

Diocese of Lismore Contemporary Learning Framework

Powerful learning in Catholic education requires:

A culture of learning that builds capacity based on:

- Collaboration and communication
- Critical thinking and creativity
- Exploration, experimentation with and building upon knowledge
- Planning and reflection

Collaborative learning experiences provide students and teachers with the opportunity to explore, experiment and be challenged in their thinking. Learners gain deeper insights, new knowledge and make meaning when the environment supports these collaborative partnerships. Through problem solving, **critical thinking and working creatively**, learners **build capacity, skills and resilience**. Learning thus becomes a **progression** that builds on prior knowledge and understandings.

A culture of learning that builds capacity to deepen insight and meaning

A continual focus on leadership for learning

Leadership for learning that demonstrates:

- Professional practices and standards
- Professional development and learning
- Strong instructional leadership • Explicit and articulated learning goals

Effective leaders for learning are guided by clear **moral and educational purposes**. Leaders for learning are motivated to inspire and engage others in articulating a shared vision and mission. **Strong instructional leaders** set high expectations and promote a community of learners who share **explicit and articulated learning goals**. Leaders for learning manage change, understanding **the importance of fundamentals**. High standards, a passion for learning, knowledge of current research and the concept of continuous improvement drive professional practices. **Professional learning** is valued and directed to improving outcomes.

A learning community that:

- Builds relationships and trust
- Connects learners
- Strengthens partnerships
- Ensures inclusivity
- Sets high expectations

A **culture of excellence** evidenced by high expectations and expressed through a **shared vision** is the hallmark of a vibrant learning community. **Strong partnerships** are evident and are built on collaboration, **trust** and **inclusivity**. Learners are stimulated, supported and challenged.

A learning community built on strong partnerships that connect, challenge and collaborate

A rich curriculum that engages the contemporary learner

A rich curriculum that is:

- Inspiring • Rigorous • Flexible and negotiated
- Planned and evaluated
- Based on assessment of learning for learning

The curriculum is developed within **established structures and frameworks** and promotes success, inspires learners and leads to the development of confident and creative individuals. This curriculum is relevant, responsive and rigorous, catering for the needs of every learner in all situations. It is **developed and reviewed in a planned way** and, always building on the gifts and skills of the learners, it allows for **adjustments** as required.

Catholic education builds Christ-centred learning communities immersed in the mystery of God's presence. In a sense of adventure these communities promote the communication of Truth, an abundance of life for all and service to the Church and world.

Engaging, adaptive environments that energise the learner

Engaging and adaptive environments that are:

- Safe and secure • Supportive, stimulating and challenging
- Shared • Respectful of diversity and difference
- Energising and Flexible • Connected locally and globally

Learners thrive in environments that are safe, supportive and secure. **Flexible and intentionally developed learning environments** encourage innovation and inquiry and help create a sense of belonging and purpose that strengthens the learning culture. These environments are stimulating and **appropriately resourced**. They promote high expectations and respect **diversity and difference**, facilitating learning for all students. Adaptive learning environments have no conventional boundaries because, being ICT rich, they are connected to the world beyond the classroom.

Pedagogy designed to empower the learner

Pedagogy that is:

- Purposeful, meaningful and relevant
- Personalised and multimodal
- Critically engaging

A **pedagogy** that is purposeful, meaningful and relevant nurtures and challenges the **intellectual and imaginative capacities** of all learners. This enables learners to use knowledge effectively, develop skills and gain deeper understandings. Learners are engaged in a broad range of **proven methodologies** and well-planned **multimodal approaches**. **Personalised attention** and **rich feedback** encourage learners to remain engaged and focused. A meaningful, relevant and shared pedagogy leads to high levels of engagement and empowerment.



for more information:
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