

DIOCESAN LEARNING AND TEACHING FRAMEWORK



THE NATURE OF THE LEARNER

Each individual person is created in the image and likeness of God and is called to grow in wisdom and understanding with God and all of creation. In the formation of the human person, Catholic schools aim to create authentic learning experiences for all people and to nurture the capacity of each learner in a way that is authentic and life-giving.

Authentic Learners:

- Acknowledge the living presence of God in their lives
- Aim to live in right relationship with God and all of creation
- Pursue purpose-filled life-long learning that seeks truth and meaning
- Seek to grow in wisdom, knowledge, skills and attitudes
- Accept responsibility and take initiative for their learning
- Think critically, flexibly, creatively and compassionately
- Make informed and just decisions
- Pursue a hope-filled future and strive to be a source of hope for others.

respect for human dignity

QUALITY LEARNING ENVIRONMENT DIMENSION

Learning and teaching is focused on the following connected and essential elements:

- **Explicit Quality Criteria:** Naming the criteria and expectations
- **Engagement:** Sustaining interest and challenge in learning
- **High Expectations:** Providing consistent and regular expectations for all learners leading to high performance
- **Social Support:** Feeling safe by taking risks in mutually respectful environments
- **Student Self-Regulation:** Allowing the learner to demonstrate initiative and autonomy in relation to their behaviour and learning
- **Student Direction:** Creating a balance in negotiating some control over pace, direction and specific experiences for the learner.



justice and equity



INTELLECTUAL QUALITY DIMENSION

Learning and teaching is focused on the following connected and essential elements:

- **Deep Knowledge:** Identifying key concepts and central ideas
- **Deep Understanding:** Demonstrating an understanding of central ideas and making connections to the real world
- **Problematic Knowledge:** Reframing and analysing school knowledge into real world contexts
- **Higher Order Thinking:** Manipulating information and ideas to transform meaning
- **Metalanguage:** Explicit modelling to ensure learners understand how language is constructed for various purposes
- **Substantive Communication:** Engaging in meaningful conversations ensuring real dialogue interactions.

compassion

excellence

integrity

service



SIGNIFICANCE DIMENSION

Learning and teaching is focused on the following connected and essential elements:

- **Background Knowledge:** Connecting prior knowledge and experiences with new learning of the curriculum and instruction
- **Cultural Knowledge:** Valuing and linking the work of learners to personal, social and cultural contexts outside the classroom
- **Knowledge Integration:** Assisting learners in recognising the meaning, purpose or significance of what they are learning across the boundaries of Key Learning Areas
- **Inclusivity:** Focusing on the degree to which all learners from all socio-cultural groups are presented as valued members of the classroom community
- **Connectedness:** Focusing on connecting the world beyond the classroom, on the present and into the future
- **Narrative:** Constructing knowledge that engages the learner, brings the curriculum to life and deepens understanding.



trust

loyalty

courage

subsidiarity

THE NATURE OF LEARNING

Effective learning and teaching in a Catholic school is a purposeful process that integrates the faith, cognitive, moral, emotional, social, aesthetic and civic learning needs of all.

Authentic Learning:

- Utilises a range of effective pedagogies
- Derives from positive social and emotional relationships
- Occurs in a range of safe and supportive environments
- Values individual differences and the dignity of the human person
- Occurs where learners are challenged and experience success
- Develops a culture of critical thinking enabling learners to take responsibility for their own learning
- Connects the knowledge of learners with relevant, real life experiences
- Values assessment and meaningful feedback within the learning and teaching cycle.

DIOCESAN LEARNING AND TEACHING FRAMEWORK EDUCATIONAL CONTEXT

Catholic schools exist in a changing, complex and interdependent world where they are challenged to move beyond traditional responses for education and to engage with new knowledge in innovative and creative ways. Global, social, religious, political, technological, environmental and economic forces of change significantly influence learning and teaching in our Catholic schools.

Catholic schools are modelled on the life and teachings of Jesus Christ, which should influence all dimensions of school life. "The person of each individual human being, in his or her material and spiritual needs is at the heart of Christ's teaching; this is why the promotion of the human person is the goal of the Catholic School." (The Catholic School on the Threshold of the Third Millennium n9, 1998)

'Catholic Schools at a Crossroads' Pastoral Letter (2007) acknowledges the achievement of Catholic schools and the quality and commitment of school staff. It calls schools to ensure that they are centres of the new evangelisation and are truly Catholic in their identity and life.

Recent educational research has led to new understandings of how people learn, challenging the perception of learning and reshaping pedagogy. There is a focus on enhancing learning outcomes for all by making learning relevant and meaningful.

The Diocesan Learning and Teaching Framework acknowledges the importance of the nature of the learner and the learning process within the context of the evangelising mission of the Catholic Church. It identifies the interconnectedness of the characteristics of quality Catholic learning and teaching.

The Framework values and respects the work of teachers incorporating the integration of the essential dimensions providing teachers with a practical and useful framework for professional learning. It recognises that teacher quality is a significant factor leading to student achievement.

Pedagogy incorporates the thinking, choice and actions of teachers in creating learning environments which foster creative engagement, high expectations and life-enhancing relationships amongst all learners. The Framework focuses on improving learning outcomes for all students across all learning environments.

The intention of the Framework is to provide schools and staff with a basis for professional reflection and conversation about pedagogy. The Framework enables learning communities to engage in the process of creating and reflecting on learning and teaching practices and environments. It has been designed to value, respect and promote the self-esteem and dignity of the learner.

The Framework is a vehicle to support the 'core business' in the three Key Areas identified in the Catholic Education Office's Strategic Plan and School Review and Improvement. It supports the implementation of:

- Key Area 1: Catholic Life and Religious Education
- Key Area 2: Students and their Learning
- Key Area 3: Pedagogy



DIOCESAN LEARNING AND TEACHING FRAMEWORK

Research

The Diocesan Learning and Teaching Framework has been informed by current international and national research, including the following documents:

Australian Catholic University National, 2006, *Leaders Transforming Learning and Learners Conceptual Framework*

Australian Government Quality Teacher Programme, 2000, *Pedagogy for the Future Discussion Paper*

Catholic Education Office, Archdiocese of Sydney, 2005, *Learning Framework Discussion Paper*

Catholic Education Office, Diocese of Wollongong, 2001, *Learning and Teaching in a Catholic School Community*

Congregation for Catholic Education, 1998, *The Catholic School on the Threshold of the Third Millennium, Boston, USA, Pauline Books and Media*

Department of Education and Training, 2006, *Quality Teaching in NSW Public Schools Discussion Paper*

Pastoral Letter of the Bishops of NSW and the ACT, 2007, *Catholic Schools at a Crossroads*

Diocesan LEARNING AND TEACHING Framework



*Challenging and supporting learning
and teaching founded on a Catholic world view
that integrates faith, life and culture.*