignity of the child, is the overarching vision for Catholic schools. The Vision for Learning, ensures we speak with one voice and become coherent in our approach as we implement the Bishops' Mandate.

Catholic education respects the dignity of each person. The focus of a Catholic education is to support the formation of responsible inner-directed individuals of Christian virtue, capable of free choice and of making value judgements enlightened by formed Christian conscience.

Catholic schools recognise parents and caregivers as the child's first and most influential educators. Families are welcomed, respected and actively encouraged to work in partnership with schools. This partnership is based on an understanding of expectations, values and attitudes which build on the strengths of each other's knowledge. In particular, the rich and diverse cultures of Aboriginal children and families are valued and acknowledged by all.

The *Vision for Learning*, as a pedagogical resource for schools, supports the transformation journey of young people. It ensures that along with strong academic skills, children and young adults will be able to collaborate, innovate, create, appreciate and think critically within a Catholic world view in order to be a positive influence on a rapidly changing and increasingly secular world.

The vocation of teachers and educators plays an important role in bringing this vision to life as it demands all in Catholic education to develop in their personal relationship with Christ and in their professional knowledge and skills.

The *Vision for Learning* is aligned to the domains of CECWA's *Strategic Directions 2019-2023* and the CEWA Quality Catholic Schooling Tool.



Catholic Identity

Inspiring Christ-centred Leaders
Strategic Directions 2019-2023

Formation... is essential, so that school leaders continue to become more like Jesus in how they think, hear, speak and behave. In this way they will become ever more effective as leaders of Christ-centred communities. All school leaders are called to embody the vision, values and outlook of the Catholic school.

Bishops' Mandate, #95



All in Catholic education are called to relate personally with Jesus Christ by modelling Christ through a faith lived out in words, actions, relationships and values. Jesus' teachings and Gospel values are the educational norms that permeate Catholic school life as each member of the community strives to give Christian witness.

The ethos of the Catholic school contributes to the evangelisation of children and young adults as they develop a Catholic world view and learn to live a Gospel-inspired life. The responsibility to provide an education that integrates faith, life and culture, with the formation of Christian conscience and virtue at the forefront, is the priority for all Catholic school communities.

One of the key roles of Catholic schools is to acknowledge and support parents to fulfil their critical role in the education of their children, and ultimately in their development as young men and women who are ready to make a positive contribution to society with a Christian mindset.

Teachers and educators bear witness to their faith through their development and knowledge of their vocation, the teaching profession, and its crucial role in making every Catholic school a good school.

"Whatever your work is, put your heart into it as done for the Lord, and not for human beings, knowing that the Lord will repay you by making you his heirs.

It is Christ the Lord that you are serving."

Colossians 3:23-24



The inter-relatedness of human knowledge means that all Learning Areas explicitly or implicitly teach about God and religious values and questions. Hence, Catholic schools need to help students to reflect critically on the contribution religious understandings can make within each Learning Area. An integrated approach to curriculum planning, teaching and learning has always been a major emphasis within the Catholic education tradition, which calls for the integration of faith, life and culture.

Bishops' Mandate, #70

The Bishops' Mandate outlines a responsibility to assist schools to maintain and enhance educational standards consistent with:

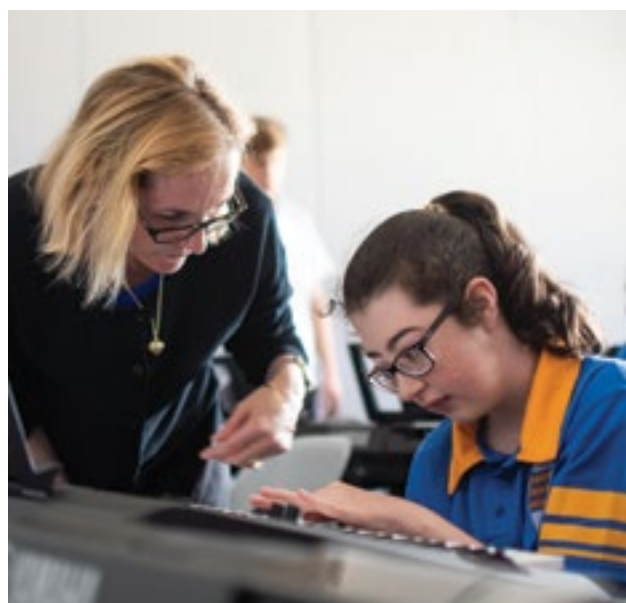
- the aims of the Catholic school
- best practice and innovation aligned with the aims of the school communities
- the requirements and standards set by external authorities

Learning to integrate faith, life and culture will enable children and young adults to develop a Gospel vision of the Australian and global communities. This integration of faith, life and culture is possible when schools integrate the truths and values of the Gospel in educationally appropriate ways into everything students learn and experience.

In order to develop the culture, pedagogies and practices that are required to meet the diverse needs of 21st century schools, education systems must become learning organisations. As a learning organisation, the role of the system is to support schools to develop children and young adults, parents and caregivers, teachers, educators and leaders to become active learners who understand the values, knowledge and skills important for learning in the 21st century and beyond.

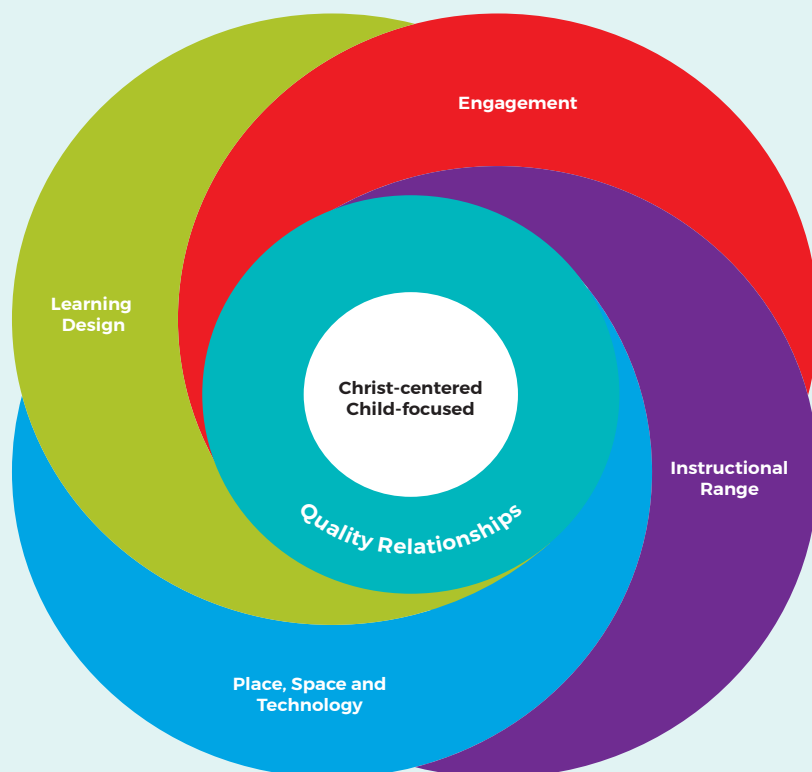
As identified in *What Makes a School a Learning Organisation?* (OECD, 2017), CEWA schools are supported to:

- develop and share a vision centred on the learning of all students
- create and support continuous learning opportunities for all staff
- promote team learning and collaboration among all staff
- establish a culture of inquiry, innovation and exploration
- embed systems for collecting and exchanging knowledge and learning
- learn with and from the external environment and larger learning systems
- model and grow learning leadership



Five Teacher Practices

This *Vision for Learning* articulates Five Teacher Practices, which provide teachers with an understanding of pedagogical practices that enhance learning. These practices support teachers in their own learning and development and enable them to develop their professional judgement in discerning how and when to apply specific practices.



Quality relationships

Quality relationships is the practice of modelling Christ-like relationships between students and teachers, enabling all to grow in the image of God.

Learning design

Learning design is the practice of creating and enabling learning experiences for each student to achieve their true potential.

Instructional range

Instructional range is the practice of being agile and responsive to the needs of each student, employing a wide range of effective strategies to optimise learning.

Engagement

Engagement is the practice of attracting and holding the attention, curiosity, interest, optimism and passion of each student in the learning process and for their development as a whole person.

Place, space and technology

Place, space and technology is the practice of using all aspects of the learning environment to scaffold and accelerate learning for each student.

Community

Catholic Pastoral Communities *Strategic Directions 2019-2023*

Students need to feel loved by their teachers and by other school staff, just as his disciples felt loved by Jesus ... Positive relationships enable students to understand what is involved in living as Christians in Australia today.

Bishops' Mandate, #38

Quality relationships are at the heart of Catholic faith and education. A deep relationship with Christ for all members of school communities is fundamental. Maintaining a strong connection with the local parish is essential.

Children and young adults thrive when they feel a sense of belonging and are understood by their teachers. This relationship translates into learning design and teaching strategies that support their development. Similarly, quality relationships with colleagues and peers enable learning and the sharing of expertise to flourish.

The work of Catholic education can only ever be achieved through relationships based on trust. As outlined in the Quality Catholic Schooling Tool (2008; 2013), an organisation is made up of conversations, and the quality of these conversations is an indicator of the strength of the organisation. We are committed to creating enriching relationships across CEWA.

A system that cultivates collaborative cultures builds coherence by increasing clarity of goals and fostering a relentless focus on student learning (Fullan & Quinn 2016). At CEWA we will continue to nurture strong relationships of learning and trust through the creation of effective networks, ensuring the entire system is connected and learning is shared.

"Just as each of us has various parts in one body, and the parts do not all have the same function: in the same way, all of us, make up one body in Christ, and as different parts we are all joined to one another."

Romans 12:4-6



Stewardship

To fulfil their Gospel mandate, Catholic schools need to be open to all parents who seek a Catholic education for their children, as far as resources allow. It is essential for each school to minimise potential barriers for parents such as fees and other school costs.

Bishops' Mandate, #6

Stewardship means maintaining God's creation and using resources responsibly. In Catholic schools, being a Christian steward means that staff, children and young people receive God's gifts gratefully, cultivate them responsibly, share them lovingly in justice with others, and contribute to the development of society.

As the Bishops' Mandate states, the starting point for all curriculum decisions is the child and his or her unique needs. All in Catholic education have a collective responsibility for the success of all members of the community, ensuring that as far as possible schools are accessible and affordable.

The school community promotes and sustains wellbeing and positive behaviour in a safe and supportive learning environment. Through its practices and procedures, the school demonstrates a commitment to creating and sustaining the orderly and safe environment that supports engagement and wellbeing, enabling relationships across the school community to be positive.

The *Vision for Learning* and the *Child Safe Framework* provide schools with knowledge and collective understanding about how to enhance the safety and wellbeing of each individual.

These understandings underpin the school's commitment to fostering a culture of cooperation where trust and mutual respect exist and all individuals are treated with dignity.

Staff in Catholic schools ensure the diverse range of needs are attended to, with particular attention given to vulnerable and marginalised members of school communities in collaboration with parents and caregivers.

School staff, whose pastoral care is a priority for those in leadership, are called to be inspiring models of Christian witness in their communities. Their role is to collaborate and cooperate in continuing the work of Jesus in order to create sustainable Catholic school communities.

"Children, our love must be not just words or mere talk, but something active and genuine."

1 John 3:18



References

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Fullan.M & Quinn.J (2016). *Coherence: The Right Drivers in Action for Schools, Districts and Systems*. Sage Publications, US

Supporting Materials (CEWA access only)

Catholic Education Western Australia Vision for Learning website: visionforlearning.cewa.edu.au

Research Evidence

Extensive research underpins this document. The research references and details regarding the development of this document are available on the Vision for Learning website.

Expert Validation Process

The validation process to identify the practice areas included a workshop with key education experts, CEWA Executive Team members and representative school principals.



For further information please contact CEWA
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