



THE  
**Learning  
Framework**  
UNPACKED

# The Learning Framework Unpacked

## how to read and use the Framework

"Learning is connected to everything...How students learn must be reflected in how they're being taught and assessed, which in turn, may place new demands on people and infrastructure, and changes of this magnitude must be guided by leadership and supported by school culture..."

Roadmap for 21<sup>st</sup> Century Learning Environment

<http://www.roadmap21.org/learning.html>

This Learning Framework is a foundational, unifying set of content and resources about learning for Catholic schools in the Maitland-Newcastle Diocese. It is an 'umbrella' that brings together and makes connections with existing and future policies, statements and structures that relate to quality learning and experiences in schools across the Diocese.

*Learning Framework Unpacked* provides a context for the development of this learning framework and explains its key components which are informed by research, together with examples of best practice in each area.

The Framework is built around five essential elements:

Continual focus on **Leading Learning**

Cultures built on **Collaborative Learning**

Rich and purposeful **Personalised Learning**

Creating the conditions for **Supportive Learning**

Building capacity through **Professional Learning**

**Each element is organised** with:

- a definition of the particular element
- a stem that is specific to that element of learning, requiring a particular emphasis for its successful achievement, for example, 'leading learning requires.....'
- a set of statements that unpack each element with specific examples of best practice for each element including resources, vignettes and web-links
- relevant links to the Australian Council for Educational Research (ACER) National School Improvement Tool (NSIT)
- relevant links to the Australian Professional Standards for Teachers (APST)
- examples of research, literature and reference material related to each element

**A Website** complements the Learning Framework that allows the user to explore and interact with each element via a set of tabs:

**Illustrations**

**Exemplars**

**Policies**

**Links**

**Research**

# Introduction

“ In the 21<sup>st</sup> century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understandings, skills and values to take advantage of opportunity and to face the challenges of this era with confidence. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.

Melbourne Declaration On Educational Goals For Young Australians 2008.

## Learning Framework: Philosophy of Learning

Catholic schools in the diocese of Maitland-Newcastle are communities of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within environments that engage, empower and enable.

### Five essential elements

Continual focus on **LEADING LEARNING**

Cultures built on **COLLABORATIVE LEARNING**

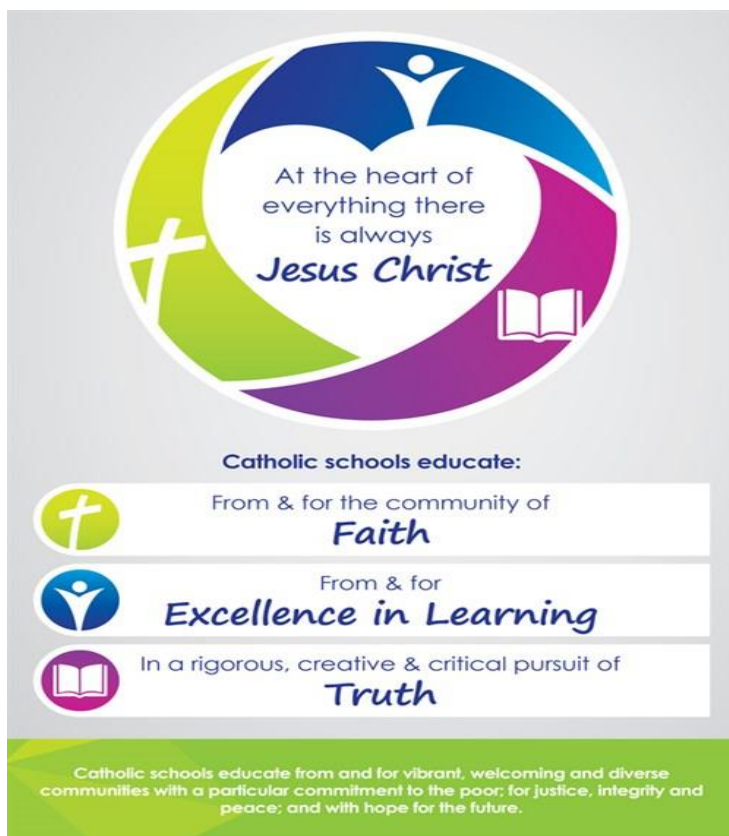
Rich and purposeful **PERSONALISED LEARNING**

Creating the conditions for **SUPPORTIVE LEARNING**

Building capacity through **PROFESSIONAL LEARNING**

The Framework brings together **five essential elements** for quality learning under the one umbrella, by showing the interrelationships among them and alignment with **system directions and plans**, key government policies and teaching resources, the **Australian Professional Standards for Teachers and Principals**; it is informed by significant literature and research.

Central to the Learning Framework is the **Vision for diocesan Catholic schools**, underpinning its operation with a strong **Catholic identity and mission and its nature and purpose**. This Vision drives the underpinning **philosophy about learning** and work of the Learning Framework, which is characterised by continuous, purposeful and quality improvement in learning, teaching and leadership that engages, empowers and enables learners.



This Learning Framework ensures the embedding of these goals in quality educational outcomes by its commitment to learning as a dynamic collaborative process. The Framework with quality learning at its core, places emphasis on developing the whole person - attending to his or her spiritual, social, emotional, cognitive and physical needs, establishing a solid and broad foundation for lifelong learning and wellbeing, with reference to research, best practice and resources including UNESCO's **four pillars of learning** and the **Early Years Learning Framework**, and to be forward looking and thinking, with attention to those **skills** needed to be active and good citizens for today and tomorrow.



## Continual focus on **LEADING LEARNING**

Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.

NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012

### Leading learning requires:

- the obligation on all those involved in Catholic education to strive to provide the highest possible quality of education to students in **Catholic schools**. This **moral purpose** is enacted by one's **authentic educational leadership** in transforming learning in schools.
- leaders creating the conditions and **culture** for learning in the school (*Illustrations*)
- a focus on priorities for learning through **System** and **School Strategic and Improvement Plans** (SIP) (*Exemplars*)
- identifying and appointing school personnel with particular responsibility for driving the learning agenda in key areas of need (*Exemplars*)
- alignment with the system **Leadership Framework** for the formation and development of Catholic school leaders (*Exemplars*)

<http://mnworks/Collaboration/Projects-Events/LeadershipFramework/default.aspx>

- implementation of the **Australian Professional Standards for Teachers: 1** (know the students and how they learn) & **4** (targeted use of school resources) & **7** (engage professionally with colleagues, parents/carers and the community) and **Principal Standard** (*Links*) <http://www.aitsl.edu.au/>
- reflective practice using the **Catholic Identity Improvement Tool (CIIT)** in relation to the essential dimensions of faith life, catholic ethos, spiritual formation, religious education <https://cosi.mn.catholic.edu.au/secure/document-section/curriculum-focus-catholic-identity-days/primary-catholic-identity/>
- reflective practice using the **National School Improvement Tool: 1** (an explicit improvement agenda) & **3** (a culture that promotes learning) & **5** (an expert teaching team) <https://www.acer.edu.au/school-improvement>

# Cultures built on **COLLABORATIVE LEARNING**

An ongoing, systematic process in which educators work collaboratively in recurring cycles of collective inquiry and action research to impact their classroom practice in ways that will achieve better results for the students they serve.

LEARNING BY DOING DUFOUR, DUFOUR, EAKER, MANY 2010

## Collaborative learning requires:

- a strong culture of learning; this grows out of a **collective vision** and the efforts of a committed group who work collaboratively; who encourage the active participation and engagement of the whole school community. (Illustrations)
- a **professional learning community** that focuses on and is committed to the learning of each student and teacher (Exemplars, Illustrations)
- a culture of **high expectations** that is supported by effective mechanisms and strategies that support each student's learning needs.
- staff working together to specifically focus on learning through a **model of Professional Learning Teams** (Illustrations)
- a focus on ongoing improvement through school and systems processes **Continuum Of School Improvement (COSI)** (Policies, Links) <https://cosi.mn.catholic.edu.au/>
- implementation of the **Australian Professional Standards for Teachers: 6** (engage in professional learning) & **7** (engage professionally with colleagues, parents/carers and the community) (Links) <http://www.aitsl.edu.au/>
- reflective practice using the **National School Improvement Tool: 1** (an explicit improvement agenda) & **3** (a culture that promotes learning). (Links) <https://www.acer.edu.au/school-improvement>

## Rich and purposeful **PERSONALISED LEARNING**

The school places a high priority on ensuring that, in their day to day teaching, teachers identify and address the learning needs of individual students, including high achieving students, and those students who require adjustments to their learning. Students should be engaged, challenged and extended in meeting their learning needs.

NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012

### Personalised learning requires:

- providing opportunities for students to be engaged in deep learning that prepares them for **work** and life ([Links](#))
- deep understanding and implementation of **the teaching and learning cycle** regarding **assessment for, of and as learning** ([Links](#))
- **learning intentions** developed with students about their learning ([Illustrations](#))
- understanding the power of **feedback** to students to support their learning; and articulating **high expectations** of students
- identifying and understanding students' needs, and purposeful data to **differentiate** the curriculum (**gifted students, students with disabilities (SWD), English as an additional dialect (ESL/EALD), Aboriginal & Torres Strait Islander students (ATSI)**) ([Links](#), [Policy](#))
- **adjustments** made for groups of students with particular learning needs: **students with disabilities (SWD), English as an additional dialect (ESL/EALD), Aboriginal & Torres Strait Islander students (ATSI)** ([Links](#), [Policy](#))
- the provision of appropriate **interventions** for students with particular learning needs ([Exemplars](#))
- improving learning through deep knowledge and deep analysis of **student data** including academic and other student data (**NAPLAN, HSC, AEDC, Best Start** and **curriculum-based assessments**)
- understanding the needs of **early learners** and providing appropriate learning opportunities ([Links](#), [Policy](#))
- understanding the needs of **gifted learners** and providing appropriate learning opportunities ([Links](#), [Policy](#))
- embedding **Catholic principles** in learning opportunities [www.cecnsw/catholicprinciples](http://www.cecnsw/catholicprinciples)
- reflective practice using the **National School Improvement Tool: 1** (an explicit improvement agenda) & **4** (targeted use of school resources) .  
<https://www.acer.edu.au/school-improvement>

- implementation of the **Australian Professional Standards for Teachers: 1** (know the students and how they learn) **2** (know the content and how to teach it) & **7** (engage professionally with colleagues, parents/carers and the community)  
<http://www.aitsl.edu.au/>
- reference to **Literature/Research**: differentiating learning Hattie books 1,2; Hargreaves & Fullan, Professional Capital 2012; Williams and Masters; BOSTES



## Creating the conditions for **SUPPORTIVE LEARNING**

The school is driven by a deep belief that every student is capable of successful learning. The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

NATIONAL SCHOOL IMPROVEMENT TOOL ACER 2012

### Supportive learning requires:

- valuing the wellbeing of all in the school community, especially **partnerships between family and school** (Policy, Links)
- understanding the links between the **wellbeing of students** with positive learning outcomes: **system wellbeing framework** (Link, Exemplars)
- providing relevant and appropriate resources to support learning: **Kidsmatter, Mindmatters, Pos Ed, Bounce Back, National Safe Schools Framework, Pastoral Care** (Links, Exemplars)
- positive classroom management with links to **Positive Behaviour for Learning**, and other resources such as **Non Violent Crisis Intervention** (NVC/MAPA) (Links, Exemplars)
- the **design** of the school, environments, classrooms and other **spaces focused on the learner**, and the use of **ICT** (Links, Policy)
- implementation of the **Australian Professional Standards for Teachers: 1** (know the students and how they learn) & **4** (create and maintain supportive and safe learning environments) & **7** (engage professionally with colleagues, parents/carers and the community) <http://www.aitsl.edu.au/>
- reflective practice using the **National School Improvement Tool: 9** (school-community partnerships) <https://www.acer.edu.au/school-improvement>
- reference to **Literature/Research**: effects on student outcomes; classroom spaces; (Dinham p17, Hattie books 1,2; encourages a focus on mindset Carol Dweck); Stephen Heppell re lighting, shoes off, sound, temperature etc; Toni Noble

## Building capacity through **PROFESSIONAL LEARNING**

Professional learning is the growth of teacher expertise that leads to improved student learning (BOSTES 2014). “Such learning involves changes in thinking, knowledge, skills and approaches to instruction that form practising teachers or administrator repertoire.”

KNAPP CITED IN ATTARD, 2015

### Professional learning requires:

- goal setting with high expectations with leaders and teachers through processes such as **Professional Practice & Development** (Policies)  
<http://mnworks/Resources/Document%20Library/Teacher%20Role%20Description.pdf>
- appropriate **pedagogical content knowledge** (illustrations)
- **using data** to inform teaching and decision making about student learning (Illustration) (Exemplar)

building capacity of all staff through professional learning characterised by action research, **mentoring and coaching**, **professional standards** (APST) and **accreditation** (Illustration) (Exemplar)

knowledge of **BOSTES syllabus**, **programming**, **assessing and reporting** requirements to meet the learning needs of students (Links, Policies)

<http://mnworks/Resources/Document%20Library/Programming%20K-12%20POLICY%202016.pdf>

<http://syllabus.bostes.nsw.edu.au/support-material/>

- embedding **ICT** and the skills of **self-regulation**, **problem solving** and **collaboration in pedagogy** (Links)
- understanding the value of **STEM education** in developing skills for work and life  
(<http://syllabus.bostes.nsw.edu.au/support-material/>) (Illustration)
- implementation of the **Australian Professional Standards for Teachers: 1** (know the students and how they learn) & **2** (know the content and how to teach it) & **3** (plan for and implement effective teaching and learning) & **5** (assess, provide feedback and report on student learning) & **6** (engage in professional learning)  
<http://www.aitsl.edu.au/>
- reflective practice using the **National School Improvement Tool: 5** (an expert teaching team) & **6** (systematic curriculum delivery) & **8** (effective pedagogical practices)  
<https://www.acer.edu.au/school-improvement>
- effects on learning, impact of teacher, visible learning, teachers responsible for their **professional learning** and also that of their colleagues

- <http://www.aitsl.edu.au/professional-growth/support/classroom-observation-strategies/videos-of-practice>
- embedding **Catholic principles** in learning opportunities [www.cecnsw/catholicprinciples](http://www.cecnsw/catholicprinciples)

## LINKS

### Melbourne Declaration on Educational Goals for Young Australians 2008

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The goals of the Declaration are:

- Australian schooling promotes equity and excellence
- All young Australians become:
  - Successful learners
  - Confident and creative individuals
  - Active and informed citizens

[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

### **UNESCO** UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION **Four pillars of learning**

**learning to know:** provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

**learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society;

**learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round complete person.

**learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

<http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/the-four-pillars-of-learning/>

# Early Years Learning Framework for Australia DEEWR 2009

**Belonging, Being, Becoming** The Council of Australian Governments has developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning.

<https://www.education.gov.au/early-years-learning-framework>

## Skills

Today's students need skills to thrive in the new world of work and life, that will enable them to become productive citizens... critical thinking and problem solving, collaboration and leadership; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; curiosity and imagination. [www.tonywagner.com](http://www.tonywagner.com)

## Catholic Identity and Mission, and Nature and Purpose

Inspired by the message and example of Jesus Christ Catholic schools live out a distinctive, educational vision. Supported by the Catholic community of which they are a vital part, they invite students and their families into a faith-filled educational experience.

As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Our schools commit to:

- nurturing each individual's growth in faith and unique potential
- offering outstanding educational experiences founded on Catholic values
- fostering partnership between parents and staff in the education of their children
- creating communities of respect for each other, the wider society and the earth
- encouraging active engagement in social justice issues, the service of others and the promotion of peace.

Catholic schools are part of a long tradition of Catholic education provided by religious and lay teachers in Australia and this diocese for over 180 years. They fulfil parents' rights to choose the schooling for their children which reflects their own values, beliefs and hopes. <http://www.mn.catholic.edu.au/about/vision-values>

See also

[www.cecnsw/catholicprinciples](http://www.cecnsw/catholicprinciples)

<https://cosi.mn.catholic.edu.au/secure/document-section/curriculum-focus-catholic-identity-days/primary-catholic-identity/>

## Learning Framework Philosophy of Learning

Catholic schools in the diocese of Maitland-Newcastle are communities of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within environments that engage, empower and enable.

## Five essential elements of the Learning Framework

1. continual focus on leading learning
2. cultures built on collaborative learning
3. rich and purposeful personalised learning
4. creating the conditions for supportive learning
5. building capacity through professional learning

## System directions and plans

The Catholic schools system is guided by a strategic planning process with the development of a 3-year strategic plan. This informs system and school annual improvement planning (SAIP) and school improvement plans (SIP).

<http://www.mn.catholic.edu.au/about/strategic-plan>

## Australian Professional Standards for Teachers (APST)

The Australian Professional Standards for Teachers (APST) define the work of teachers and make explicit the elements of high-quality, effective teaching that will improve educational outcomes for students. The APST define the knowledge, skills and attributes expected of teachers within the three domains of teaching across four career stages. The Standards fit within a framework comprising Professional Knowledge, Professional Practice and Professional Engagement. The 7 Standards are:

### *Professional Knowledge*

- Standard 1 Know students and how they learn
- Standard 2 Know the content and how to teach it

### *Professional Practice*

- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 5 Assess, provide feedback and report on student learning

### *Professional Engagement*

- Standard 6 Engage in professional learning
- Standard 7 Engage professionally with colleagues, parents/carers and the community

BOSTES, 2011, Australian Professional Standards for Teachers, AITSL <http://www.aitsl.edu.au/>

## Australian Professional Standard for Principals

The Australian Professional Standard for Principals is a public statement which sets out what principals are expected to know, understand and do to achieve in their work. It is represented as an interdependent and integrated model that recognises three leadership requirements that a principal draws upon within five areas of professional practice. They are:

- Leading teaching and learning

- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community

through vision and values; knowledge and understanding; personal qualities, social and interpersonal skills.

<http://www.aitsl.edu.au/>

## National School Improvement Tool (NSIT)

The ultimate goal of any school improvement process is to enhance and facilitate better learning for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes, and the collection and analysis of data, are essential to all school improvement efforts.

ACER's National School Improvement Tool (NSIT) provides a framework for gathering baseline data on school practices. <https://www.acer.edu.au/school-improvement>

## Roadmap for 21<sup>st</sup> Century Learning Environments

<http://www.roadmap21.org/learning>

## Board of Studies & Teaching Standards (BOSTES)

NSW Syllabuses, support material and STEM resources

<http://syllabus.bostes.nsw.edu.au/support-material/>

# RESEARCH

**Darling-Hammond**, (2012) *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford

**Dinham**, S. (2016) *Leading Learning and Teaching* Chapter 13

**Duignan, Patrick**: (2006) *Key Challenges & Ethical Tensions*; Educational Leadership 2<sup>nd</sup> Ed 2012 p159

Duignan and Bhindi 1997; Burford, Duignan, Educational Leadership 2<sup>nd</sup> Ed 2012, Duignan &

Cannon 2011;

**Hattie, John**: *Visible Learning* 2009; *Visible Learning for Teachers* 2012; *Visible Learning and the*

*Science of How We Learn* 2014

**Fullan, Michael**: *The Principal: three keys to maximising impact* 2014

**Ritchhart, Ron:** *Creating cultures of thinking* 2015

**Robinson, Vivianne:** *Student-centred leadership* 2011, Robinson in Fullan, *Leadership in a Digital Age*

**Sharratt, Lyn & Fullan, Michael:** *Putting faces on the data* 2012

**Teaching & Learning Matters** (a termly newsletter produced by CSO Teaching & Learning Services)

**Timperley, H., Wilson, A., Barrar, H. & Fung, I.** (2007) *Teacher Professional learning and*

*Development: Best Evidence Synthesis iteration.* Wellington New Zealand

**William, Dylan,** *Leading assessment for learning*

# POLICIES

## Professional Practice & Development (PP&D)

<http://mnworks/Resources/Document%20Library/Teacher%20Role%20Description.pdf>

<http://mnworks/Resources/Document%20Library/Professional%20Practice%20and%20Development%20-School-based%20Staff%20Policy.pdf>

## Vision for diocesan Catholic Schools

"At the heart of everything there is always Jesus Christ..." Catholic schools educate:

From and for the community of **faith**;

From and for **excellence in learning**;

In a rigorous, creative and critical pursuit of **truth**.

Catholic schools educate from and for vibrant, welcoming and diverse communities, with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future."

<http://www.mn.catholic.edu.au/about/vision-values>

## Programming

[http://www.mn.catholic.edu.au/media/342765/programming\\_k-12\\_policy\\_july\\_2016.pdf](http://www.mn.catholic.edu.au/media/342765/programming_k-12_policy_july_2016.pdf)

## Assessment

[http://www.mn.catholic.edu.au/media/58302/K-12%20Assessment%20Policy%20\(1\).pdf](http://www.mn.catholic.edu.au/media/58302/K-12%20Assessment%20Policy%20(1).pdf)

## Student Wellbeing

# Gifted Education

<http://mnworks/Resources/Document%20Library/Gifted%20Education%20K-12%20POLICY%202016.pdf>

## ILLUSTRATIONS

*Video footage of best practice examples including:*

- Principals and members of leadership teams speak about Leading Learning
  - Teachers and Leading Teachers involved in Collaborative Learning
  - Teachers teaching
  - PLTs in action
  - Students
- <http://www.aitsl.edu.au/professional-growth/support/classroom-observation-strategies/videos-of-practice>

## EXEMPLARS

- PLT 'timetables, agendas'
- School plans
- Teaching units of work showing differentiation and student adjustments
- Student progress/data walls/continuum
- Education brief template for new school designs
- PP&D Action Plans/Goal Setting
- [http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/professional-learning-resources/charter\\_stimulus\\_cards.pdf](http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/professional-learning-resources/charter_stimulus_cards.pdf)
- [http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/professional-learning-resources/essential\\_guide\\_leading\\_culture.pdf](http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/professional-learning-resources/essential_guide_leading_culture.pdf)
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