



Create
Belonging
Share
Success
Strive for
Excellence

Vision for Learning

at Catholic College Sale





'For I know the plans I have for you,
plans for you to prosper and have a future full of hope.'

Jeremiah 29:11



RATIONALE

The community of Catholic College Sale collaboratively developed a Vision for Learning, which honours both our shared history and future potential. Our Vision for Learning – **Create Belonging, Strive for Excellence, Share Success** – draws life from the Marist Sion traditions, nourished by the spirit of Water from the Rock at the heart of our Charism Garden, and anchored in deep respect for the Gunaikurnai people, the traditional custodians of this land.

Central to this vision is fostering a strong sense of belonging, empowering students to **engage** fully in their learning journey. We are committed to cultivating **inclusive** learners who embrace and value diversity, ensuring that every student feels respected, supported, and **empowered** to achieve their full potential and thrive. This sense of belonging inspires students to grow spiritually, academically, and personally, while embracing Catholic Social Justice teachings and being mindful of the world around them.

Catholic College Sale strengthens its community by cultivating courage and resilience, enabling all to face challenges with emotional intelligence and compassion. Through shared experiences and deep connections, we create a supportive environment that reaches beyond the classroom. United in purpose, we strive for excellence and welcome future opportunities that help each person grow into their fullest potential.

In a supportive yet challenging environment, students are encouraged to reach their full potential—not only in academic excellence but also in their development as well-rounded individuals. This holistic approach ensures they are prepared to contribute positively to both their community and the wider world. Ultimately, this vision creates hope for students, shaping them into capable, socially conscious individuals who live out the message of Jesus, embodying compassion, service, and love for others. As hope-filled students, they share their success and make positive contributions to our world.

Our school is guided by the three key pillars: Engaged Learning, Empowered Learning and Inclusive Learning. These pillars shape our teaching, foster a supportive and dynamic learning environment, and ensure every member has the opportunity to thrive.

ENGAGED LEARNING

Definition

An engaged learner is motivated, connected, and supported in a safe, inclusive environment, striving for personal excellence while purposefully linking learning to the surrounding world.

Educational Rationale

"Following Marcellin, we motivate young people to strive for continuous improvement. Use teaching methodologies that encourage active participation."

#168/174 In the Footsteps of Marcellin Champagnat

At Catholic College Sale, learners are encouraged to be active participants in their education—curious, focused, and intrinsically motivated to succeed. Engagement fosters a sense of purpose and inspires students to strive for personal excellence.

An engaged learning environment promotes collaboration, connection, and belonging. When students feel valued and supported, they are more likely to contribute, take risks, ask questions, and learn from both their successes and failures. These positive relationships nurture a classroom culture where all members of the community feel included and respected.

By prioritising engaged learning, we empower students to become independent thinkers, effective communicators, and informed citizens, equipped to make meaningful contributions to their communities.

Call to Action

At Catholic College Sale, we:

- Create learning environments that ignite curiosity and provide opportunities for learners to connect lessons to real-world experiences;
- Foster positive connections among teachers, students, and families to create a safe, inclusive learning environment;
- Use constructive feedback to guide improvement, model resilience, and celebrate effort and progress;
- Support every student to strive for excellence through goal setting, collaboration, persistence, and a shared belief in their potential, both in and beyond the classroom;
- Will be an active participant in all aspects of College life.

Supporting Resources and Theoretical Constraints

A. Berry - *Reimagining student engagement: From disrupting to driving' - 2022: engagement as agency, where students drive their own learning through meaningful participation.*
https://cmn-cdn-001.sagepub.com/books/titles/279459/att_sb1_145140.pdf

J. Dewey - *Pragmatism - Learn by doing- Learning occurs best through experience and reflection; education should be rooted in real-world problems, with the student as an active participant rather than a passive recipient.* <https://www.growthengineering.co.uk/john-dewey>

Rogers - *Facilitation - know yourself and know your learners as individuals- The role of the teacher is to be a facilitator rather than a transmitter of knowledge. Emphasises empathy, genuineness, and a supportive learning climate* http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Carl_Rogers_and_classroom_climate.pdf



EMPOWERED LEARNING

Definition

Being empowered means that learners are aspirational and have developed confidence to set and pursue their goals with resilience.

Educational Rationale

"We listen to our students and we challenge them to grow into personal responsibility."

#99-100 In the Footsteps of Marcellin

Empowered learners at Catholic College Sale take an active, self-directed role in their education. They set goals, seek out resources, reflect on their progress, and use technology and learning strategies effectively to enhance their understanding.

These learners are motivated, responsible, resilient, and adaptable. We strive to cultivate a community of empowered learners where individual excellence is both fostered and celebrated.

Our students recognise the value of lifelong learning and embrace the responsibility of becoming thoughtful, informed global citizens.

Call to Action

At Catholic College Sale, we:

- Create an environment where all voices are heard and valued;
- Encourage goal setting and self-reflection to build ownership and direction;
- Support learners to collaborate and communicate effectively to build a culture of shared growth;
- Celebrate effort and progress, not just outcomes, to build confidence and resilience;
- Promote open communication and partnership between teachers, students, and families to support learning at school and at home;
- Use skills and knowledge explicitly taught to strive for excellence.

Supporting Resources and Theoretical Constraints

C. Dweck (Growth Mindset), Belief that intelligence and ability can be developed through effort, strategies, and support. Students with a growth mindset are more resilient and motivated to learn.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

J. Hattie Self-concept (how students view their own abilities) strongly influences learning outcomes. High self-concept correlates with better achievement.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Collier (Self-Directed Learning), Learners take initiative and responsibility for their own learning – planning, setting goals, and evaluating progress independently or semi-independently.

Collier, G. (1983).

Self-directed learning: Perspectives on theory, research, and practice. London: Kogan Page.

INCLUSIVE LEARNING

Definition

Inclusive learning values and supports every student by providing what each individual needs to thrive, ensuring equal opportunity to participate and succeed.

Educational Rationale

"We assist our students in acquiring knowledge, competencies, and values through the discovery of creation, others, themselves, and God."

In the Footsteps of Marcellin Champagnat #173

At Catholic College Sale, every student has the right to access, participate in, and succeed within a supportive and equitable learning environment. By recognising and valuing the diverse backgrounds, abilities, and needs of our learners, inclusive practices ensure that teaching is responsive, learning is meaningful, and every student experiences a sense of belonging.

Inclusivity empowers learners to have a voice in their education through clearly articulated learning outcomes and student-centered approaches. Inclusive learning focuses on meeting the individual needs of students through a range of intentional and responsive strategies. These include differentiated instruction, scaffolded learning activities, flexible groupings, and varied assessment methods to cater to diverse learning styles and abilities.

Teachers use data-informed planning, ongoing formative assessment, and personalised feedback to tailor support for each student. Collaboration with support staff, families, and students ensures that every learner's strengths, interests, and challenges are considered and addressed.

This commitment to inclusivity enables all students to engage meaningfully in their education and achieve success in their chosen pathways.

Call to Action

At Catholic College Sale, we:

- Create learning environments that are supportive, safe, respectful, and inclusive, which foster a sense of belonging and nurture each individual's social, emotional, and spiritual growth;
- Support learners to collaborate effectively and communicate respectfully;
- Foster safe, respectful relationships that embody the values of Marist and Sion Charisms;
- Know and value each member of the community;
- Commit to inclusive teaching that empowers every student to thrive through using data, feedback, and collaborative practices.

Supporting Resources and Theoretical Constructs

D. Hebb – Associative Learning - accepts learners may have different learning styles; have lesson plans that differentiate between learners' abilities; Hebb, D. O. (1949). *The organization of behavior: A neuropsychological theory*. New York: Wiley.

A. Maslow – Hierarchy of needs - make sure learners feel comfortable in class; get them to work together; give the learners every opportunity to achieve their learning ambition – self-fulfillment

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.

<https://doi.org/10.1037/h0054346>

P. Freire – Critical consciousness - take an interest in your learners' lives outside of the classroom; don't be afraid to use different approaches to get learners to open up on issues that may be affecting their learning; Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

