

VISION FOR LEARNING

Challenge — Collaborate — Create — Celebrate



NEWMAN
COLLEGE



Shine
through
Discovery

LET YOUR LIGHT SHINE
MATTHEW 5:16



DON'T FORGET TO CHECK OUT YOUR BOOKIES!



VISION FOR LEARNING

*“To live is to change,
to be perfect is to have
changed often.”*

ST JOHN HENRY NEWMAN

Our Vision for Learning, Shine through Discovery - Let your light shine (Matthew 5:16) inspires our faith and learning community to Challenge, Collaborate, Create and Celebrate who we are and what we seek to achieve.

Marcellin Champagnat's vision for educators in Marist schools includes:

- Experiencing the same faithful and compelling love of God that he knew deep in his own heart, and to look to share this love with young people, especially those most in need of it
- Promoting a sense of family in school communities, offering a spirituality that is simple and accessible, grounded in practical love and transparent relationships
- Providing an education that is integrated and rigorous, aimed at supporting young men and women to become their best selves; compassionate, articulate, faith-filled and hopeful



LET YOUR LIGHT SHINE
MATTHEW 5:16

— CHALLENGE

LOVE OF WORK

(113, In the Footsteps of Marcellin Champagnat p.46)

In a school setting, love of work implies a careful preparation of our classes and educational activities, thorough correction of students' assignments and projects, planning and evaluation of our programmes, and additional accompaniment of those who are experiencing any sort of difficulties. It demands that we be visionary and decisive in developing creative responses to the needs of young people.



RATIONALE

At Newman College we continually challenge ourselves to boldly embrace a learning pathway of discovery beyond the classroom to contribute to positive change in our global community. In an ever-changing society, people need formation, perseverance, and confidence to meet challenges to become resilient learners who are willing to take risks to work towards their goals.

Within a safe and positive learning environment, students have the courage to challenge themselves and each other in the development of their faith and their ability to learn.

TEACHERS

- Acknowledge the diverse nature of students on their journey as lifelong learners
- Deliver teaching and learning which is student driven, data informed and challenges all learners
- Provide timely, targeted, formative feedback that promotes learning growth and excellence
- Challenge themselves to reflect and evaluate their professional goals to continually grow as educators through research into current theories and contemporary pedagogies.

PARENTS

- Acknowledge the intent of the college's strategic directions and school improvement plan as the instrument to guide and measure enhanced student outcomes
- Positively partner with teachers to design learning goals
- Appreciate challenge as a growth opportunity for further improvement
- Have confidence in the value of contemporary pedagogy and innovative theories of learning.

STUDENTS

- Understand goal setting strategies to set challenging and achievable goals
- Strive for individual and collective excellence
- Respond with innovation and passion towards their learning
- Demonstrate voice, resilience, and agility to challenges and opportunities
- Adopt a growth mindset and believe their abilities can improve over time.

— COLLABORATE

FAMILY SPIRIT

(108, In the Footsteps of Marcellin Champagnat p.45)

Wherever we are, then, we undertake to build community among all associated with each of our institution and activities, including those who work alongside us, the young in our care and their families. Each person should feel at home among us. A warmth of welcome, acceptance and belonging should prevail where everyone has a sense of being valued, believed in, regardless of their role or their social setting.



RATIONALE

At Newman College, we believe that education and learning are interactive, social processes. We believe that students learn best in a safe environment where they can encounter the curriculum, therefore achieving knowledge, skills, and capabilities. Effective collaboration between teachers, parents and students is ongoing, authentic and an integral part of daily routines.

Teachers create learning environments that maximise discussion, collaboration and feedback that personalises learning for each student. Student voice plays a major role in engagement and self-reflection and empowers students as collaborators in their learning.

Collaboration between teachers contributes to school improvement and student success. Teachers share their practice, learn from, and have a positive impact on each other.

TEACHERS

- Commit to setting professional goals sharing their practice and receiving feedback to improve their pedagogy
- Adopt a shared approach to the learning growth of all students
- Partner with parents to understand the learning needs of their children
- Co-learn with students to provide an innovative learning experience.

PARENTS

- Recognise their role in developing a flourishing college community which values respectful partnership with leaders and teachers
- Share responsibility for, and actively promote an environment that prioritises the best interests of all children and young people.

STUDENTS

- Are open to learning the skills of collaboration which are taught in developmentally appropriate ways and foster respectful relationships
- Respond to feedback, in partnership with their peers and teachers, to maximise their learning growth
- Develop their interpersonal and presentation skills, acknowledge the voice of their peers, and promote effective working relationships.

— CREATE

AN EDUCATIONAL PROCESS ENLIGHTENED BY FAITH

(135, In the Footsteps of Marcellin Champagnat p.50)

Through fostering participation and creativity in the learning process, we assist students to gain in self-confidence. We try not only to develop their knowledge and competence, but to lead them to learn how to work and research together, how to communicate effectively with others and to accept responsibility in projects.



RATIONALE

At Newman College, we seek to foster innovation and creativity through contemporary and authentic educational experiences. In our school where students 'Shine Through Discovery', the development of critical and creative thinkers encourages lifelong learning. The promotion of a growth mindset encourages learning that is experiential and builds confidence to encounter the complexities of today's world.

TEACHERS

- Facilitates student-centred opportunities for creative, innovative, and authentic learning experiences
- Deliver a flexible and adaptive pedagogy that caters for diverse needs
- Enact a wide instructional range and contemporary approaches to assessment to track learning growth and attainment
- Promote a safe and supportive classroom environment.

PARENTS

- Value their role as primary educators of their children, in partnership with the college
- Are aware of the challenges and complexity of the twenty-first century; noting environmental, social, and economic pressures
- Support an approach to teaching and learning that animates students to be creative, innovative, enterprising, and adaptable
- Value the motivation, confidence, and determination to use critical and creative thinking purposefully.

STUDENTS

- Take risk in their learning
- Students by developing critical and creative thinking skills as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems
- Students think about thinking (metacognition), reflect on actions and processes, and transfer knowledge into new contexts to create alternatives and possibilities
- Apply knowledge gained in one context to clarify another.

— CELEBRATE

PRESENCE

(99, In the Footsteps of Marcellin Champagnat p.43)

We educate above all through being present to young people in ways that show that we care for them personally. We make time for them beyond merely professional contacts, getting to know each one individually. Personally, and together as a group of adults, we seek to establish relationships with them, founded on love, which create a climate for learning in an educational setting, for passing on values, and for personal growth.



RATIONALE

At Newman College, we shine through celebration of our faith, achievements, effort, and contribution. Celebration builds strong communities and plays a major role in social emotional and academic growth, learning and faith development. It encourages a sense of belonging, group coherence and purpose.

In celebrating, we encourage intrinsic motivation to develop the attributes of courage and dedication, to achieve our full potential

To enrich the success of our community we celebrate the gifts, talents and achievements of each member and acknowledge the role that self-discipline, perseverance and determination contribute to striving for individual and collective excellence.

TEACHERS

- Value professional growth and development as an integral part of their vocation
- Celebrate the social emotional development and learning growth of students and their contribution to the college community
- Identify leadership attributes in students, listen and respond to student voice and value effort as a precondition for learning growth.

PARENTS

- Actively support the college in its endeavour to provide a holistic approach to the faith, learning and wellbeing journey of all children and young people and their families
- Show gratitude for the opportunities given to students within the college community
- Respect the vocation of education by collaborating positively with leaders and teachers and value the college's commitment of the common good
- Celebrate the individual pathway and achievements of their child.

STUDENTS

- Acknowledge and respect the gifts and talents of themselves and their peers
- Serve the college community by participating wholeheartedly in faith and learning initiatives
- Strive towards personal excellence in their contribution to the college community, their learning and in the interactions with others
- Strive towards mastery of skill.

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