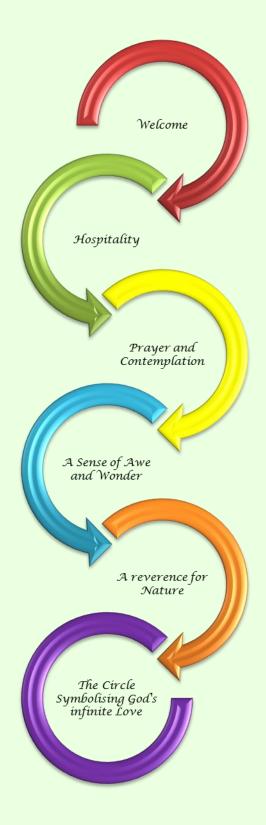
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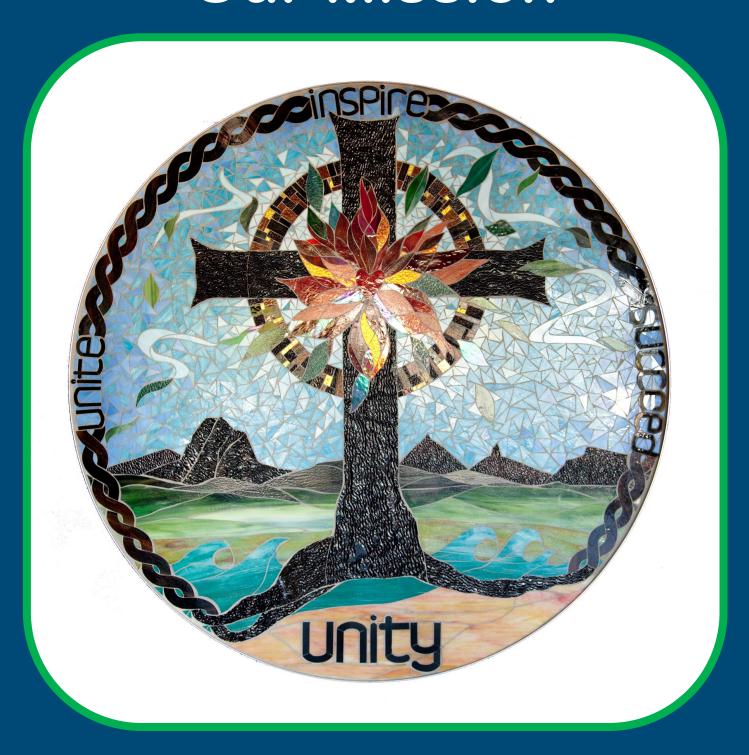
Vision for Learning and Teaching

Our Charism

The essence of Unity College is underpinned by Celtic Christian Spirituality.

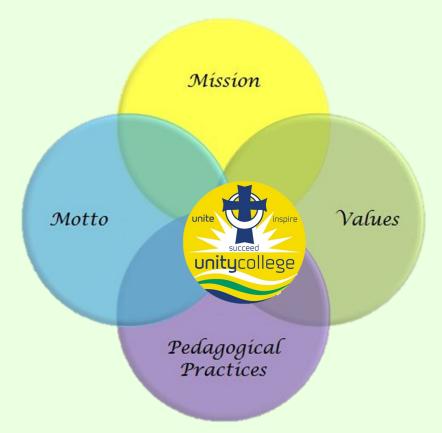


Our Mission



We are Learning Community, uniting, inspiring and succeeding through Christ

Vision for Learning and Teaching



The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) notes two goals.

- 1. That Australian Education System promotes equity and excellence
- 2. All young Australians become:
 - confident and creative individuals
 - successful lifelong learners
 - active and informed members of the community.

These goals sit within the Brisbane Catholic Education Vision and Learning and Teaching Framework that notes:

"As an Ecumenical Christian community we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world."

The Unity College Vision for Learning and Teaching is intrinsically linked to these goals and is embedded in the College's Mission, Motto, Values for Learning and Pedagogical Practices.

Values for Learning

Challenging Contexts

Connected Elements

Engaging Cultures

Holistic Education



Inclusive Practices

Relational Approaches

Responsive Environments

Student Centred Learning

Sustainable Processes

Supportive Partnerships

Challenging Contexts

Encouraging students to take responsibility for their own learning and the learning of others.

Challenging Contexts

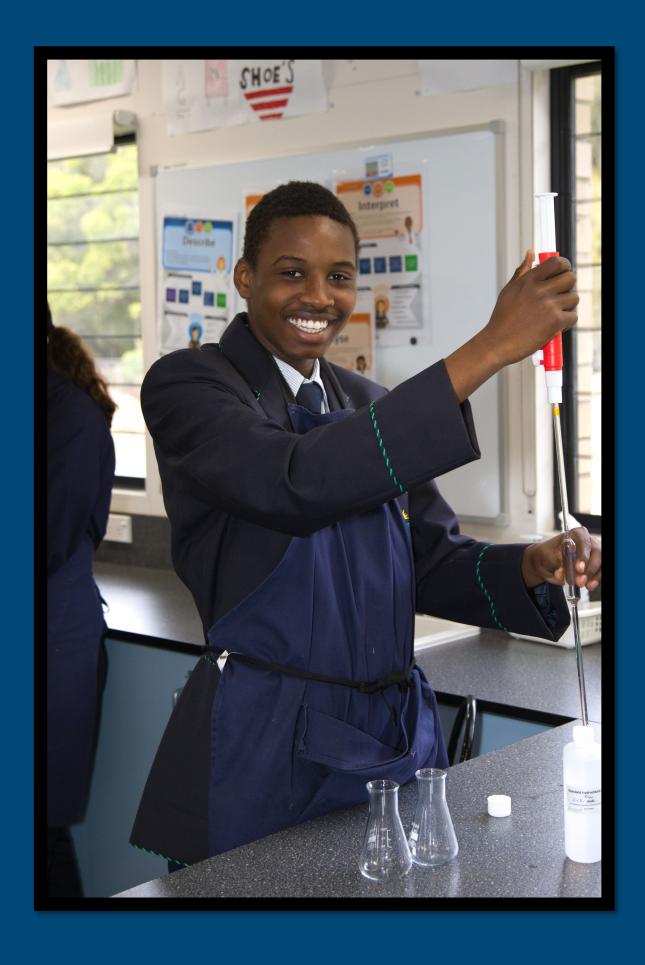
extend learners by:

Emphasising accountability and promoting continuous improvement.

Providng conditions that promote enquiry, exploration, problem solving and cooperative learning.

"Everyone who drinks this water will be thirsty again, but whoever drinks the water I give them will never thirst. Indeed, the water I give them will become in them a spring of water welling up to eternal life."

John 4:13-14



Connected Elements

Stimulating learners to see and understand the importance of connections across learning areas.

Connected Elements

strengthen the interdependence of learning environments through:

Pioneering
learning
opportunities and
creating new
pathways for
learners to grow as
citizens and
actively support
the common good,

Shaping relevance and creating significant links with people and places beyond the classroom.

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit".

John 15:5





Engaging Cultures

Support the attainment of individual potential.

Engaging Cultures

create contexts which:

Nurture full participation and embrace diversity.

Promote positive learning which is imbued with fairness and support.

"And all of us, with our unveiled faces like mirrors reflecting the glory of the Lord, are being transformed into the image that we reflect in brighter and brighter glory; this is the working of the Lord who is the Spirit".

2 Corinthians: 3:18





Holistic Education

Integrating faith with culture and learning.

Holístic Education

centres on developing individual and collective potential by:

Opening minds and hearts in the quest for deep understanding and critical thinking.

Inspiring learners to transfer their knowledge and skills to new and unfamiliar contexts.

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ".

1 Corinthians 12:12





Inclusive Practices

Adaptive strategies respond to each individual's needs.

Inclusive Practices

advocate and ensure:

Hospitality and welcome by fostering respectful relationships among community members.

Opportunities incorporate the rich diversity of cultures.

"He has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free".

Luke 14:13-14





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Relational Approaches

Provide shared responsibility and ownership for dynamic student learning.

Relational Approaches

are integral to the life of the college as they:

Invite restorative processes which ensure positive, healthy relationships.

Recognise partnerships that require transparency and mutuality.

"Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples".

John 13:34-35





Responsive Environments

Construct meaning and relevance for all learners through the selection of design and pedagogy.

Responsive Environments

faciliate innovative processes to:

Build a culture of shared responsibility for learning outcomes and college renewal.

Foster approaches that enable learners to explore and negotiate learning.

"Those who having heard the word in an honest and good heart, hold it fast and bear fruit with patient endurance".

Luke 8:15





Student Centred Learning

Providing active and dynamic experiences that build confidence and resilience to explore the unknown.

Student Centred Learning

ensures positive outcomes for learners through:

Attending to student needs that optimise success within a safe and healthy environment.

Inviting students into reflective and contemplative opportunities that build self-awreness as learners and companions.

"Let the little children come to me, for the kingdom of God belongs to such as these.

Mark 10: 13





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Supportive Partnerships

Build mutual respect and nurture collaborative projects.

Supportive Partnerships

create vibrant learning environments to:

Affirm individual gifts and develop community identity.

Encourage strategic conversations and group reflective practice.

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future".

Jeremíah 29-11





Sustainable Processes

Develop students as effective life-long learners and contributors to society.

Sustainable Processes

ensure learners are equipped with knowledge and skills that:

Deepen student appreciation of the fragility of the planet and educate them as responsible and respectful stewards.

Enable students to participate in service projects and establish positive partnerships based on care and compassion for others.

"The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock".

Matthew 7:25





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Model of Pedagogy



Model of Pedagogy: Brisbane Catholic Education



Uisce—Water

Symbol of replenishment. The water of the ocean that surrounds us.



Goath—Wind

Symbol of empowerment. The wind from the south-east that blows freely at Unity.

The breath of life.



Talamh—Earth

Symbol of sustainability. The foundation upon which our College has been built and the footprints that have left their mark from the generation of the first owners of this land. The earth that forms the great Glasshouse Mountains.



Tine—Fire

Symbol of refinement. The warmth of the natural fires which reignite the native plants of our country.



