

OUR VISION FOR LEARNING



Guildford Grammar School

FOUNDED 1896



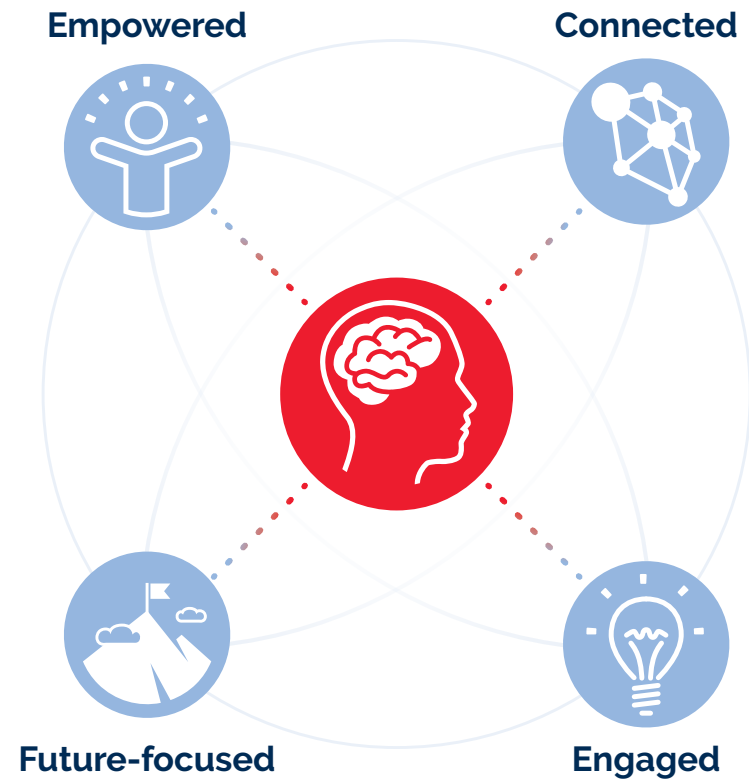
OUR VISION FOR LEARNING

At Guildford Grammar School, students learn to become independent thinkers, problem solvers and innovators. In our rapidly changing world, students need these skills to adapt and grow. We inspire our students to develop a thirst for knowledge and a lifelong love of learning.





WE AIM FOR YOUNG PEOPLE TO BE:



WE BELIEVE THAT:

**Everyone
can learn**

Education should instil
lifelong learning
and endless
curiosity

Students are
confident and capable,
and can influence the
world for the better with
their unique passions,
gifts and talents

Students must
have expression in
their education. We
deeply value student voice
and student-directed
leadership within
learning

Education is
holistic in nature
and focuses on the
development of
self-identity

Education should provide rich
experiences that support student
development, grow knowledge
of self and build confidence a be
change maker

Education is
socially significant
as it empowers and
enables young people
to lead powerful and
meaningful change





THE LEARNING JOURNEY



Personalised



Innovative



Relevant

BECAUSE WE:

Honour the individual and the collective

Foster personalised growth and development

Know each individual and how they learn best

Support students to achieve personal excellence

Offer relevant, timely, constructive and informative feedback

Offer a diverse range of opportunities and pathways

Openly and proactively communicate

Celebrate individual and collective success

Are open to change, failure and iteration

Are outwardly facing

Embrace continual improvement

Ensure innovation is underpinned with evidence

Embrace curiosity, inquiry and questioning

Support the development of enterprising approaches to problem-solving

Provide authentic, real-world learning opportunities

Encourage students to question the world around them

Differentiate learning to be relevant to individual needs and provide appropriate levels of challenge and risk taking

Develop essential skills and competencies

Ensure students understand the purpose of their experiences with clear learning objectives

Acknowledge that learning takes place in the classroom, outdoor environment, the community, on the playing fields and with family





TEACHING AND LEARNING

The learning dimensions below underpin our pedagogical approaches and provide guidance for the co-creation of the learning experience.



Curiosity



Creativity



Communication and Collaboration

TEACHERS

- Inspire interest and questioning to drive inquiry
- Foster students' innate curiosity
- Provide experiential learning opportunities
- Encourage the activation of a self-determined approach to learning

- Provide authentic real-world problems
- Create opportunities for freedom of self-expression in a variety of forms
- Support student exploration and imagination

- Model clear communication and build student communicative skills
- Enable students to connect with the community in a broad range of forums
- Deliver learning experiences that scaffold collaboration competencies

STUDENTS

- Have an open mind to new concepts and ideas
- Question the world around them
- Have a desire to know more

- Are active in the exploration of their own creative skills
- Pursue ideas that are innovative
- Apply creative thinking to problem-solving opportunities

- Articulate their thinking and ideas and listen to the ideas of others
- Be open to differences within a team
- Understand that their voice can have an impact





TEACHERS



Critical Thinking

Explicitly teach thinking skills and provide a variety of opportunities for application

Deliver meaningful learning experiences that engage higher order thinking skills

Provide adequate opportunities for review, reflection and further action



Compassion and Citizenship

Cater for all individual learning needs and styles

Scaffold the development of local and global perspectives and citizenship within learning experiences

Be responsive to issues that are important to students and their community



Character

Foster and model a passion for lifelong learning

Provide appropriate levels of challenge for all students

Provide deep learning experiences that build students reasoning, self-regulation and reflection capabilities

STUDENTS



Use skills to analyse, synthesise and evaluate information to guide decision making

Be open to divergent ways of thinking and solving problems

Discuss their thinking and ideas, providing reasoning and justification for their conclusions

Actively participate and contribute to the class and school community

Demonstrate empathy and compassion to all learners

Engage in thinking about relevant local and global issues and concerns

Take risks within their studies and demonstrate resilience to learn from failure

Demonstrate initiative and take ownership of their learning

Strive for personal excellence and persevere when presented with challenges



OUR PHASES OF LEARNING

How we deliver our teaching and learning experiences to fulfil our purpose

EARLY LEARNING **WE LOVE THE WHYS!**

Children have a natural curiosity about the world around them that leads them to explore, question and learn. They are capable and competent learners and our Early Learning Centre focuses on providing time and opportunity for children to develop at their own pace.

YEARS 1-2 **PLAY AND FUNDAMENTALS**

Students are active participants in inquiry-based learning, allowing them to make strong connections with their environment and community. This builds on strong foundations developed in their early years. We continue to foster a sense of exploration and discovery and harness a child's natural curiosity, integrated with a core focus on the development of strong fundamental literacy and numeracy skills.



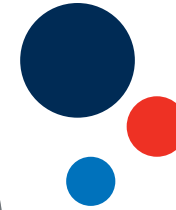


YEARS 3-6 **INQUIRY AND** **DEEP LEARNING**

Students are supported to become independent thinkers through inquiry-based learning that provides authentic, real-life learning experiences. Focus is placed on the application of students' growing literacy and numeracy skills to problem solve, analyse and create, as they begin to explore more abstract concepts. Students work collaboratively to construct new knowledge, develop skills and make connections between their learning, and global and local issues.

YEARS 7-9 **EXPLORATION AND FINDING PASSION**

Student choice enables the exploration of personal skills, passions and strengths through a variety of elective courses and projects. This includes a focus on creativity, technology and opportunity. Years 7-9 focus on engaging students by enabling them to have an informed choice in their learning pathway. Our middle years curriculum in Years 7-9 sees the application of a secondary schooling model where students access specialist teachers in their learning areas. In addition to traditional 'core' subjects, students are engaged in a range of Action Projects and self-selected Discovery Courses that promote engagement through choice.



YEARS 10-12 **FUTURE-FOCUSED** **AND PERSONAL PATHWAYS**

Senior Secondary School enables students to determine and then follow their ideal individual pathway for their final years of schooling. This is designed so students can follow their passions and interests, ignited by highly engaging learning experiences that are provided by specialised educators, whilst also maximising their opportunities for ongoing learning beyond school. For each student this looks different and may include General, VET or ATAR studies or a unique combination, depending on the individual's goals.

In our senior years, our students are able to access a comprehensive range of ATAR and General courses, having had the opportunity to explore their chosen interests and talents in previous levels. We teach young people what it means to be a modern citizen, with the personal and learning skills needed to be successful in the future.





REFERENCES

A wide variety of resources were consulted and informed our practice during the development of Guildford Grammar School's Vision for Learning.

This includes, but is not limited to:

Education Council (2019). *Alice springs (Mparntwe) education declaration*.

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