VISION FOR LEARNING AT HOLY CROSS COLLEGE

COLLEGE MISSION STATEMENT

Holy Cross College is a Catholic School committed to:

• challenging each student to achieve their personal best in an environment which values the respect and dignity of each person
• celebrating a hope-filled Christian faith which grows from reflection and leads to justice and service
• encouraging each person to receive the gifts of God with gratitude, cultivate them responsibly and share them lovingly with others
• nurturing a caring compassionate and connected community
• developing visionary young people who embrace their changing world with confidence and optimism

Staff at Holy Cross College:

• encourage and facilitate students to become independent and interdependent lifelong learners
• integrate the teaching of Gospel Values and give students opportunities to take an active role in creating a just society
• facilitate a safe, supportive and challenging learning environment
• develop their knowledge of the family, culture and social context of students
• work from an understanding of students’ beliefs, attitudes and orientation towards learning
• communicate high expectations of achievement to all students
• analyse data (anecdotal, statistical, prior learning etc) to inform the learning
• continually track the developmental stages of students and provide rich feedback about individual achievement
• focus on students rather than the teacher as centre of knowledge
• listen to the aspirations of students and engage them in choices about learning pathways
• provide opportunities for students to exercise some discretion over the selection of activities related to their learning and the means and manner by which these activities will be done
• provide opportunities for self-directed learning with students progressing at their own pace
• differentiate learning by adjusting the content, process/strategies and products to meet the learning needs and interests of students
• engage students in strategies connecting content and concepts across all areas of learning. This occurs in both Big Ideas and specific disciplines.
• scaffold learning experiences and provide opportunities for individual and small group support.
• plan experiences which give students opportunities to develop skills to become critical and creative thinkers and effective problem solvers
• provide timely and meaningful feedback to direct each student’s learning
• engage students in reflective practices to determine challenging but achievable goals
• give students opportunities to develop 21st century learning skills
• make connections to the experiences and questions in the students’ world and give students opportunities to demonstrate their responsibilities as local, national and global citizens
• use the whole school merit system and other positive reinforcement to encourage students to achieve their personal best.
• use ICT to enhance Learning opportunities and engage with new developments in ICT to enhance learning experiences
• explicitly teaching literacy skills and implement the Literacy Plan.
• develop and share resources within the school and in the wider learning community
• give students opportunities to become inter-dependent learners through structured collaborative learning, peer teaching etc
• use flexible grouping and engage in team teaching
• engage in shoulder-to-shoulder teaching, professional learning community and on-going reflective practice
• engage in targeted Professional Learning and Access a range of sources in order to remain informed of new ideas, approaches and pedagogies that will enhance their own classroom practice and the learning outcomes of their students

Learning Spaces:

• Flexible
• Bright
• Student work is displayed
• Environmental Literacy Cues displayed
• Scaffolds/cues for student learning displayed
• Open to everyone