The Learning Framework is a comprehensive statement about teaching and learning in the Catholic context. Recognizing that all educational practice is governed by values, it includes Foundation Statements that are drawn from the Catholic tradition and relate directly to the person of the learner and the learning process. It reflects what researchers, theorists and practitioners understand about the learner, the learning process and effective teaching.

The Learning Framework provides the starting point for planning for teaching and learning at all levels across the Sydney Archdiocesan school system. It can be used as a guide for schools and teachers as they engage in whole-school, stage and individual planning and programming.

The Learning Framework elaborates on the Vision and Mission Statements and relates directly to the Sydney Catholic Schools 'Towards 2010' Strategic Leadership and Management Plan, particularly by supporting the implementation of:

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Catholic Education Office, Sydney
All of God’s creation is essentially good.
We seek out those moments of
We are entitled
We are empowered and encouraged to
We learn and grow in relationship with others.
We are part of the unfolding story of God’s word
We are people of hope whose faith is strengthened by
Learning
in a life long
in personal
in relational and social
is transformative
is resilient
is complex
is ongoing
is about human growth and change
is emotional
is shaped by context
is individual
is taken
is dynamic
engages the learner
enhances learning how to learn
motivates risk-taking and resilience
is the search for meaning.

All learners
have an innate spirituality
build knowledge, skills and attitudes to the learning environment
build on prior learning and experience
progress through stages of development towards independence and autonomy
benefit from a shared understanding of the learning outcomes
require a variety of risk learning opportunities to construct meaning
strengthen learning through sharing problem-solving strategies with others
develop deep understanding when given time to engage, reflect, review and apply their learning
retain and transfer learning when explicit connections are made to other learning and real-life contexts
create meaning for themselves
have an innate capacity to learn.

We are part of the unfolding story of God’s word being proclaimed.
We seek out those moments of personal engagement with others that affirm, form and transform each of us as we integrate life, culture and faith.

While pedagogy can be seen as the dynamic relationship between students, teachers, content and the milius, the focus of this Discussion Paper is on the classroom practices of teachers.

**Elements of Effective Pedagogy**

**What do effective teachers do?**

**Create a quality learning environment**

- Know each student

**Personalise learning**

- Promote intellectual quality

**Enhance capacity to learn**

**Construct substantive communication opportunities**

**Maintain high expectations**

- Use assessment to inform teaching and learning

**Contextualise learning**

- Construct substantive communication opportunities

**What do effective teachers do?**

Teachers:
- Develop the knowledge of the family, cultural and social context of students
- Identify the developmental stages of students
- Learn from an understanding of students’ beliefs, attitudes and orientation towards learning
- Plan lessons built on students’ understanding of knowledge and prior learning
- Build positive relationships with each student

Teachers:
- Design flexible learning experiences that enable all students to experience success
- Provide opportunities for students to exercise some autonomy over the selection of activities related to their learning and the means by which these activities will be done
- Adjust the content, process and product to meet the learning needs and interests of students
- Listen to, and respect, the needs and aspirations of students and parents
- Connect students to a variety of pathways and providers
- Utilise the virtual learning environment and promote confident use of a range of learning technologies

Teachers:
- Model language and establish behaviours that build positive relationships
- Promote mutual respect that makes risk-taking safe
- Establish effective classroom procedures
- Build skills in teamwork
- Engage students in decisions about their learning

Teachers:
- Communicate their high expectations to all students
- Share learning outcomes in language that students understand
- Provide learning experiences which appropriately challenge each student
- Encourage and acknowledge conceptual risk-taking

Teachers:
- Identify and clarify students’ understandings and misconceptions
- Provide explicit criteria about the quality of work students are expected to produce
- Provide effective feedback
- Modify teaching and learning activities in response to formal and informal assessment information

Teachers:
- Demonstrate passionate engagement with, and deep knowledge of, the subject
- Develop students’ deep knowledge by focusing on a small number of key concepts and the relationships between them
- Plan experiences and questions which engage students in high order thinking
- Examine with students how language is used to construct texts, knowledge and power
- Build an understanding of the construction of knowledge
- Model and scaffold skills in analysing and organising information and in planning and organising activities

Teachers:
- Build students’ understandings of themselves as learners
- Expand students’ repertoire of learning skills and reflection skills
- Make explicit the language needed to reflect on the processes of learning
- Build students’ sense of understanding risk-taking as a path to learning
- Extend opportunities for students to engage with relevant multimedia to learn and communicate

Teachers:
- Engage students in substantive communication in a variety of modes to clarify and refine understanding
- Facilitate sustained conversations focused on key concepts
- Ensure that classroom conversation is reciprocal so that students learn with and through others
- Build an understanding of multiple perspectives

Teachers:
- Make connections to the experiences and questions in the students’ world
- Provide opportunities to apply learning in real life situations
- Identify connections across areas of learning
- Use narrative, case studies and scenarios to make connections

Teachers:
- Recognise and acknowledge students’ different learning profiles
- Plan experiences and questions which engage students in high order thinking
- Examine with students how language is used to construct texts, knowledge and power
- Build an understanding of the construction of knowledge
- Model and scaffold skills in analysing and organising information and in planning and organising activities

Teachers:
- Provide effective feedback
- Modify teaching and learning activities in response to formal and informal assessment information

Teachers:
- Take time
- Is dynamic
- Engages the learner
- Enhances learning how to learn
- Motivates risk-taking and resilience
- Is the search for meaning.

Teachers:
- Communicate their high expectations to all students
- Share learning outcomes in language that students understand
- Provide learning experiences which appropriately challenge each student
- Encourage and acknowledge conceptual risk-taking

While pedagogy can be seen as the dynamic relationship between students, teachers, content and the milieu, the focus of this Discussion Paper is on the classroom practices of teachers.