‘Just as a political party is supposed to base its decisions and actions on a party platform, so too educators carry on their work, make decisions, and plan instruction based on their educational platform.’

Sergiovanni & Starrat, 2001, p.70

The mission of Catholic schools is to be more than providers of high quality education, advancing the common good of Australian society. Their belief in the ultimate intrinsic value of each individual student is based on a distinctive educational vision inspired by the example and message of Jesus Christ.

Through their culture, ethos and mission, and through the commitment of their staff and their educational programs, Catholic schools demonstrate that there is no separation between learning and living the Christian life.

(Archbishop Adrian Doyle - Diocese of Hobart 2005)

‘...the use and organisation of the space, the daily schedule and routines, and the social and emotional atmosphere...’

Creative Curriculum Framework

Our work in a Catholic organisation is more than using our professional skills in the service of others. In everything we do, we are ministering in the name of the Catholic Church and the Gospel. We must, therefore, represent the values of the Church, presenting the compassionate face of Christ to the world - respecting the dignity of every person as a child of God.

(Archbishop Adrian Doyle - Diocese of Hobart 2005)

‘...the art and science of teaching...’

Robert Marzano

References

The Archbishop’s Charter for Catholic Schools
The School Improvement Framework (2011)
The Catholic School on the Threshold of the Third Millennium
Vision for the Catholic Church in Tasmania
Melbourne Declaration on Educational Goals for Young Australians (December 2008)
Who: the Learner

All learners are innately spiritual.

Learners are persons who bring their own needs and story to the learning community and are valued for their diversity.

All learners are capable of learning and are entitled to access rigorous, relevant and engaging learning opportunities.

Quality curriculum inspires, supports and challenges all learners. Such a curriculum equips people with the knowledge, understanding, skills, attitudes and values to take advantage of opportunity and face present and future challenges.

Curriculum is informed by the National Declaration on Educational Goals for Young Australians and Catholic Social Teaching. Decisions are made by discerning the needs of learners in becoming confident, creative, reflective, informed and committed to the transformation of society towards a more compassionate and just world.

What: Curriculum

Effective pedagogy requires understanding of and respectful relationship with each learner. Educators enable learning of essential concepts, knowledge and skills and develop enduring understandings that have value both within and beyond school contexts.

Learning is planned, intentional and inclusive, with high expectations for all learners. Authentic assessment enhances learning and enables the reporting of student achievement. It guides both the process of learning and stimulates further learning.

Educators’ repertoires of practice are flexible, creative and reflective enabling success for all.

Where: Learning Environment

Our learning environment is the most tangible expression of our Catholic educational philosophy and incorporates spiritual, emotional, social, intellectual, aesthetic, ethical and physical dimensions.

Within a quality learning environment all are treated with dignity and respect, feel safe and valued, and are confident in making meaningful contributions to a collaborative learning community.

The physical learning environment should be agile and transformable, enabling it to be used in different ways, in response to the needs of the learner and learning.

How: Pedagogy

I have come that you may have life and have it to the full. – John 10:10

Educators enable learning of essential concepts, knowledge and skills and develop enduring understandings that have value both within and beyond school contexts.

Educators use curriculum content flexibly to design learning opportunities that enable all to learn successfully based on a deep understanding of the process of learning.

Learning is planned, intentional and inclusive, with high expectations for all learners. Authentic assessment enhances learning and enables the reporting of student achievement. It guides both the process of learning and stimulates further learning.

Educators’ repertoires of practice are flexible, creative and reflective enabling success for all.