

# ZIN IN LEREN LOVE TO LEARN! LOVE TO LIVE!

## 1 An innovative concept

In Flanders there exists no curriculum concept like the concept *Love to learn! Love to live!* This curriculum concept is unique for the Flemish education system.

What are the principles of this curriculum?

- The target group: the entire elementary school (from 2,5 till 12 years)
- The inclusive character: for all children, including children with special needs
- The framework of educational content based on learning area's instead of subjects

The renewed curricula of the first stage (12 - 14 years) of the secondary education meets up perfectly with the curriculum *Love to learn! Love to live!*

## 2 Who defines what has to be learned in Flanders?



**Vlaamse  
overheid**

First of all the Flemish government determines attainment targets for the elementary education. For the nursery school these are the so-called development goals and for the primary education the attainment targets. These targets are

compulsory for every Flemish primary school.



Katholiek Onderwijs Vlaanderen (the umbrella organization for Catholic schools in Flanders) processes these attainment targets, commissioned by her school boards into a network specific curriculum. This curriculum is named *Love to*

*learn! Love to live!* It reflects the particularities of Catholic education.

Teachers use this curriculum daily for the preparation of their lessons and activities. It structures a coherent education project for the nine years of elementary education. It helps to monitor the quality of our education. The curriculum gives teachers enough space to put their own emphases and therewith to adjust it to the context of the school and the learning interests of their pupils.



### 3 What has to be learned?

*Love to learn! Love to live!* describes the engagements of our teachers in ten learning areas in everyday practice. Every learning area is important and contains necessary goals for the development of every child.

Four learning areas have the development of every child into a person as an objective:

- Socio-emotional development
- Development of an inner compass
- Development of initiative and responsibility
- Physical and sensory development



Six learning areas have the development of the capacities for everything a child needs in today's and tomorrow's world as an objective:

- Development of orientation towards the world
- Development of media competence
- Artistic development
- Language development
- Development of mathematical thinking
- Roman Catholic Religion



### 4 Implementation of the curriculum

Working with the new curriculum in catholic elementary schools will be compulsory from September first, 2020 onwards. In special needs primary education it will not be compulsory.



As we speak (februari 2020) already 95 % of our schools work with *Love to learn! Love to live!* The Inspectorate for Education agreed to a transitional period from September 1st 2018 until September 1st 2020.

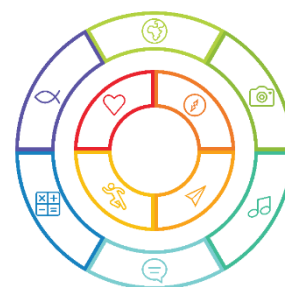
This curriculum not only stipulates what has to be learned in the Flemish catholic elementary schools, but also supports developing powerful learning environments (more information in part 9).

## 5 What is the aspiration of learning in Love to learn! Love to live! ?

The title of the new curriculum is also its main objective: pupils know how to love learning, pupils know how to love living. This means that pupils are intrinsically motivated to live and learn, even when this learning and living is sometimes nasty. The objective implies that they will look for the meaning of things and that this will lead to the ability of connecting learning and living.



*Love to learn! Love to live!* starts with the pupils' harmonious development. This is visualised by an inner and an outer circle. The person-related development with four learning areas situates in the centre. The learning objectives for learning continuity situate underneath these areas.



In the Dutch language the words 'Zin in' have even more meaning than 'to love'. It is also about the spiritual part of our lives. In this way we touch the core of Catholic education.

## 6 What may teachers expect of Love to learn. Love to live?

This curriculum is a framework that is meant as a user's manual. It should:

- facilitate the curricula discussion in a team,
- give a clear overview in the course of nine years elementary school,
- supply criteria for the assessment of pupils, the education devices and the education quality
- inspire the day-to-day education practice.

The answer of *Love to learn! Love to live!* to these queries can be formulated in the following seven points.

1. The framework of principles, consisting of learning areas, describes clearly the learning content (knowledge, skills, attitudes and insights) that children have to acquire. It is easier to use this framework than a subject based framework. It makes connecting items of specific learning content in an integrated way possible.

*Love to learn! Love to live!* is based on 'Five assignments for the catholic elementary school in Flanders.' (Opdrachten voor de Katholieke basisschool in Vlaanderen).

The five assignments for the catholic elementary school in Flanders are to develop:

- a school-specific Christian identity,
- an integrated educational environment,
- a stimulating educational climate,
- care for every pupil on every moment and
- participation of everybody who could be involved in school.



2. ***Love to learn! Love to live!*** offers in a very accessible way grip on team working of teachers and other staff of the school. That unifying approach and organisation within the school benefit from the connecting vision and the common language of the shared framework.
3. The fact that the ownership of ***Love to learn! Love to live!*** belongs to the schools, is strongly recommended by the concept itself. It reminds teachers and school managers of their professionalism and is an appeal to their mastery. The creative and integrative way in which teachers in elementary schools, beyond subject boundaries, design their teaching practice is an example of this mastery. ***Love to learn! Love to live!*** offers bricks, with space for a teacher unique or school unique pedagogical didactical approach.
4. The user benefits from the curricular equipment and its digital environment. It is not just convenient for the planning and preparing the day-to day education and the tailor-made education for each pupil. It is also useful for the general quality support on class- and school level. It is possible to adjust the focus in a way it implies a low workload, to select learning content and to save and generate schemes on the level of the pupil, the group or the school.
5. ***Love to learn! Love to live!*** focuses on a continuity in learning between 2,5 and 12 years. Occasional barriers between nursery and primary or between general and specific needs elementary education disappear. The curricular with development stages, related to referential ages, contribute to this continuity.
6. ***Love to learn! Love to live!*** encourages curriculum users to start their education arrangements from a focus based on three questions (scheme in part 10):
  - What are the pupil's educational needs?
  - What does the context demand and offer?
  - What does the curriculum demand and offer?



The efficiency of education prospers by using focuses. Teachers will herewith target on learning and will be able to realise broad caring education.

7. Parents indicate that the used language in the curriculum is comprehensible and corresponds with the way they and other educators look at and think about the development of their children. This makes a better and clearer communication between school and parents possible. Teachers will also be able to use it in the class, for example in their coaching of pupils.

## 7 The rebirth in daily use

Curriculum innovation in the Flemish elementary education was never before such a massive operation: this operation involves all the learning content. Naturally this has also consequences for the many instruments and procedures that schools (and the developers of educational materials) have developed over the years. It is comforting to know that when educational arrangements (like lessons, excursions, interest focuses, plays and play-initiatives for nursery and primary school, class interiors and teaching styles) that proofed opportune today, will also be opportune tomorrow. Adjustments will probably be restricted to for example the target selection that in ***Love to learn! Love to live!*** goes through a specific selection procedure of learning area, development themes, attainment targets, pathways of learning continuity with development steps.



When pupil tracking systems, portfolio formula, pupil assessment and the communication with parents for example are concerned, many questions arise. Anyone who works with Love to learn! Love to live! quickly discovers the possibilities in using the language and the framework of the curriculum to integrate these instruments and its procedures. **Love to learn! Love to live!** helps these instruments not only to explore and develop with quality, it will also improve their coherence.

## 8 An enduring approach

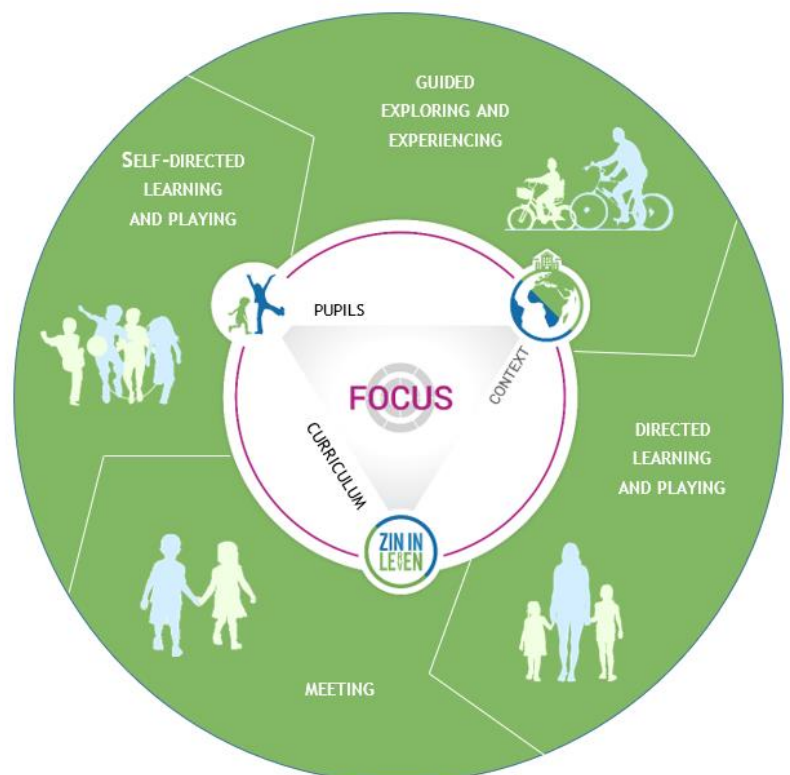
Such a process of implementation demands time and fortunately there is time. The challenge is to see the introduction of **Love to learn! Love to live!** as an impetus for education innovation. First it is important to get acquainted and comfortable with the vision, with the framework and the structure of **Love to learn! Love to live!** This will help to gradually adjust existing material and - if sensible for the team - create new things. Support will herewith be necessary and is available: Zill-coaches are on the road in Flanders, educational guidance for schools, in-service training initiatives support school teams, teacher trainers give information and education to their students, teachers unite in learning networks, on the level of a school cooperative professionalising initiatives are organised for school leaders and teachers, teachers share their experience on several fora. Now is the time to make use of all these opportunities.



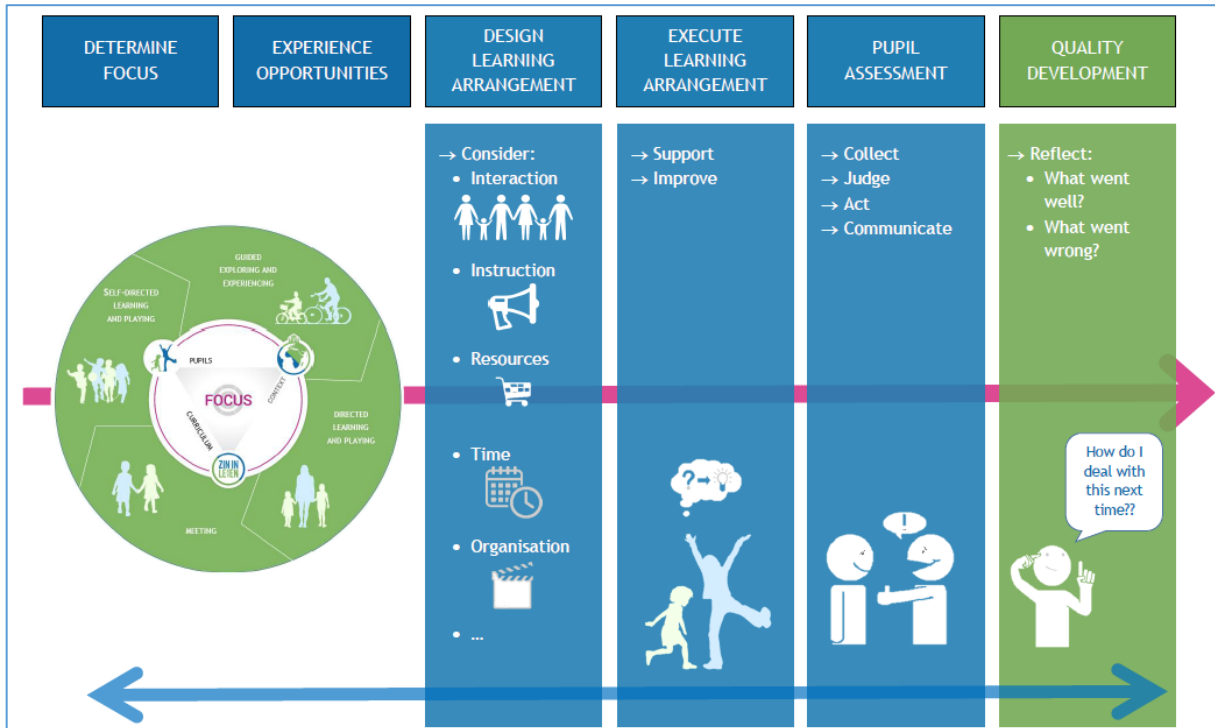
## 9 Four learning opportunities

A learning environment can be created in many ways. It is important to think about the best way to create an environment for the goals a teacher wants to focus on:

- By meeting others
- By self-directed playing and learning
- By guided exploring and experiencing
- By directed playing and learning



Once those ways are chosen, the teacher can start designing a powerful learning environment.



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