GUARD - THE - TRUTH
ST PAUL'S

St Paul's Vision For Learning

Our **Vision for Learning** creates a unified set of values and beliefs which drives the development of a high-performance learning culture at St Paul's.

It is framed by these fundamental questions:

- Why are we here?
- What do we stand for?
- How do we achieve our goals?

Relationships

- Within Early Childhood, social and emotional development is emphasised so that children build strong relationships with families and communities. Students work with others and develop a strong sense of self.

- Having developed quality relationships in Early Childhood, students are provided opportunities to investigate and explore social and cultural diversity, negotiating these relationships in their expanding world.

Instructional Range

- Encompasses the teacher being an ongoing learner, reflective practitioner, who uses current research to communicate the learning strategies and skills to the students. Teachers differentiate, being agile and responsive to the needs and interests of students.

- The teacher acts as the facilitator to challenge students to be agents of their own learning. This builds independence and allows students to use the skills developed in the Early Years, to activate their own learning using independent, group and collaborative learning strategies.

Learning Design

- Teachers plan using the WA Curriculum, incorporating the child's interests into the learning cycle (Plan, Teach, Assess, Feedback) to implement a variety of strategies such as structured and unstructured play experiences in both indoor and outdoor settings that incorporate a variety of senses. Learning experiences build upon each child's current understandings, skills, values and experiences, whether intentional or incidental.

- Teachers plan to cater for each child's learning needs to ensure every child experiences success, regardless of their academic ability, for their further extension and growth. Feedback is given in a timely and valid manner.

Place, Space & Technology

- Students have a personal connection with their learning environment, fostering a sense of belonging. Learning environments ignite curiosity and promote agency, flexibility, risk taking and creativity. Technology is a tool used to enhance learning.

- A strong sense of self is developed and enhanced through collaborative practices where student voice is encouraged and valued. Students have access to organised physical and virtual spaces to learn in an equitable environment.

Engagement

- We use the natural curiosity, passion and optimism of students to engage them in their emotional, behavioural and cognitive learning.

- Students are given increased responsibility and choice; allowing for their curiosity and passion to drive engagement in a self-directed learning capacity.