THE
GEELONG
COLLEGE
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Vision for Learning

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Values

- Integrity with compassion
- Community with diversity
- Aspiration with humility
- Respect with grace
- Endeavour with courage

Our Purpose

The Geelong College aims to provide an inspiring education where all students can learn how to learn, flourish, be innovative and aspire to futures that harness their many skills and abilities.

We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential. The Geelong College seeks to provide learning experiences that shape personal development in ways that prepare students to contribute to society.

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From the Director of Teaching and Learning

An education has always been regarded as valuable; in some societies, past and present, education has been seen as a key to opening doors and, therefore, as defining of an individual's future.

EMILY FITZSIMONS

Access to education is a privilege. But in the 21st Century, education is no longer a tangible product you hold. It is about the process of learning and, as such, is a lifelong adventure.

The Geelong College is a community of learners who, with courage, strive to develop a love of and capacity for life-long learning. We embrace a diversity of learners and are aspirational in our goals for ourselves and others. All of us in this community - teachers, parents and students alike - long to demonstrate the value we place on learning: it facilitates a satisfying life, filled with meaning, purpose and accomplishment, in whatever field we choose to work.

Our Vision for Learning is influenced by a number of approaches. We see every learner as unique and having enormous capacity. Developed collaboratively by our teaching staff, our programs from Early Learning through to Year 12 embrace aspects of the Teaching for Understanding framework of Wiggins and McTighe, Reggio Emilia, experiential and constructivist learning philosophies and many national and international curricula frameworks including the Australian and Victorian Curricula and the International Baccalaureate.

A living and dynamic document, this Vision for Learning describes the knowledge, behaviours and capabilities students develop in order to engage with a rapidly-evolving future. It provides a broad framework for learning experiences that invite students to thrive in and drive 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 even so-called "soft skills", but also the most fundamental aspect of a modern education: learning how to learn. This Vision for Learning includes seven key learning dimensions: Identity, Thinking, Communicating, Creativity, Contributing, Creating and Enterprising. They are the capabilities that our young people need for growing, working and participating in their communities in a changing, global society. They are the key to engaging in every learning area across the College and are encouraged, modelled and explored across all ages. It is important to recognise that the dimensions are not isolated concepts or independently taught skills; indeed they are inextricably linked, assisting in the building of each other.

We invite you to read about this learning community and to share in our optimism for fostering courageous, future-ready learners.

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 an 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, to have courage and perspective, to be able to communicate effectively, care deeply and act wisely. Learning 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 everyone can learn.

We believe that the image of the learner is that of a well-rounded, confident, active, curious, joyous, connected, resilient, empowered, and imaginative learner. 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. A curriculum should, fundamentally, value curiosity, problem-solving, sustainability, critical thinking and build 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, inviting passionate discussion whilst considering and valuing others' perspectives. The discourse should naturally lead to inquisitiveness and an open mind.

We believe that the social significance of education is in 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.

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 oneself, often for extended periods and with attention to detail, is also an important aspect of the learning process.

The Geelong College Learner Profile

1. Identity

Elements

- Our World
- Time and Change
- Global Stewardship
- Cross-Cultural Competency

Our learners strive to be Aware and Global

2. Thinking

Elements

- Critical Thinking
- Reflective & Adaptive Thinking
- Systematic Thinking
- Metacognition

Our learners strive with purpose to be Reflective, Agile, Thinkers.

3. Communicating

Elements

- Listening and Speaking
- Digital Communication
- Literate and Numerate

Our learners strive with purpose to be Communicators

4. Creativity

Elements

- Curiosity
- Imagination
- Invention

Our learners strive with purpose to be Creative and Curious

5. Contributing

Elements

- Social and Civic Responsibility
- Taking Action
- Leadership

Our learners strive with purpose to be Active

## 6. Creating

Elements

- Innovation
- Processes
- Product

Our learners strive with purpose to be Creators and Problem-solvers

7. Enterprising

Elements

- Enterprise Management
- Networking and Collaboration
- Entrepreneurship

Our learners strive with purpose to be Enterprising

AGILE

THINKERS

COMMUNICATORS

GLOBAL

ENTERPRISING

CREATIVE

AWARE

REFLECTIVE

CURIOUS

PROBLEM-SOLVERS

ACTIVE
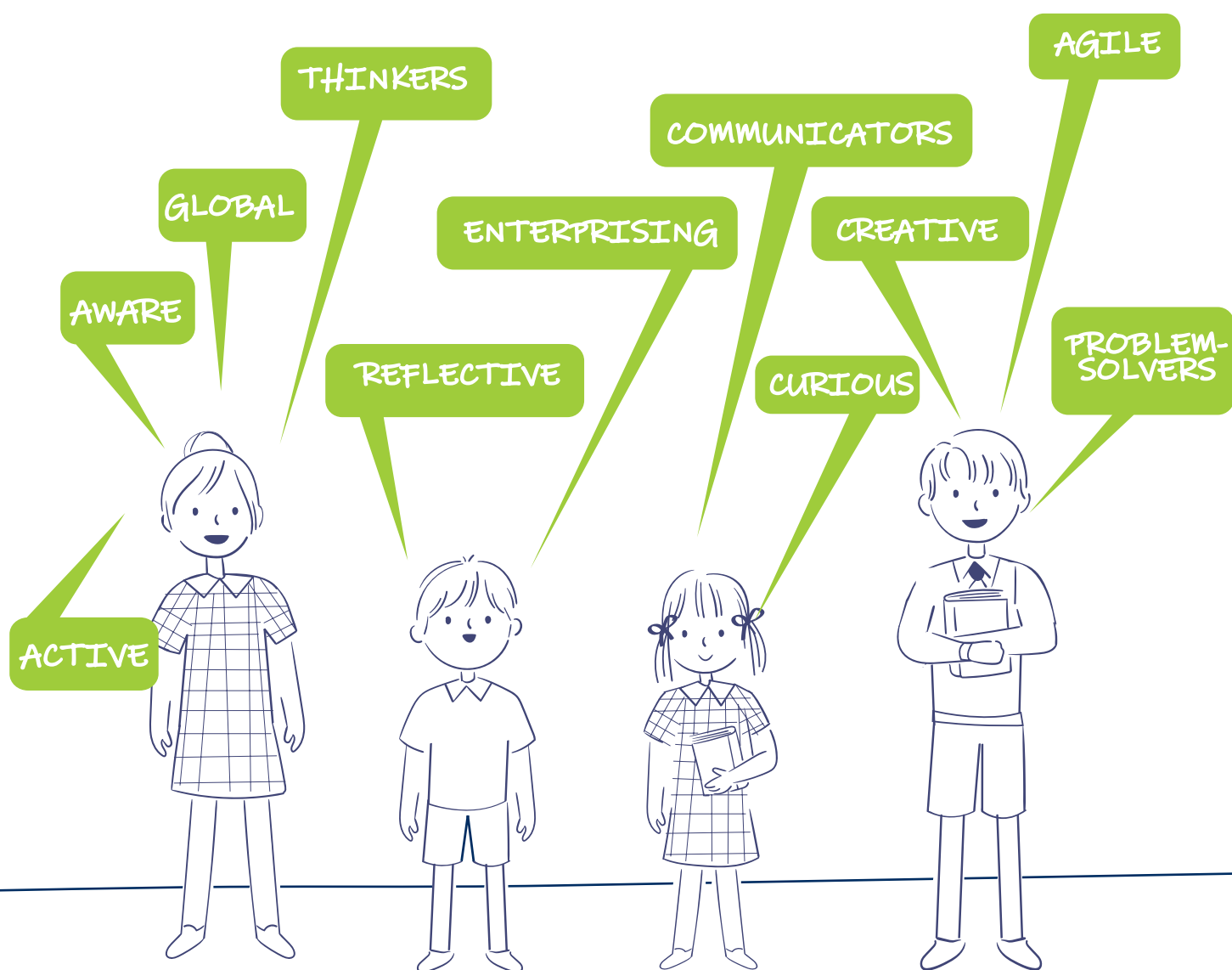
1. Identity

Students require an awareness and understanding of not only themselves, but also the world in which they live.

Our world 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.

Key Victorian Curriculum Capabilities:

- Ethical
- Intercultural
- Personal and Social

What are its elements?

1.1 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 is dynamic, and 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.
- All communities develop their own distinctive cultures and these cultures influence group and individual identities.

1.2 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 makes 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.
- Changing beliefs and values influence the behaviour of individuals and groups.

1.3 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 future generations; it is a goal that guides daily life, informing decision-making, appreciation for and maintenance of the environment.
- Global justice and equity are values which influence individuals and their actions.
- Working together, people can achieve progress towards justice, equality and sustainability, affecting change over time.

1.4 Cross-Cultural Competence

A global community needs to identify and communicate shared goals, priorities and values. These transcend cultural differences and enable us to build relationships, accept diversity and to work together effectively.

Students will understand that:

- Cross-cultural competence involves identifying, 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 membership, traditions, and customs, to characteristics such as values, attitudes, roles, religious beliefs and ways of thinking.
- Exploring new ideas and experiencing different cultural groups, allows us to compare our own knowledge and experience with that of others, learning to rese... ...erences and engage in critical reflection seeking to understand
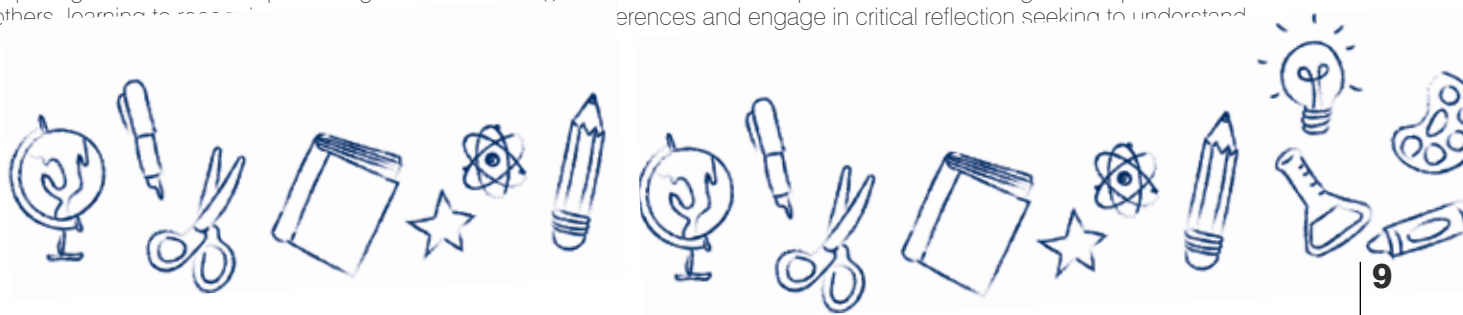
2. Thinking

Thinking is fundamental to learning. The ability to engage our minds as individuals and to collaborate with others in shared thinking is a skill which needs development.

There is an increased demand for higher-order thinking skills in the modern world such as critical analysis, evaluation and extrapolation. Such skills enable us to be adaptive and inventive, create meaning and solve increasingly complex problems.

What are its elements?

2.1 Critical Thinking

Students become adept at considering alternatives, evaluating evidence and justifying a decision or stance on an issue. 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, their 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.
- Considering and comparing a range of variables and solutions is necessary to reaching conclusions.

2.2 Reflective and Adaptive Thinking

Students review their plans, actions and behaviours to evaluate, appraise and progress. They recognise that reflective thinking is fundamental to both self-assessment and innovation. Looking at familiar things with a fresh eye, examining problems with an open mind, appreciating ambiguity, being a risk taker and exploring new possibilities will support young people to be adaptable and inventive. Students develop a proficiency at broadening their thinking and finding new solutions and responses.

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.
- Sharing, discussing and accepting the ideas of others develops a more diverse perspective.
- Situational adaptability is the skill or ability to respond to unique and unexpected circumstances in the moment. It can enable us to be in control of change.
- The capacity for logical thought and novel thinking, reflection, explanation, and justification are all ingredients of adaptability.

2.3 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.

2.4 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.

3. Communicating

In a truly global information age, having creative and flexible communication skills is fundamental to our personal and vocational opportunities. Developing skills in accessing, critically evaluating, organising and disseminating information is central to all learning.

Key Victorian Curriculum Capabilities:

- Critical and Creative Thinking
- Intercultural
- Personal and Social.

What are its elements?

3.1 Listening and Speaking

Students develop skills of listening and speaking to enhance interpersonal and group communication.

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.
- Asking questions, considering opposing points of view, reflecting and engaging with others can generate new information, meanings and opinions.

3.2 Digital Communication

Students use digital media and environments to communicate, learn, and work collaboratively, to support individual learning and contribute to the learning of others, both nearby and across 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.

3.3 Being Literate and Numerate

Being literate and numerate in the modern world enables us to acquire, interpret, represent and convey understanding through both language and mathematical knowledge and processes. In today's world, being literate and numerate also means gaining proficiency with a range of communication media, including both traditional and contemporary forms. These may include technology, the language of creative and performing arts such as music, dance, and art forms, and in analysing and synthesising information.

Students will understand that:

- An ability to read, view, speak, listen and write linking content to context, purpose and audience is critical.
- Mathematics is a language to communicate, interpret, analyse and express concepts.
- Being numerate is more than knowing about numbers and operations; it includes computational and spatial capabilities, logical thinking and the application of generalisations to the real world.
- Meaning is constructed through connecting experiences, texts, contexts and individual realities.
- "Languages" are any form of expression and communication, including physical, artistic and creative forms.
- All language has the power to connect, inform and influence others.

4. Creativity

Creativity is a process which generates ideas and brings them to life.

It can involve looking at the familiar with a fresh eye, examining problems with an open mind, making new connections, appreciating ambiguity, being a risk taker, learning from mistakes and exploring new possibilities.

In a climate of continuous uncertainty, change and challenge, creativity will support young people to be adaptable and inventive, constructively challenge the status quo and make a positive contribution to society.

Key Victorian Curriculum Capabilities:

- Critical and Creative Thinking
- Personal and Social.

What are its elements?

4.1 Curiosity

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

Students will understand that:
- Being curious and open to inquiry is a starting point for learning.
- Asking the right questions is important for shaping inquiry.
- Defining problems and formulating good questions assists in identifying where direction and guidance is needed.
- Curiosity is thinking laterally and developing a love of asking the question 'why?'

4.2 Imagination

Imagination is a vehicle to explore hopes, passions and ingenuity. Learning experiences are particularly memorable when experiences are brought to life through asking 'what if?'.

Students will understand that:

• Imagination can be used purposefully to explore ideas and scenarios.
• Imagination is a vehicle for inventing new ideas and refining old ones.
• Generating ideas, possibilities and actions to a range of situations requires different levels of thinking.

4.3 Invention

Invention involves creatively thinking about what could be and then translating those ideas into new processes or creations.

Students will understand that:

• Invention begins with wondering and identifying opportunities for doing something new or differently.
• Using models and simulations to explore complex systems and issues enables greater insight.
• Invention is a continual cycle of asking questions and problem-solving.

5. Contributing

Learning is both a product of and vehicle to serving others. 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.

Key Victorian Curriculum Capabilities:

- Ethical
- Intercultural
- Personal and Social

What are its elements?

5.1 Social and 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.
- Being part of a community brings both a sense of belonging and personal responsibility.
- We all have the opportunity to actively contribute.
- To be fully inclusive, communities need to protect the interests of every member.

5.2 Taking Action

Students are empowered and equipped to act for the benefit of society and to commit to regular volunteering.

Students will understand that:
- There are many ways to take action.
- Co-operative behaviours and productive relationships enhance communities.
- Being resourceful and self-directed in identifying and planning action facilitates effective contribution.

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

6. 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 creating in all forms of the arts, from sculpting to dance or music.

Creating draws upon the learning in other dimensions such as thinking, communicating, creativity and being enterprising.

Key Victorian Curriculum Capabilities:

- Critical and Creative Thinking
- Personal and Social

What are its elements?

5.1 Innovation

Innovation involves creative thinking and the translation of ideas and knowledge into new, useful processes and products that address a need. Students develop a mode of thought which is essentially generative, where possibilities are 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:
- Exploring a range of possible approaches and strategies, taking risks and deviating from common patterns often leads to new or unique creations.
- Original or innovative ideas can evolve from existing concepts and knowledge.
- Creating original, expressive works and authentic products both requires and enables deep understanding.
- Identifying trends and forecasting possibilities are part of an innovators' repertoire.

5.2 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.
- Managing uncertainty includes responding positively, demonstrating initiative, discipline, persistence and resilience.

5.3 Product

The ideas and artefacts produced might be artistic, innovative, social, technological, intellectual or theoretical. The ability to use or appreciate the product, reflect on its success, and share it with others where relevant is a particularly contemporary skill. Students entering the workplace of the future will be increasingly expected to create products and produce content using both traditional and rapidly evolving creative forms.

Students will understand that:
- "Products" may take many forms, including those that may be intangible.
- Creating authentic products involves using tools, tasks or processes used in and for real settings.
- A dedication to lifelong learning and refining of the creative process will foster innovation and aesthetic beauty.

7. 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.

- Critical and Creative Thinking
- Intercultural
- Personal and Social.

What are its elements?

7.1 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.

7.2 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, local and global.

7.3 Entrepreneurship

Students are empowered to be entrepreneurial; they understand the importance of seizing, generating and recognising opportunities.

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 being open to options, taking risks, being self-directed, persistent and resilient.
- Making choices and taking risks have social, economic and environmental consequences.
- Entrepreneurs have an ability to develop tasks and work processes for desired outcomes.
- Entrepreneurship is about talking, doing and promoting.