

A young boy in a kilt and cap playing bagpipes, smiling at the camera.

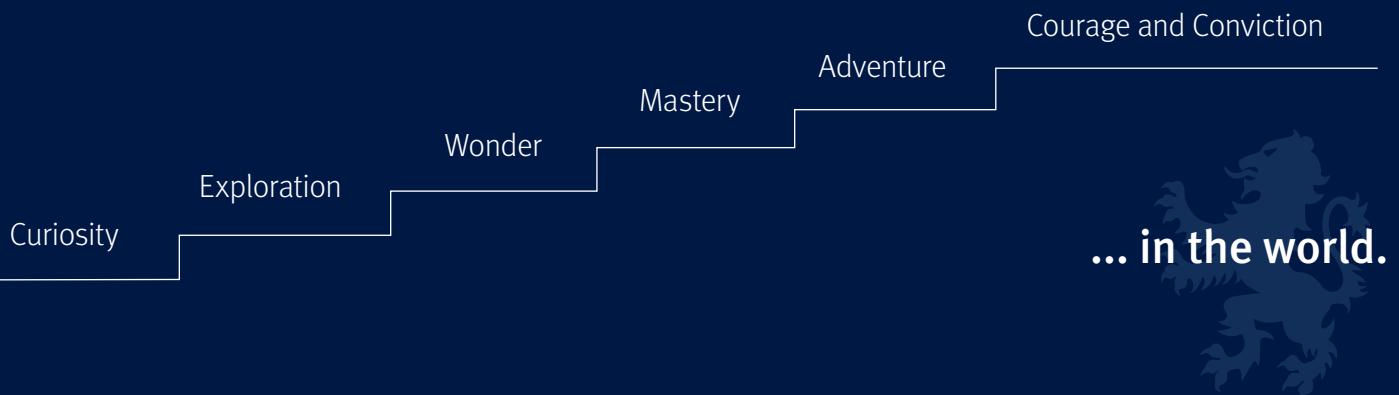
BRAVE HEARTS BOLD MINDS



The Scots College
Sydney Australia



BRAVE HEARTS BOLD MINDS EDUCATIONAL PHILOSOPHY





MESSAGE FROM THE PRINCIPAL

We are all measured by what sort of people we have become. At The Scots College, we strive to foster leadership, character and spirit, through experiences of excellence that will define the brave hearts and bold minds in every Scots boy.

Brave hearts and bold minds are formed through challenges and passion born of adventure. These qualities of courage, creativity and conviction are based on what is true to a man's heart, his real passions and are not the product of being shaped through various forms of pressure.

Adventure involves a journey, a venture or quest in search of something significant and is both an exhilarating and frightening thing. At Scots, we value the quest for excellence through adventure, curiosity, creativity and growth.

Scots' Brave Hearts Bold Minds education philosophy recognises the need for a special journey and adventure in the hearts of young boys and men.

Our developmental stage learning model seeks to make every day in a Scots boy's life part of an exciting adventure.

Our College vision is singularly focused on the education, nurture and development of fine Scots boys who will generously learn, lead and serve in the community. We believe that the quality of one's leadership springs from the quality of one's heart – the values, virtues, priorities and hopes.

We encourage our young men to reflect on the metaphor of a rope with three strands. One strand represents the Spirit they have within them and acting upon them, directing their faith perspective, values and moral compass, and their capacity to carry this spirit into the lives of those around them. The second strand represents the Word – spoken, written and evident in the natural laws of the creation, given to them that they might know the truth through faith, reason and scholarship, and

carry and share this knowledge through all the days of their lives. The final strand to the rope represents the World – this is their opportunity to connect with and serve those around them and seek to enhance the lives of others.

We strive to produce right heartedness, right thinking and right action. With Brave Hearts and Bold Minds – head, heart and hands engaged – our Scots boys may become strong, secure, humble and powerful.

Scots to the fore!

Dr Ian PM Lambert
Principal

CURIOSITY IN THE WORLD



TRANSITION CUBS AND LIONS

On entering the Preparatory School and the exciting world of the Early Learning Centre (ELC), each boy is an active discoverer of his new world.

An innovative, colourful and adventurous curriculum leads our youngest Scots boys along the beginning of their Scots ELC learning pathway in the Cubs (three year olds) and Lions (four year olds) programs.

Harnessing a boy's natural curiosity and energy, these programs are informed by Reggio Emilia experiential education principles and encourage each boy to explore and discover his world.

The ELC is a new experience away from a boy's familiar home environment, expanding his world and building on his learning as he is guided through investigations and problem solving.

Through the power of play, boys discover letters and numbers, words and counting, forming the foundations of literacy and numeracy. Boys' development is enhanced through Music, Dance, Drama, PDHPE (Physical Education), Library, Christian Studies and Visual Arts.

In the Early Learning Centre's supportive and active learning environment, every boy learns to explore new ideas with confidence.

- Big boy mentoring programs.
- Nursing and health clinic staffed by registered nurses.
- Before and After School Care.

The Scots' Rose Bay Early Years Centre is a state-of-the-art long day care centre. It is open 48 weeks a year, Monday to Friday, 7:30am to 6:00pm, and does not close for school holidays, except four weeks over the Christmas holidays.

The centre offers a play-based learning framework based on the Reggio Emilia educational philosophy.

EXPLORATION IN THE WORLD



KINDERGARTEN TO YEAR 1

“With every new skill developed, the boys’ enthusiasm to learn increases.”

As a boy grows in the Early Learning Centre he becomes a more courageous and active explorer of his world.

In the spirit of the Reggio Emilia philosophy, together with their teachers and peers, boys in the ELC discover and question cause and effect in the world around them. They express their curiosity and wonder with their ever growing vocabulary, moving from ‘what?’ to ‘why?’ and ‘how?’ questions.

Kindergarten paves the way for more formal schooling with writing, spelling and numeracy being within this phase that the five pillars for literacy learning are formed – phonemic awareness, systematic phonics, vocabulary, reading fluency and comprehension.

With every new skill developed, the boys’ enthusiasm to learn increases.

- Reggio Emilia philosophy
- Big boy mentoring programs.
- Nursing and health clinic staffed by registered nurses.
- Before and After School Care.
- Educational specialists in Music, Drama, Dance, Visual Arts, academic enrichment, Christian Studies and Chinese.
- Honours Program.

WONDER IN THE WORLD



JUNIOR PREPARATORY SCHOOL – YEARS 2 TO 4

Little boys become ‘fine Scots boys’ as they progress into the Junior Preparatory School.

They become co-creators of their knowledge and enjoy working with their classmates to discover, be challenged and create in their world.

In Years 2 to 4, boys discover that they learn from challenging themselves, being challenged by others and from their mistakes. Dealing with their mistakes in constructive ways broadens their understanding and is key to developing Brave Hearts and Bold Minds.

Fostering a joy of learning and developing thinking skills is a priority at this stage, as is a focus on guiding boys to value respect, perseverance, sincerity, empathy, honesty and resilience.

This is reflected in a focus on effort as well as ability in student assessments.

Boys are guided to see the link between academic and personal growth, helping them develop a mindset conducive to ongoing improvement and discovery of themselves and their abilities.

- Sports programs focused on core skill development and mastery.
- Performing Arts Program.
- Chess, Debating and Public Speaking.
- Leadership programs.
- Parent program.
- Before and After School Care.
- Honours Program.

“Fostering a joy of learning and developing thinking skills is a priority at this stage ...”

MASTERY IN THE WORLD



SENIOR PREPARATORY SCHOOL – YEARS 5 TO 6

“... there is a focus on fostering the virtues of compassion, truthfulness, stewardship and ‘servant leadership’ through Scots’ Leadership Program.”

In the Senior Preparatory years a boy’s learning becomes a personal quest for mastery as his world expands, entering the next stage of his journey to manhood.

Boys discover that challenges are best overcome with a plan, one step at a time, and that taking appropriate risks expands their minds and capacities.

Boys’ emotional intelligence matures as they learn to listen respectfully, ask probing questions, hypothesise and reflect on their understanding. With new intellectual growth and problem solving skills, boys enjoy working with their peers on classroom projects at a deeper level, united in their purpose of the task at hand. While thriving on their independence, boys also learn the value of teamwork.

In these years, there is a focus on fostering the virtues of compassion, truthfulness, stewardship and ‘servant leadership’ through Scots’ Leadership Program.

As Senior Preparatory leaders, boys provide service to younger students allowing them to develop an understanding and empathetic view of how their actions impact people and the world around them.

- Learning First notebook and integrated ICT program.
- Leadership training.
- Public Speaking.
- Expanded Honours Program.
- Expanded sports and training opportunities.
- Musical and Dance productions.

ADVENTURE IN THE WORLD



YEARS 7 TO 9

Adventure is core to a boy's experiences in his first Senior School years. Active and engaged in his school community, new worlds open up to him.

In these years, there is a focus on collaborative learning. Boys develop an expansive view of their world and become increasingly aware of what it means to be a global citizen; to be respectful of different viewpoints and their responsibility to the community.

Boys thrive on their independence and enjoy a new confidence that comes from self-reliance. They are challenged in the classroom to develop strategies for solving problems and form a personal learning framework in which they can be organised and achieve their goals.

Boys are coached by their teachers who reflect their progress in an honest way. There is also a focus on fostering boys' commitment to expanding their knowledge as well as an appreciation of the rewards of scholarship and learning.

Through participation in the Sport, Co-Curricular, Outdoor Education and Pastoral Care programs, boys develop a greater awareness of their inner resources as they learn self-discipline, resilience, time-management skills, responsible self-direction and the joy of working as a team.

In these middle years, *Brave Hearts and Bold Minds* crystallises as more than a motto in the boys' lives, serving to inspire them to take responsibility for their learning, achieving their

goals and to engage with others in a new adult world.

- Year 9 Glengarry Outdoor Education Program.
- Leadership training.
- Co-Curricular Program — Cadets, Chess, Community Service, Dance, Debating, Drama, Music, Pipes and Drums and Public Speaking.

COURAGE AND CONVICTION IN THE WORLD



YEARS 10 TO 12

Brave of heart and bold of mind, in the Senior School years Scots boys become fine young men who strive for excellence together in the world.

The College aims to develop confident, well-grounded young men, who are motivated and equipped to pursue the art of scholarship as an integral part of their rich and rewarding lives.

In these Senior School years, our Scots boys' focus moves outward as they engage with the world at large and plan for their futures as active citizens.

The College aims to generate an understanding that to be wise encompasses a knowledge of the past, perceptive insight into the present and innovative thinking about a global future. Boys are guided to

make ethical choices and perceive the world through a variety of interdisciplinary lenses – scientific, literary, historical, sociological and cultural.

Students are encouraged to strive for understanding, effectively manage their own learning and be responsible for the choices they make. At this final stage of their College years, boys are willing to take calculated risks, fuelled by intellectual curiosity, learning through experience and constructive criticism, and drawing insightful conclusions.

Team leadership inspires team players and individualism, developing boys who embrace opportunities to lead through service and lives that have purpose.

Scots boys graduate as fine young men who understand that great things are possible through sustained effort in good faith, going forth to learn, lead and serve in the community.

- HSC
- Servant leadership
- Honours Program
- Tertiary Specialist Courses
- Careers Education Program
- VET Program
- Applied Entrepreneurship Program

CONTEMPORARY THINKING STRATEGIES



LEARNING IN TEAMS

At Scots, teachers serve as classroom coaches to bring out Scots boys' best performance and help them kick their academic goals.

Boys have a variety of narratives, which help them conceptualise their own best futures. In our Storylines program, boys are encouraged to become writers of their own life stories. Likewise, the camaraderie and passion of the sporting field are channelled to the classroom with The Scots College's Thinking Sportsman academic coaching model where Scots teachers serve as 'performance coaches', motivating and guiding students to excellence together.

These narratives are designed to help boys be responsible for their own learning and understanding. Willingness is instrumental to

this. Willingness empowers boys and injects joy into obedience. Without willingness, students obey reluctantly and the learning outcomes are compromised. Rather than teaching obedience, The Scots College teaches willingness.

With a willing heart and mind, challenges seem less confronting. A boy's willingness to learn is instrumental to his success. At Scots, teachers encourage a spirit of willingness and focus on building a culture of empowerment in the classroom in which boys can thrive.

Not every boy wants to be a brilliant academic or an elite sportsman, but they do want to be healthy, strong and part of a team. The Thinking Sportsman model helps frame academic learning

and progression around the structured teaching and learning strategies that boys understand — the game, the team, the rules, the challenge and the quest for success. For those more intellectually inclined, Storylines provides the actualisation which links them directly to a life enriched by the Scots Advantage. These models are designed to help boys take responsibility for their own learning and understanding.

SCOTS TO THE FORE!

May we be worthy of our forefathers



“... teachers serve as inspirational leaders and coaches, responding to the boys’ longing to be trained, to be inspired by mentors and their heroes – a rite of passage to manhood.”

Scots boys are encouraged to be ‘thinking sportsmen’ with the willingness to ...

- start
- work hard
- suffer, fight and defend what is believed should happen
- accept personal rebuke and correction, to go beyond offence and overcome personal insecurities
- take responsibility.

Embedded in narrative learning is the notion of a common language around learning — Building Learning Power. The basis of Building Learning Power is that dispositions around good learning will produce good learning. The value for Scots boys is that as they grow and develop a greater understanding of how their mind functions, so does their hunger to increase their knowledge-base.

This approach also serves to condition boys to become future leaders who in turn are able to promote a culture of empowerment in the organisations they go on to lead, in the communities they will serve.



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