

# Learning Framework

## Purpose

The Learning Framework is designed to guide the work of learners and teachers as we seek to achieve wellbeing and learning for ALL students in a lived and celebrated Catholic community.

The framework clarifies beliefs about successful learners and effective learning in Catholic schools within the Diocese of Cairns.

The framework will inform consistent practice with a common language across the Diocese based on evidence and research.

## Beliefs about Student Learners

Each student is created in the image of God and learns in a community of faith, hope, love, learning and stewardship.

Each student brings a wealth of life experiences, capabilities and questions to the process.

*The Earth Charter asked us to...make a new start...I would echo that courageous challenge: "As never before in history, common destiny beckons us to seek a new beginning...Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life".*

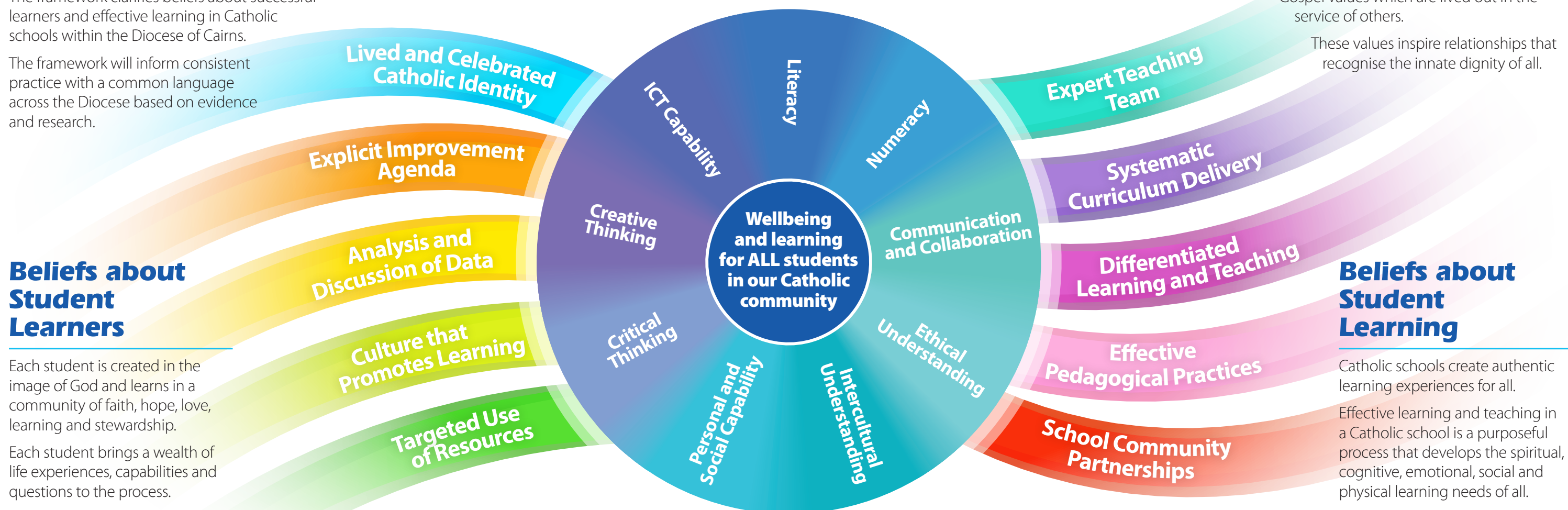
Pope Francis ~ Laudato Si 207

## Values

The Catholic school is committed to the education of the whole person since in Jesus Christ all human values find their fulfilment and unity.

The Learning Framework is underpinned by Gospel values which are lived out in the service of others.

These values inspire relationships that recognise the innate dignity of all.



## Beliefs about Student Learning

Catholic schools create authentic learning experiences for all.

Effective learning and teaching in a Catholic school is a purposeful process that develops the spiritual, cognitive, emotional, social and physical learning needs of all.

### LEARNERS:

- ✓ Are all capable of learning
- ✓ Are diverse
- ✓ Seek agency in their learning
- ✓ Deserve success
- ✓ Adapt to change
- ✓ Progress at different rates
- ✓ Have different needs
- ✓ Are spiritual
- ✓ Learn from others
- ✓ Are curious
- ✓ Learn in different ways
- ✓ Come with prior knowledge
- ✓ Have various levels of social and religious capital
- ✓ Need to be appropriately challenged
- ✓ Are motivated in different ways and by different things



**Catholic Education**  
Diocese of Cairns

*Learning with Faith and Vision*

### LEARNING:

- ✓ Is a dynamic and organic process that is continual and life-long
- ✓ Occurs best in a community where relationships reflect Gospel values
- ✓ Connects the knowledge and experience of learners with authentic life contexts
- ✓ Occurs in a variety of environments and contexts
- ✓ Values individual differences and the dignity of the human person
- ✓ Is enhanced by meaningful, focused feedback and reflective practices
- ✓ Occurs where learners experience both success and challenge
- ✓ Is informed by a range of research-based, high yield, developmentally appropriate pedagogies
- ✓ Is enhanced by data and evidence informed practices

Learners	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>✔ Comprehending and composing texts</li> <li>✔ Word, text, grammar and visual knowledge</li> <li>✔ Modifying language for different purposes in a range of contexts</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>✔ Knowledge, skills, behaviours and dispositions to use mathematics in a wide range of situations</li> <li>✔ Transfer mathematical knowledge and skills to a range of real contexts</li> </ul>
<b>Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>✔ Effective oral and written communication</li> <li>✔ Using language, symbols and texts</li> <li>✔ Communicating ideas effectively with diverse audiences</li> <li>✔ Relating to others</li> <li>✔ Recognising and using diverse perspectives</li> <li>✔ Participating and contributing</li> <li>✔ Community connections</li> </ul>
<b>Ethical Understanding</b>	<ul style="list-style-type: none"> <li>✔ Lives in right relationship with God and all of creation</li> <li>✔ Understands ethical concepts and issues</li> <li>✔ Uses reasoning in decision making and actions</li> <li>✔ Examines values, explores rights and responsibilities and considers points of view</li> </ul>
<b>Intercultural Understanding</b>	<ul style="list-style-type: none"> <li>✔ Recognising culture and developing respect</li> <li>✔ Interacting and empathising with others</li> <li>✔ Reflecting on intercultural experiences and taking responsibility</li> </ul>
<b>Personal and Social Capability</b>	<ul style="list-style-type: none"> <li>✔ Adaptability/flexibility</li> <li>✔ Management (self, career, time, planning and organising)</li> <li>✔ Character (resilience, mindfulness, open-and fair-mindedness, self-awareness, self-regulation)</li> <li>✔ Leadership</li> <li>✔ Responsible, positive and connected local and global citizens</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>✔ Critically interpreting today's world in light of the Catholic Tradition</li> <li>✔ Analytical thinking</li> <li>✔ Problem-solving</li> <li>✔ Decision-making</li> <li>✔ Reasoning</li> <li>✔ Reflecting and evaluating</li> <li>✔ Intellectual flexibility</li> </ul>
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>✔ Innovation</li> <li>✔ Initiative and enterprise</li> <li>✔ Curiosity and imagination</li> <li>✔ Creativity</li> <li>✔ Generating and applying new ideas</li> <li>✔ Identifying alternatives</li> <li>✔ Seeing or making new links</li> </ul>
<b>ICT Capability</b>	<ul style="list-style-type: none"> <li>✔ Operations and concepts</li> <li>✔ Accessing and analysing information</li> <li>✔ Being productive users of technology</li> <li>✔ Digital citizenship (being safe, positive and responsible online)</li> </ul>

Links to Other System Documents		
<ul style="list-style-type: none"> <li>• <i>Defining Features</i></li> <li>• <i>Statement of Mission</i></li> <li>• <i>Vision Statement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strategic Directions</i></li> <li>• <i>School Effectiveness Framework</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Leadership Framework</i></li> <li>• <i>Professional Learning Framework</i></li> </ul>

Learning			
<b>Lived and Celebrated Catholic Identity</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ is inspired and animated by a lived and celebrated Catholic identity</li> <li>✔ integrates the school vision and mission through prayer and worship and across all aspects of the curriculum</li> <li>✔ fosters the capacity of students to grow in their knowledge of and relationship with God.</li> </ul>	<ul style="list-style-type: none"> <li>✔ incorporates Catholic Christian tradition that is clearly visible and relevant to the contemporary pluralist context of the lives of students</li> <li>✔ prioritises opportunities for social action and justice outreach inspired by Catholic Social Teaching.</li> </ul>	
<b>An Explicit Improvement Agenda</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ is improved when there are explicit core objectives within a united approach</li> <li>✔ enhances Catholic School identity</li> <li>✔ strives to improve wellbeing outcomes for all students</li> <li>✔ targets students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, and those from low-SES backgrounds and regional and remote areas</li> </ul>	<ul style="list-style-type: none"> <li>✔ targets improvement in student achievement levels</li> <li>✔ is for ALL students</li> <li>✔ is achieved through high expectations for student attendance and engagement</li> <li>✔ targets are monitored and initiatives and programs are systematically evaluated for their effectiveness</li> </ul>	
<b>Analysis and Discussion of Data</b>	<p>Learning is informed by:</p> <ul style="list-style-type: none"> <li>✔ a range of student outcome data including both test data and quality classroom assessments</li> <li>✔ areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development</li> <li>✔ a systematic collection of student outcome data including both test data and quality classroom assessment</li> </ul>	<ul style="list-style-type: none"> <li>✔ system and school wide data that identifies starting points for improvement and monitors progress over time</li> <li>✔ in-depth staff discussions of achievement data that identify strategies for continuous improvement.</li> <li>✔ feedback data gathered from students and parents</li> </ul>	
<b>A Culture that Promotes Learning</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ is based on high expectations for all students</li> <li>✔ occurs through positive, respectful and caring relationships</li> <li>✔ involves parents, families and parish as integral in student learning</li> <li>✔ focuses on student wellbeing and spiritual formation and provides both academic and non-academic support</li> </ul>	<ul style="list-style-type: none"> <li>✔ takes into account students' varying cultural backgrounds</li> <li>✔ promotes appropriate behaviour</li> <li>✔ occurs in an attractive and stimulating physical environment</li> <li>✔ promotes a culture of inquiry and innovation, where creative exploration and independence are valued</li> <li>✔ promotes a sense of belonging</li> </ul>	
<b>Targeted Use of School Resources</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ happens through funded initiatives aimed at improving outcomes for students</li> <li>✔ involves schoolwide programs and approaches for students requiring additional or specialist support</li> </ul>	<ul style="list-style-type: none"> <li>✔ is a result of flexible curriculum delivery arrangements addressing the needs of individual learners</li> <li>✔ happens when the physical environment and available facilities maximise student opportunities</li> </ul>	
<b>An Expert Teaching Team</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ is based on a deep understanding of how students learn subjects/ content, including prerequisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions</li> <li>✔ involves regular engagement in spiritual formation opportunities</li> <li>✔ occurs when teachers are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>✔ occurs when teachers are highly committed to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required by the Professional Standards for Teachers</li> <li>✔ occurs through the implementation of new understandings developed through working together, observing each other's practices, through feedback and professional communities (including online)</li> </ul>	
<b>Systematic Curriculum Delivery</b>	<p>Learning is:</p> <ul style="list-style-type: none"> <li>✔ based on an explicit, coherent, sequenced plan for curriculum delivery across the years of school which gives clear and informed consideration of Catholic perspectives and which makes clear what (and when) teachers should teach</li> <li>✔ shared with parents, families, parish and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs</li> <li>✔ based on the provision of opportunities to ensure all students are proficient in the basics, as well as on the appropriate key learning areas in Years 11-12</li> <li>✔ focussed on the development of general capabilities such as Catholic perspectives, literacy, numeracy, information and communication technology competence, critical and creative thinking, personal and social competence, ethical behaviour and intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>✔ inclusive and focuses on Cross Curriculum Priorities such as Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability</li> <li>✔ accessible, engaging and challenging for all students, including those with particular needs</li> <li>✔ locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills</li> <li>✔ a result of clarifying learning intentions, establishing where individual students are in their learning, diagnosing details of student learning (e.g., gaps in knowledge and understanding and skills), and monitoring progress across the years of school</li> </ul>	
<b>Differentiated Learning and Teaching</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ occurs when practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning</li> <li>✔ requires opportunities based on an understanding of where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstandings – to identify starting points</li> <li>✔ occurs when students are appropriately engaged, challenged and extended through classroom activities designed to meet students' learning needs, levels of readiness, interests, aspirations and motivations</li> </ul>	<ul style="list-style-type: none"> <li>✔ requires reasonable adjustments to meet the needs of diverse learners</li> <li>✔ involves encouraging and assisting students to monitor their own progress and to set goals for future growth</li> <li>✔ values tailored, early and sustained interventions for learners requiring additional support</li> <li>✔ involves respectful dialogue with other faiths while expressing a clear preference for the Catholic Tradition</li> </ul>	
<b>Effective Pedagogical Practices</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ is based on knowledge and understanding gathered from research on effective teaching practices</li> <li>✔ involves clear expectations concerning the use of effective teaching strategies throughout the school</li> <li>✔ occurs through: <ul style="list-style-type: none"> <li>• recognition and valuing of the contribution of Social Emotional Learning competencies</li> <li>• learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn</li> <li>• connecting new material to past learning and assisting students to see the continuity in their learning over time</li> <li>• demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time</li> <li>• setting high expectations for every student's progress and ambitious targets for improving classroom performances</li> <li>• building students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success</li> <li>• providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress</li> <li>• routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice</li> <li>• appropriate selection of a balance of explicit and inquiry approaches</li> </ul>	
<b>School Community Partnerships</b>	<p>Learning:</p> <ul style="list-style-type: none"> <li>✔ occurs in partnerships with parents, families, local businesses and community</li> <li>✔ involves organisations that allow students to engage with the wider community</li> </ul>	<ul style="list-style-type: none"> <li>✔ is enhanced when partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise</li> </ul>	

References			
<ul style="list-style-type: none"> <li>• <i>ACARA - Australian Curriculum – General Capabilities</i></li> <li>• <i>AITSL – Australian Professional Standards for Teachers (2017)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Archdiocese of Brisbane – Religious Education (2013)</i></li> <li>• <i>Catholic Education Office, Diocese of Wollongong – Diocesan Learning and Teaching Framework</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alice Springs (Mparntwe) Education Declaration (2019)</i></li> <li>• <i>NCEC – Religious Education in Australian Catholic Schools – Framing Paper (2018)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pope Francis Encyclical Letter – Laudato Si’ 207 (2015)</i></li> <li>• <i>QCAA – Senior Syllabuses (2019)</i></li> <li>• <i>The Earth Charter – The Hague (2000)</i></li> </ul>