



## St Anthony's Vision For Learning

*Each person at St Anthony's is encouraged to grow as an innovative, collaborative and critical thinker through supportive relationships and engaging learning environments.*

### **grow:**

All individuals are supported to achieve their full potential across all domains - intellectual, physical, emotional, social and spiritual - through sequential learning experiences, that activate and build upon prior knowledge, and specific, timely feedback that promotes progress. A growth mindset is fostered, encouraging learners to view challenges and mistakes as a springboard for growth and an opportunity to enhance their abilities.

### **innovative:**

Learning experiences are learner centred and capture the learner's curiosity; encourage experimentation; facilitate knowledge building and problem solving; provide opportunities to create and communicate using a variety of media, materials, tools and practices; foster self-regulation along with an understanding that problems can be solved in multiple ways.

### **collaborative:**

Learning is not solely a cognitive activity; it is also a social activity. Through carefully designed learning experiences, individuals are encouraged to work interdependently and collaboratively in teams. Learners are taught how to develop strong interpersonal and team related skills such as listening, turn taking, negotiating and questioning. Through collaboration, individual strengths are harnessed and team members are probed to think more deeply about the

concept being explored, learn from one another and contribute to the learning of others.

### **critical thinkers:**

Individuals actively participate in inquiry-based learning experiences that require them to **conceptualise**; **apply** information to new situations; **analyse** by identifying relevant information, drawing connections among ideas and comparing / contrasting theories or information; **evaluate** information and arguments; and **create** or **construct** meaningful knowledge and original ideas. When learners engage in higher order thinking strategies they become the agents of their own learning.

### **supportive relationships:**

Learners are supported through the use of Learning Intentions and Success Criteria which state the learning objective and how to achieve it. Assessment and personalised, meaningful feedback is utilised to empower individuals to become active, autonomous learners who display 'self-monitoring, self-evaluation, self-assessment, and self-teaching. Each learner is constantly challenged to promote growth. As a result of supportive relationships, individuals feel safe to take risks and make mistakes in their quest to learn.

### **engaging learning environments:**

Learning spaces ignite curiosity, decision making, risk taking and creativity. Learning experiences are meaningful, interesting and relevant and thus promote active participation rather than passive observation. Individual strengths, gifts and talents are recognised, valued and developed. Various technologies are utilised to enhance learning.