



THE
GEELONG
COLLEGE

sic itur ad astra

VISION FOR LEARNING

A photograph of three students in school uniforms working on a craft project outdoors. On the left, a boy with blonde hair in a white shirt looks down at the project. In the center, a girl with red hair in a blue and green plaid shirt smiles at the camera. On the right, a girl with dark hair in a dark blue blazer with a plaid collar and a white bow in her hair is focused on the project. They are working with burlap fabric and wooden sticks. A green semi-transparent box with white text is overlaid on the left side of the image.

MISSION

The Geelong College is a Uniting Church coeducational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.

VISION

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.

WHAT WE BELIEVE

We believe that the **aim of education** is to develop the most important skill of all: learning how to learn.

We believe that education is the lifelong process of helping each individual discover their own uniqueness, talents, capacities and potential. It should lead people of all ages to an increased understanding of themselves and their world, to think critically, have courage, perspective, be able to communicate effectively, care deeply and act wisely. Education is unique to each individual, but everything we do, everything we see, everything we hear and everything we experience forms part of our education.

We believe that the **social significance of education** is being able to communicate and work collaboratively, seeking and finding expertise, showing empathy, being aware of scientific and technological innovations and contributing to local and global communities as informed and productive citizens.

We believe that the **image of the learner** is well-rounded, confident, active, curious, joyous, connected, resilient, empowered, creative and imaginative. Sometimes teacher, sometimes learner, but always playful and always learning.

We believe that the **value of any curriculum** is as a framework for creating experiences that are personally meaningful, real, relevant and authentic. The fundamental characteristics of a curriculum should value entrepreneurship, creativity, curiosity, decision making, sustainability, critical and conceptual thinking, independence, interdependence and lead to the development of ethical and moral autonomy.

We believe that the **preferred kind of pedagogy** is learner-centred and learner-driven, project-based and experiential by nature, interspersed with purposeful periods of direct instruction where and when needed.

We believe that the **primary language of discourse** in learning situations is democratic and invites passionate discussions and debates whilst considering and valuing others perspectives. The discourse should naturally lead to inquisitiveness and a mindset of “let’s find out.”

We believe that **everyone can learn**.

Education is about the individual taking greater responsibility for their own learning. This involves making choices and having a strong voice, demonstrating flexibility, trust, responsibility and understanding the notion that we are all teachers and we are all learners. Applying yourself, often for extended periods and with attention to detail, is also an important aspect of the learning process.

We believe that when people feel trusted they feel empowered to make a difference.



FROM THE HEAD OF TEACHING AND LEARNING

Our Vision for Learning is a living document that describes the skills, knowledge and expertise students must master to succeed for a future that is rapidly changing. It provides a broad framework for the development of learning experiences that invite students to thrive in the global economies of today and tomorrow. Increasingly, for students to be active contributors to their world, they must learn not just subject knowledge, or so called “21st century” skills, but also the most fundamental aspect of a modern education; learning how to learn.

Our Vision for Learning establishes seven key learning dimensions: Identity, Creativity, Thinking, Communicating, Contributing, Creating and Enterprising. These underpin everything we do. They are the capabilities that our young people need for growing, working and participating in their communities in a changing and global society. They are the key to engaging in every learning area across the College and are encouraged, modelled and explored across all ages.

Developed collaboratively by our teaching staff, this approach has drawn widely on national and international research, is future focused and embraces aspects of the Teaching for Understanding framework of Wiggins and McTighe, the Reggio Emilia approach, experiential and constructivist learning philosophies and many national and international curricula frameworks including the Australian Curriculum and the International Baccalaureate.

Our Vision for Learning reflects a continuous improvement approach to learning design that guides self-assessment, peer review and visualisation through curriculum mapping.

It is a blueprint for shaping an exciting and productive future.

We invite you to take that journey with us.



Adrian Camm

Head of Teaching and Learning







Our Vision for Learning expresses our beliefs and values, and outlines how our young people become independent, global citizens and understand that the most important aspect of a modern education is learning how to learn.

Why?

We Believe that our learners are:

Active Resilient Persistent
Aspirational
Imaginative
Empowered Autonomous Confident
Connected

Sometimes teachers, sometimes learners,
but always leaders striving for excellence
and a sense of emotional, spiritual
and physical wellbeing.

What?

Key Learning Dimensions

Identity
Creativity
Thinking
Communicating
Contributing
Creating
Enterprising

How?

● Subject Disciplines ● Indoors ● Outdoors ● Extra-Curricular Opportunities

Driving Questions

● Philosophical ● Debatable ● Big Ideas ● Products

Assessment Practices

● Formative ● Summative ● Self ● Peer

When?

Design →

Refine ←

↗ Evaluate

We Believe that our Vision for Learning

reflects a continuous improvement approach to design and learning that guides self-assessment and peer review of curriculum, pedagogy and innovation.

Our Vision for Learning requires us to work collaboratively with students and each other to create exceptional learning experiences that will equip our learners with the skills and dispositions for an ever changing world.

DIMENSIONS OF LEARNING







IDENTITY

Identity recognises that students require an awareness and understanding of not only themselves, but also the world in which they live. They live in a world that is connected through politics, religion, economics, culture, science, technology and the environment. Students need to explore their world in a variety of ways to develop skills and attributes to communicate across cultures while expanding their awareness of the world's complexities and learning to appreciate difference.

WHAT ARE ITS ELEMENTS?

Our World

Students gain an awareness of diversity and how culture and inquiry influence individual and group identities. Students develop the ability to source information and understand the natural, physical and spiritual world and how it impacts upon places, people, events and ideas that have contributed to local, national and global cultures.

Students will understand that:

- Identity exists at a range of levels from the individual, family and community, to national and international.
- Culture is a shared reflection of the values, beliefs and traditions of groups or societies.

- Politics, religion, economics, science, technology and the environment can influence our perception of ourselves, our world and beyond.
- Cultural identity can change over time in response to a range of factors.
- All communities develop their own distinctive cultures and these cultures influence group and individual identities.

Time and Change

Students develop an awareness and understanding of how the past has created the present and how this can be used to prepare for the future.

Students will understand that:

- Time is a concept that helps us make sense of our world.
- Change is inevitable, and occurs over time on different scales.
- People's actions and values are influenced by their understanding and interpretation of the past.
- People, events and ideas of a time period can cause important changes.
- Changing beliefs and values influence the behaviours of individuals and groups.

Global Stewardship

Students engage with, and think critically about sustainability and global issues. They make reasoned and informed decisions, develop ethical values and gain the skills to affect change.

Students will understand that:

- Human endeavour has shaped and will continue to shape our world.
- Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs.
- Sustainability is a goal that guides daily life and a core priority that informs decision-making, appreciation, care, attention and maintenance of the environment.
- Global justice and equity are values which influence individuals and their actions.
- People working together using various approaches can achieve progress towards justice and equality and affect change.

Cross-Cultural Competency

Students within a global community will identify and communicate shared goals, priorities and values. These transcend cultural differences and enable them to build relationships, accept diversity and to work together effectively.

Students will understand that:

- Cross-Cultural Competence involves identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others.
- Cross-Cultural Competence ranges from an understanding of characteristics such as group memberships, traditions, customs and ways of doing things, to characteristics such as values, attitudes, obligations, roles, religious beliefs and ways of thinking.
- As they explore new ideas and experience different cultural groups, they compare their own knowledge and experience with that of others, learn to recognise commonalities, acknowledge difference and engage in critical reflection seeking to understand.





CREATIVITY

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, being able to appreciate ambiguity, being a risk taker, learning from mistakes and exploring new possibilities. In a climate of continuous uncertainty, change and challenge, Creativity will enable young people to be adaptable and inventive, constructively challenge the status quo and make a positive contribution to society.

WHAT ARE ITS ELEMENTS?

Curiosity

Curiosity is the desire to find out. To spark curiosity, students need to be immersed in an environment that will nurture wonder and inquisitiveness about the world.

Students will understand that:

- Being curious and open to inquiry is a starting point for learning.
- Being inquisitive and making connections between elements, patterns and anomalies will develop perspective and problem solving abilities.
- Defining problems and formulating good questions assists in identifying where direction and guidance is needed.

- Curiosity is about exploring, synthesising and refining multiple ideas, options and viewpoints.
- Curiosity is thinking laterally and developing a love of asking the question 'why?'

Imagination

Imagination is the vehicle to explore hopes, passions and ingenuity. If learning experiences are to be memorable, then those experiences need to be brought to life in the context of those hopes, passions or ingenuity.

Students will understand that:

- Imagination can be used purposefully to explore ideas and scenarios.
- Imagination can be used to invent new ideas and refine old ones.
- Imagination is one of the highest forms of research.

Problem Finding

Problem finding is part of the larger problem process that includes problem shaping and problem solving. Problem finding requires intellectual vision and insight into what is missing. This involves the application of creativity.

Students will understand that:

- Generating ideas, possibilities and actions to a range of situations requires different levels of thinking.
- Managing uncertainty includes responding positively, demonstrating initiative, discipline, persistence and resilience.

Innovation

Innovation involves creative thinking and the translation of ideas and knowledge into new and different processes and products.

Students will understand that:

- Innovation is about applying existing knowledge to generate new ideas.
- Creating original and expressive works enables deep understanding.
- Using models and simulations to explore complex systems and issues enables greater insight.
- Identifying trends and forecasting possibilities are part of an innovators' repertoire.



THINKING

As technology and automation subsume rote thinking processes that would ordinarily rely upon memory, there will be an increased demand for higher-level thinking skills. These sense-making skills help us to create deeper meaning and unique insights that is critical to decision making.

WHAT ARE ITS ELEMENTS?

Critical Thinking

Students become adept at considering alternatives, evaluating evidence and justifying a decision or stance on an issue. They use evidence, reasoning and logic to plan pathways and predict future events and scenarios. Students learn to carefully examine the views of others and become discerning, critical analysers of information and ideas.

Students will understand that:

- When researching ideas and concepts, the reliability and credibility of sources should be interrogated.
- Reasoning, logic and evidence enable support for and justification of our ideas.
- Being critical, curious and open-minded can lead to original thinking and creative ideas.
- Both fact and opinion are used to make convincing arguments.

- Considering and comparing a range of variables and solutions is necessary to reaching conclusions.
- Changes have implications which are to be identified, analysed and evaluated.

Adaptive Thinking

Students develop a proficiency at broadening their thinking and finding solutions and responses beyond that what is rote or rule-based. Students will draw from real life experiences to identify with their own and others learning.

Students will understand that:

- Situational adaptability is the skill or ability to respond to unique and unexpected circumstances in the moment. Situational adaptability is becoming increasingly important.
- The capacity for logical thought and novel thinking, reflection, explanation and justification are all ingredients of adaptability.

Reflective Thinking

Students review their plans, actions and work to evaluate, appraise and progress. Students ascertain the degree to which they have progressed towards their goals. They recognise that reflective thinking is fundamental to self-assessment.

Students will understand that:

- Questioning and following a line of inquiry enables new ideas or concepts to be understood more deeply and generates new ideas and questions.
- Reflection on new ideas and learning can lead to meaningful connections and deeper understandings.
- Sharing, discussing and accepting the ideas of others develops a more diverse perspective.

Systematic Thinking

Students develop an ability to translate abstract concepts and to understand data-based and contextual reasoning. They understand that systematic thinking involves skills and strategies that are used to solve difficult problems, both with and without technology.

Students will understand that:

- Pattern recognition facilitates problem solving approaches and skills.
- That processes and algorithms are important problem solving tools.
- Problem abstraction and generalisation enable us to apply processes to unfamiliar situations.

Metacognition

Students develop an understanding that thinking about thinking is a powerful element in improving cognition and learning how to learn. Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning.

Students will understand that:

- We all think differently and develop preferred ways of thinking.
- Different ways of thinking can be utilised to consider ideas, solve problems and explore concepts.
- An awareness of thought processes is important to developing as a learner.
- Explicit and reasoned decisions about what thinking strategies to use in particular situations enhances learning.





COMMUNICATING

Communicating refers to students' ability to use a range of symbols to create, express and communicate meaning. In a time of global communications, having creative and flexible communication skills is fundamental to our personal and vocational opportunities. Being able to articulate a point of view thoughtfully and persuasively is a must for effective participation in a democratic society. Developing skills in accessing, organising and structuring information using a range of written and visual sources to suit various contexts, purposes and audiences is vital.

WHAT ARE ITS ELEMENTS?

Collaborative Communication

Students develop skills of listening and speaking to enhance interpersonal and group communication. They communicate appropriately face-to-face and remotely with individuals, and with local and global communities.

Students will understand that:

- Collaborative communication enhances knowledge of self and others.
- Non-verbal, spoken, written and visual communication carries messages and these can be used in a variety of contexts for a variety of purposes.
- Social and cultural customs influence the way we communicate.

- Diversity and difference, consensus and negotiation are elements of collaborative communication.
- A willingness to engage with and consider opposing points of view enhances collaborative communication.
- Asking questions, reflecting and engaging with others can generate new information, meanings and opinions.

Digital Communication

Students use digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others. They understand the importance of establishing a personal learning network and being able to use technology to connect with others around the world.

Students will understand that:

- Digital Environments give them access to information and the ability to interact, collaborate, create and publish with peers, experts, or others in a variety of online spaces and media.
- Communicating effectively in the digital world is different as social cues and body language may not be apparent.
- Digital Environments enable them to develop cultural understanding and global awareness by appropriately sharing information with learners of all ages and all cultures.
- They can contribute to project teams, not always in the same geographic location, to produce original works or solve problems.

Being Literate

Being literate means one who is advanced at reading, writing, speaking and listening. In today's world, being literate also means gaining proficiency with technology, managing, analysing, and synthesising multiple streams of simultaneous information, creating, critiquing, and evaluating multimedia texts and developing information fluency and storytelling expertise to persuade and convey messages.

Students will understand that:

- An ability to read, view, speak, listen and write linking content to context, purpose and audience is critical.
- They will gain an appreciation and understanding of languages and texts through written, digital, oral, visual, audio-visual and evolving forms of media.
- Decoding meaning through the structure and features of written and oral language will enable them to communicate effectively.

- The connections between their experiences with texts and contexts, and their own individual reality can be used to construct personal meaning.
- Language has the power to connect, inform and influence others and that storytelling is a powerful way to convey a message especially if those stories elicit an emotional response and are personal in nature.

Being Numerate

Being numerate can be defined as the combination of mathematical knowledge, problem solving, and communication skills required to function successfully within our technological world. Numeracy is more than knowing about numbers and number operations. It is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Students will understand that:

- Being numerate includes computational and spatial capabilities, along with the ability to form generalisations and apply these to real world situations.
- Logical thinking and numeracy are essential components of citizenship in the 21st Century.
- Mathematical ideas can be used efficiently to interpret and analyse information.
- Mathematics is a language to communicate and express concepts and connecting ideas.
- Mathematical concepts build on one another and are interconnected.





CONTRIBUTING

All members of the College contribute to their community, their nation and the world. Students gain an understanding of why we should contribute, can explain the various ways of contributing to local and global communities, and undertake opportunities to practise good citizenship.

WHAT ARE ITS ELEMENTS?

Social & Civic Responsibility

Students examine notions of justice and equality within their community, nation and the world. They explore the concept of, and the need for, personal responsibility and good citizenship. Students investigate human, cultural and societal issues, and practice legal, moral and ethical behaviour.

Students will understand that:

- They are part of many communities; local, national, global and digital, and that these are different to each other in composition, location, form and scale.
- Being part of a community creates a sense of belonging and personal responsibility.
- Being democratic creates the opportunity and right for everybody to actively contribute.
- Decision making is a complex process that involves an assessment of the ethical impact of competing interests.

- There are people who are unable to fully participate within the life of their community and whose interests need to be protected.

Taking Action

Students engage in action at a variety of levels. Students are empowered to act for the benefit of society and to commit to regular volunteering.

Students will understand that:

- There are many ways to take action.
- By contributing, they may not always be successful in their endeavours and they may not see immediate change.
- Co-operative behaviours and productive relationships enhance communities.
- Being resourceful and self-directed in identifying and planning action facilitates effective contribution.

Leadership

Students identify, develop and refine the personal qualities that allow them to become positive contributors to their society in the immediate and long term.

Students will understand that:

- Leadership is a way to contribute and is therefore an act of service.
- Everyone can be a leader.
- There are many ways to lead with many different leadership styles.
- Leadership characteristics are nurtured and developed in different ways.
- They have a personal responsibility to make the most of leadership opportunities.
- Being an effective leader involves facing challenges, making decisions and valuing the contribution of others.



CREATING

Creating involves generating something new. This may involve creating a new idea or solution to a problem, adapting existing materials, developing a new method or producing an artistic creation.

WHAT ARE ITS ELEMENTS?

Originality

Students develop a mode of thought which is essentially generative, where possibilities may be expanded or considered from new perspectives. Often this arises by making unusual connections, seeing analogies or new relationships between ideas or objects.

Students will understand that:

- Being curious and open to experiment can lead to new connections and original creations.
- Exploring a range of possible approaches and strategies, taking risks and deviating from common patterns often leads to new or unique creations.
- Original ideas can evolve from existing concepts and knowledge.
- Dedication, persistence and conviction are necessary to transform an original idea into a reality.

Processes

Students become proficient at applying imagination with action and purpose. They appreciate that imaginative ideas are constructed and often reconstructed in pursuit of a goal. Students become aware that creative insights or breakthroughs may occur at various stages in the creative process, which involves being open minded, flexible and iterative, and being prepared to take risks.

Students will understand that:

- Planning involves inspiration, forming ideas and then focusing on your goal.
- Discussing and debating with others can lead to various creative solutions.
- Expanding ideas, challenges and changes of direction, can enhance creative outcomes.
- The process of creating involves creative problem solving, continual reflection, evaluation and refinement.
- The process of creating can be as or more meaningful to the creator as the final product.

Product

The availability of inexpensive computing and manufacturing tools will be fully felt by students entering workplaces in the next decade. Students entering the workplace of the future will be increasingly expected to create products and produce content using these rapidly evolving forms.

Students will understand that:

- Creating authentic products involves using tools, tasks or processes used in real settings and by professionals in the workplace.
- A dedication to lifelong learning and refined skillsets will be required to use tools and media to engage, entertain, persuade and inform audiences.



ENTERPRISING

Enterprising recognises that individuals are agents of change. They recognise and create opportunities for improvement in goods, services, systems and processes. They seek relationships and mobilise resources to innovate and meet challenges. Enterprising individuals develop new ways of embracing and adapting to the many changes and challenges we face in an increasingly competitive world.

WHAT ARE ITS ELEMENTS?

Enterprise Management

Students develop their understanding that successful enterprise management is dependent on careful planning and direction considering many factors, which they may or may not be able to control.

Students will understand that:

- Successful enterprise requires effective resource and time management.
- The quality and integrity of a product or service is measured in relation to expectations, social and environmental outcomes.
- Commitment to task completion, high quality and achieving outcomes is essential in a successful enterprise.
- Enterprises act in accordance with moral and ethical standards.

Networking and Collaboration

Students recognise the benefits of seeking and creating connections which contribute to successful enterprise.

Students will understand that:

- Developing working relationships allows for the acquisition of information and achievement of outcomes.
- Collaborating within a network promotes and enhances innovation.
- Networking can happen on many scales, for example personal, global and local.

Choice and Opportunity

Students understand that enterprise is about exploring opportunities and making informed choices.

Students will understand that:

- Successful enterprise relies upon being open to options and taking calculated risks.
- Making choices and taking risks have social, economic and environmental consequences.
- Innovation relies upon seizing, generating and recognising opportunities.
- Innovative practices can be beneficial to successful enterprise.
- Feedback from target audiences can help develop an enterprise.

Entrepreneurship

Students are empowered to be entrepreneurial.

Students will understand that:

- Successful entrepreneurs are always learning. They realise the market is constantly changing and they must stay up to date with new systems, technology and industry trends.
- Entrepreneurship is about taking risks, being self-directed, persistent and resilient.
- Entrepreneurs have a mix of short term and long term goals and a plan to achieve them.
- Entrepreneurs have an ability to develop tasks and work processes for desired outcomes.
- Entrepreneurship is about talking, doing and promoting.



THE
GEELONG
COLLEGE

sic itur ad astra

The Geelong College

PO Box 5, Geelong VIC 3220

T (03) 5226 3111

E info@geelongcollege.vic.edu.au

www.geelongcollege.vic.edu.au

CRICOS No. 00142G