
Students as Designers

When students are permitted ownership of their learning they are more likely to view themselves and their learning positively. Student voice is a crucial aspect of the design process and this emphasis creates confident and capable students. (*Horizons of Hope: Assessment in a Catholic school*, p. 6)

Recognising and responding to the role of the learner in the planning process, this resource empowers students to become active, engaged partners in the co-creation of learning experiences with their teachers.

How will I ensure growth in my learning?

- How can I assess, monitor and evaluate growth in my learning?
- How will my learning goals reflect the growth in my learning?
- How will I engage my family in my learning?
- How can my learning be recorded and shared with a range of audiences?
 - How will the community see my learning in action?
- How will what I have learnt make a difference in the world?

What do I bring to the learning?

- What are my learning strengths?
- What is the focus of my future learning?
- What questions do I have about myself and others in the world to inform my learning?
- Where are the opportunities for me to explore issues and questions further?
- How does the faith tradition and scripture inform my understanding of and response to issues and questions?

My Reflection

How will I be active in the learning?

- What do I need to know, understand and be able to do in order to progress my learning?
- What dispositions can I use and strengthen as I learn?
- How can I connect learning within and across learning areas?
 - How can I support my peers to assess and monitor their learning?
 - How can I connect with the ideas of others within and beyond my learning community?
- How can I be supported to explore and develop deep understandings in dialogue with others and with Catholic beliefs and practices?
 - How will I ensure that my learning allows me to take the time to stop, reflect and take action that matters?