



# Learning Framework 2014 - 2016



*Pymble Ladies' College*

# Learning and Teaching Framework

A learning and teaching framework will help teachers provide a more consistent learning experience for students at all stages K-12 by translating the ideas of *Towards 2020* into classroom practice. It will improve student outcomes by providing an overall umbrella for student learning and clarify the College's focus on professional growth.

Agreeing on and introducing the framework at this moment will sustain the momentum of *Towards 2020*. The framework takes into consideration the changing nature of the educational discourse that is racing to keep up with a rapidly changing world. The advent of a new curriculum seeks and indeed demands new approaches to teaching and learning. The values-based nature of the framework will also assist teachers to address the overall wellbeing of students.

The aim of the framework is to see the ideals of *Towards 2020* put consistently into practice throughout the College. The framework will provide a unifying context for all of the developments in the College in relation to learning. In order to prepare students to meet the demands of the 21st century, they are entitled to learning experiences rooted in real-life contexts and the learning framework seeks to make this endeavour a reality. The learning experiences we devise using the framework will observably link to the

goals of the Melbourne Declaration, which aims to enable students to become active, creative, and informed citizens. Such rigorous commitment to improving the educational outcomes of our students will have wide-ranging effects including enabling our staff to contribute to wider educational debate and cement Pymble's reputation as an international leader in girls' education. The focus, which the framework provides, will assist teachers to feel greater satisfaction in their mission to facilitate student learning.

To achieve these far-reaching aims, the learning framework will be spelled out in stages. An associated professional learning program underpinned by the professional standards for teachers will be designed to support the transformation of learning in light of the framework. It will provide multiple and flexible approaches that cater for our most intrepid learners on one hand as well as our more reluctant on the other. The framework will include inbuilt measures of success that allow both

learners and teachers to measure their progress. The implementation of the framework will provide opportunities for distributed leadership amongst our staff to ensure we are building our professional capacity across the organisation. The framework provides opportunities for student engagement in the planning and implementation of their learning experiences.

It is essential the learning framework be supported at every level of the College and that other initiatives are aligned with the framework. The framework will be supported with a toolkit that will help teachers develop practice that aligns with the framework.



# 2020 Learning and Teaching Framework

## Courage

Innovation for Learning  
*Learning environments encourage students on their journey from dependence to independence.*

## Responsibility

Opportunities for Learning  
*Learning opportunities are broad, balanced and innovative and provide a thoughtful interpretation of the BoS NSW syllabus documents.*

## Integrity

Shared Beliefs about Learning  
*Our beliefs about learning underpin every experience within the College.*

## Care

Partnerships for Learning  
*Learning partnerships nurture students' strengths and interests helping them to achieve their personal best.*

## Respect

Progress in Learning  
*Each student's voice is heard and valued and each student is known and respected for her skills abilities and character.*

# 2020 Learning and Teaching Framework



Care

## Personalised Learning engages every student at her point of challenge

It is achieved through modifying:

- Content
- Process
- Product
- Learning Environment



Respect

## Principles of Assessment for Learning

- Emphasises the interactions between learning and manageable assessment strategies that promote learning
- Clearly expresses for the student and teacher the goals of the learning activity or task
- Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- Provides ways for students to use feedback from assessment
- Helps students take responsibility for their own learning
- Is inclusive of all learners



Integrity

## Shared Beliefs about Learning

- Learning is a product of thinking
- All individuals can learn and succeed
- All new learning is constructed from prior learning
- Learning occurs at the point of challenge
- Individuals learn best as a community



Responsibility

## Opportunities for Learning

Meaningful curriculum through:

- NSW Board of Studies Syllabuses
- Co-curricular
- General Capabilities
- Spiritual
- Service Learning
- Outdoor Education
- Wellbeing
- Boarding



Courage

## Innovation for Learning

- **Intradisciplinary Flexibility and Choice**  
Within disciplines students are offered flexibility and choice in what and how they learn.
- **Interdisciplinary Collaboration**  
Students benefit from integrated opportunities that align content and skills to provide more time for deep learning.
- **Transdisciplinary Transformative Learning Experiences**  
Student-centred experiences that transcend traditional structures to engage learners.

# Focus Areas for 2014

## Courage

### Innovation for Learning

- *Identify and value the individuality of each student's achievements*
- *Maximise ICT support and flexible spaces to enhance student thinking*

## Responsibility

### Opportunities for Learning

- *Ensure the implementation of the new curriculum aligns with 2020*
- *Increase the range of learning experiences*

## Integrity

### Shared Beliefs about Learning

- *Learning is a product of thinking*
- *All individuals can learn and succeed*

## Care

### Partnerships for Learning

- *Introduce Reflective Conversations to encourage students' unique strengths and interests*
- *Use student tracking to gain a greater holistic view of individuals*

## Respect

### Progress in Learning

- *Implement a wider variety of methods to provide feedback and assess understanding*
- *Teachers enable students to use a range of thinking strategies and processes to demonstrate their understanding*

# Focus Areas for 2015

## Courage

Innovation for Learning

- *Innovate to increase student engagement in learning*

## Responsibility

Opportunities for Learning

- *Ensure the contexts for learning are challenging*

## Integrity

Shared Beliefs about Learning

- *All new learning is constructed from prior learning*
- *Learning occurs at the point of personal challenge*

## Care

Partnerships for Learning

- *Build in approaches to maximise individual student progress.*

## Respect

Progress in Learning

- *Teachers share expectations and standards through professional dialogue*

# Focus Areas for 2016

## Courage

Innovation for Learning

- *Develop creative and diverse learning experiences*

## Responsibility

Opportunities for Learning

- *Set the context of learning to be global and provide opportunities to make a positive difference to the world*

## Integrity

Shared Beliefs about Learning

- *Individuals learn best as a community*

## Care

Partnerships for Learning

- *Build on current parental and community involvement*

## Respect

Progress in Learning

- *Increase opportunities for collaborative learning*

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