

Sacred Heart Learning Framework Document



SACRED LEARNING MODEL



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Our Sacred Heart *'Vision for Learning'* is underpinned by the seven principles of early learning detailed in the Sydney Catholic Education Office *'Early Learner'* position paper.

These seven principles place the focus on the learner as someone who:

1. Is a spiritual being.
2. Has life experiences.
3. Has innate capacities.
4. Is holistic and sensory.
5. Seeks meaning and connections.
6. Thrives in relationships.
7. Has a voice in their own learning.

These seven principles have been explored and used to develop our *'Sacred Heart Vision for Learning'* for all Kindergarten to Year Six learners at Sacred Heart. This is now expressed in our *'SACRED LEARNING'* model that embodies the characteristics outlined below:

Spiritual Environments that engage children's imagination and curiosity and where there is frequent opportunity for times of reflective contemplation.

Authentic Learning Tasks, reflecting learners' interests, backgrounds and experiences.

Connections between Home and School and a focus on learning through collaboration with others and the environment.

Relationships with others where there are opportunities for jointly negotiated learning in an environment where all learners feel safe and valued and where timely feedback supports and guides learning.

Enjoyment and Engagement in Learning, utilising flexible learning spaces where there is a focus on exploration, investigation and problem-solving.

Diversity and Respect for Differences is valued and children are given a range of opportunities to demonstrate their capabilities.

Our *'SACRED LEARNING'* model will continue to evolve in response to our ongoing engagement with important education research and key documents including Sydney Catholic Education Office papers, *The Learning Framework* and *the E Learning* paper.

Spiritual Environments that engage children's imagination and curiosity and where there is frequent opportunity for times of reflective contemplation.

At Sacred Heart we believe that children are spiritual beings and learners and we seek to tap into and nurture their spirituality through a range of ways across all grades K – 6. At Sacred Heart we seek to create learning environments that foster and promote:

- Learning through story using Godly Play and using 'I wonder' questions in during activities where children are encouraged to reflect on their learning to a background of quiet music and record their thoughts.
- Prayer Circles – children reflecting on the people in the world around them who need our prayers; also reflecting on their own lives and things happening at school eg 3 minute retreat where students take opportunity to slow down and reflect on their day and their interactions with one another; looking for opportunities when they have experienced God's love and have been an instrument of God's love for another.
- Participation in both school and parish masses as well as classroom liturgical celebrations in which families are involved.
- The living out of the values in the Sacred Heart School motto, Faith, Generosity, Courage and the Sacred Heart Parish logo, completing the work of Jesus with a hand '*reaching up in prayer and out in care.*'
- Guided meditations.
- Journal writing where students are presented with a range of stimuli eg a series of images, a poem, short film clip, song. Students given time to respond in any written form such as poem, diary entry, comic strip or letter, encouraging imagination and discovery.
- Reflection on scripture passages with children identifying words or phrases that '*speak*' to them in a special way.
- The use of ICT and internet eg You Tube clips to enliven and engage children's understanding of scripture.
- Reflective Thinking and metacognition in the spiritual dimension eg the difference between what something is made of (its physical characteristics) and what something is (its essential and intrinsic meaning) eg a Home.

Authentic Learning Tasks reflecting learners' interests, backgrounds and experiences.

At Sacred Heart we believe that learning does not happen in isolation and that it must be meaningful and relevant to the child. At Sacred Heart we seek to create learning environments that foster and promote:

- The Development of independence and confidence through the provision of opportunities for students to work on independent and group learning tasks that are both intellectually challenging and tailored to their individual needs.
- Learning that is both purposeful and relevant, that is related to real life everyday experiences and is built upon prior knowledge and learning.
- Holistic learning in which there is a strong focus on the development of academic skills and social competencies allied with the nurturing of the spiritual side of each child's nature.
- An increasingly great emphasis eLearning associated with the development of technology-rich classroom environments focused on the enhancement and enrichment of student and teacher learning.



Connections between Home and School with a focus on learning through collaboration with others and the environment.

At Sacred Heart we believe that learning is socially constructed and that collaboration, co-operation and interdependent thinking and working are the hallmarks for successful learners for the twenty first century. At Sacred Heart we seek to create learning environments that foster and promote:

- The encouragement of children to have the courage and self-esteem to make a difference in the world.
- The making of connections between home and school, including school website, classroom blogs, emails, newsletters and informal/formal parent teacher meetings.
- The Development of a smooth transition to school – working in partnership with parents and local pre-schools.
- The giving of timely feedback to students and to their parents.
- Self-evaluation and peer evaluation.
- The Celebration of Masses and Liturgies within the school community.
- Opportunities for constructive home/school consultation and engagement on key areas related to student learning such as homework.



Relationships with others where there are opportunities for jointly negotiated learning in an environment where all learners feel safe and valued and where timely feedback supports and guides learning.

At Sacred Heart we believe that quality reciprocal relationships based upon tolerance, respect and reverence are at the heart of quality learning. At Sacred Heart we seek to create learning environments that foster and promote:

- The giving of students a 'voice' in their own learning and the encouragement of initiative and risk-taking.
- School processes and events eg Awards Presentations and Assemblies that provide affirmation of children for their efforts and successes.
- The importance of children developing a 'bigger picture' perspective or 'worldview' through nurturing a sense of 'connection' with others and a responsibility to reach out and serve others through a range of mission and outreach activities including St Vincent De Paul, Caritas, Project Compassion and the Ghana project.
- The development of social and emotional intelligence and resilience through the provision of Peer Support and Friendly Schools Friendly Families programs and an ongoing whole-school focus on Habits of Mind.
- The strengthening our Sister School relationship with Our Lady of Mount Carmel.



Enjoyment and Engagement in Learning, utilising flexible learning spaces where there is a focus on exploration, investigation and problem-solving.

At Sacred Heart we believe in learning that is based upon problems to be solved as opposed to content that has to be learnt. We believe that the learning drives the organization of the learning spaces and the tools used for learning. At Sacred Heart we seek to create learning environments that foster and promote:

- The encouragement of student choice in their own inquiry process (designing , exploring, hypothesizing) leading to greater independence and meaning.
- Classroom learning programs and activities that are meaningful, relevant and related to children's interests and experiences where excursions, incursions and parental expertise support the learning.
- Differentiated activities that accommodate individual learning styles of different students (visual, auditory, spatial, kinesthetic).
- An increasingly great emphasis eLearning associated with the use of technology-rich classroom environments focused on the enhancement and enrichment of student and teacher learning.
- Group work where children collaborate with each other and develop social skills.
- Opportunities for participation in competitions, including chess, robotics, writing competitions and maths challenge/olympiad.
- The development of innovative and flexible classroom learning environments that facilitate contemporary twenty-first century learning in technology-rich environments.



Diversity and Respect for Differences is valued and children are given a range of opportunities to demonstrate their capabilities.

At Sacred Heart we value the innate dignity of all humankind and encourage the celebration of diversity and difference, seeking to tailor our pedagogy to the learning styles and needs of the individual students. At Sacred Heart we seek to create learning environments that foster and promote:

- The Valuing of diversity and respect for difference through Religious Education and general class programs and Peer Support.
- The building of an integrated community of staff, students, parents and religious, each with particular gifts and talents to share for the betterment of all.
- The scaffolding of learning tasks to cater for individual needs.
- Open-ended tasks across all KLAs promoting higher order thinking.
- The provision of personalised learning opportunities that meet the needs of all students.
- Opportunities to belong to School Band from Years 3-6 and School Choir from Years 2-6.
- A range of Opportunities eg assemblies, newsletters and blogs to recognise the achievements of all within the Sacred Heart community.

