CONTEMPORARY LEARNING FRAMEWORK

Core Elements of a Contemporary School

A comprehensive rubric with success indicators to allow you to chart the transformation of your school.

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Preface

For our learners to be successful, relevant, and happy in the contemporary world, they need to possess key skills and dispositions to enable them to thrive.

Lutheran Education regions and their schools have invested much time and resourcing into understanding and implementing contemporary learning transformation. There is a strong culture of commitment across our regions to support schools to implement and embed contemporary practice.

This framework has been developed to help guide how schools respond to this call for a changed educational experience for our students and to facilitate a transition from the current state to the preferred future.

Mindsets to support a Contemporary Learning Transformation

It is understood that a main critical factor in any type of major change or transformation are people and their mindset towards change. The education fraternity has sometimes been labelled by prominent figures such as Sir Ken Robinson as having the most rigid mindsets when it comes to what schools should be. (Robinson 2016)

A contemporary learning transformation requires an agile growth mindset from every stakeholder. People need to be prepared to accept and meet the challenges outlined in an industrial model of education in order to create a contemporary model, enabling greater success at school and beyond for all our learners.

Our mental models, which give strength and confidence to our professional identity may need reshaping as we continue to challenge the industrial model of education and transform to a contemporary one. Our current mental models may be set around traditional physical, organisational and social structures of schooling. In order to successfully transform schooling our individual and collective mindsets will require change.

"When you enter the world of the growth-mindset leaders, everything changes. It brightens, it expands, it fills with energy, with possibility." (Dweck 2016, p. 125)

Transformation will be challenging for all and will also be felt by students and parents. Most parents of school aged children hold a nostalgic benchmark of their own school experience, which is used to decide schooling preferences for their children. This sense of nostalgia for the familiar can create tension when faced with a new approach to schooling. It is necessary to engage with and educate parents about why schooling is changing and how it will benefit their children.

How long a student has spent in a traditional schooling journey, will determine the comfort zone of that learner in a contemporary model. Research supports the notion that students can sometimes be the biggest critics of contemporary schooling due to the ingrained nature of traditional industrial models of learning. Therefore parents and students will require nurturing through such transformation in order to adopt appropriate mindsets and embrace change. (Deslauriers 2019)

Many in Lutheran schools are keenly motivated in the contemporary transformation of schooling. A shared understanding is developing about the greater relevance of learning to accommodate the learner into a relevant and happy life within the contemporary world. (Dintersmith 2018) This in turn supports a positive alignment of genuine values of what a learner and a school graduate aspire to be. The intentional depletion of an irrelevant compliance model and removal of a social hierarchy where a teacher is not the revered knowledge provider will adjust an ineffective power imbalance and bring about social equity within schooling.

Mindset shifts will bring about new role requirements for educators. The role of a Contemporary teacher differs greatly to that of a traditional one. They will need a comprehensive set of tools and strategies at their disposal to meet the needs of learners and learning.

"Now there is an understandable role struggle, as our learners do not look to us as gatekeepers. This change in roles may be one of the greatest shifts in our profession—from being the keeper of knowledge to being a model for how to learn." (Jacobs, Alcock 2017, p 35)

The Contemporary educator will be liberated by having permission be a learner, to model contemporary experiential learning through inquiry, collaboration, critical thinking and other contemporary skills and pedagogies alongside students on the learning journey.

This journey will answer the call by enabling the rich development of contemporary soft skills including deep empathy, collaboration, critical thinking and self-efficacy. (OECD 2019)

A contemporary school brings about a rich learning ecosystem where all are valued and supported in genuine relationships enabling all to thrive and flourish.

Why

"The fact is that given the challenges we face, education doesn't need to be reformed — it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."
Sir Ken Robinson, 2009.

Schools have called for a framework which outlines the key success indicators for a contemporary transformation. This work is complex and requires courage, persistence, and insightful leadership.

This framework aims to assist schools to track progress and identify the success achieved in a worthwhile journey.

What

A comprehensive rubric exploring four key areas:

- *Supportive Culture*
- *Enabling Structures*
- *Educator Practice*
- *Enabling Environments*

Developmentally arranged in four stages:

- *Awareness Raising*
- *Buy-In*
- *Mainstreaming*
- *Deeply Embedded*

How

This document can inform your journey

- Assess your current reality against the rubric and forecast a preferred future.
- Focus on an area or core component to unpack, discuss, assess and plan forward.
- Understand what performing at the next level could look like.
- Identify areas where progression has occurred and celebrate success.

Contemporary transformation must be contextualised

This framework supports the contemporary journey and transformation by identifying general indicators of success, without prescribing a single solution or journey for all schools. The challenge for schools is to develop their own clear plan for transformation that is contextualised appropriately.

The context and culture of each school is best understood by the leadership and staff. The strategies required to transform those conditions for success need to be considered by the school leadership and planned according to school specific factors.

The framework is deliberately focused on success indicators rather than prescribing specific resources or comprehensive strategy for how to achieve them. Schools will need to decide the action required to make progress in the areas outlined. Regional support is available to enable action.

The journey of change is challenging, but a moral imperative exists to meet the current and future needs of students and the world. As schools implement change, support will be needed to bring all stakeholders on the journey. Courageous leadership is called for and encouraged.

SUPPORTIVE CULTURE

Lutheran Foundation

Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
• The culture of the community is grounded in the gospel of Jesus Christ which informs all human relationships and all activities. Members understand their rights and responsibilities to uphold the Lutheran ethos.	• The good news of Jesus Christ is lived in the community and is deliberately and intentionally shared with students, families, staff and the broader community.	• A culture of Christian love is discussed with stakeholders of the community. The school makes it clear what this looks and sounds like.	• Leadership engages with the *Vision for Learners and Learning* and shares how providing a contemporary learning experience for students is strongly informed by core Lutheran theology and is an expression of the Lutheran foundations that the school is grounded upon.
• Service-Learning is dynamic and experiential with authentic connections to the local and wider community focused on Service-Learning Concepts.	• The school has developed Service-Learning opportunities that connects students and community partners with action and relationship rather than a fundraising focus.	• The school begins to investigate how it can embed Christian concepts of love and service, into authentic expressions of learning and community experiences.	
• Everyone in the school has a strong sense of vocation. They see belonging to this community as an expression of how they are called by God to serve in the world.	• All learners have access to high quality learning experiences that develop their God-given abilities so that they enrich the world.	• The school communicates clearly to stakeholders that the call to transform learning is an appropriate Lutheran response.	
	• Students and staff talk about their sense of vocation and how they are called to serve in the world as part of their response to God's grace.	• The school commits to providing students with opportunities to pursue passions and personal interests that over time will transform students into empowered persons of service in the world, with a strong sense of vocation.	
		• Excellence is pursued through a culture of reflection, collaboration, innovation and creativity.	

SUPPORTIVE CULTURE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Leaders	• Leaders articulate and advocate for the contemporary transformation journey of the school. Change is supported by a dynamic improvement plan in which risk taking and innovation are recognised and supported. • Leaders mentor leaders from other schools who are embarking on school transformation. • Leaders stay cognisant of latest research findings in areas such as: psychology, neuroscience, educational outcomes, educator practice, assessment and pedagogy. Practice is adapted when required. • Leaders are reflective with the aim of refining and improving practice for the benefit of learners.	• A contemporary learning vision is contextualised to the school and decisions about adopting new programs or approaches are aligned to the vision. • Leaders understand and can clearly articulate the contemporary learning narrative to all stakeholders. • Leaders engage in ongoing professional learning and research that informs their practice across a range of areas, including psychology, neuroscience, educational outcomes, educator practice, assessment, and pedagogy. • Leaders demonstrate successful and supportive change management that is widely considered to be best practice.	• Leaders drive the development of a vision for learning that will impact strategic planning and is inspired by a clear profile of a learner. • Leaders explore best practice in change management and engage actively in a process so that the transformation is deliberate and paced for success. • Leaders identify and celebrate contemporary learning champions and early adopters. • Leaders invest in sending more staff on contemporary learning tours to learn from schools that are leading the way. • Leaders organise and engages in relevant whole staff professional learning opportunities to inspire, provoke, and disrupt traditional thinking. • Leadership engages the wider community and informs stakeholders of future plans.	• Leadership engages in contemporary learning tours to learn what other schools are doing. • Leadership engages with a range of resources focused on the 'Why, What and How' of contemporary transformation. • Leadership engages in *Contemporary Learning-Watering Hole* (closed Facebook group for Lutheran Educators) and other professional learning networks. • Leadership begins to engage the staff with contemporary learning resources to provoke initial dialogue. • Leadership engages with a range of research to be informed of best practice in leading change.

SUPPORTIVE CULTURE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Governance	• The Board champions authentic practice of contemporary learning by fostering a governance culture of continuous improvement and change. • The Board supports the contemporary transformation narrative that is contextualised to the local community and is linked to the school vision, mission, and strategic intents.	• Board meetings focus on the school's progression towards the contemporary learning goals that are outlined in the strategic plan. • The Board understands and supports authentic practice of contemporary learning. • A strategic plan is developed that requires a contemporary transformation with clear outcomes.	• The Board engages with the Principal and leadership team to continue learning about contemporary initiatives.	• The Board engages in a range of resources to learn about contemporary learning.
Educators	• Educators view themselves as lifelong learners who are committed to improving their own practice. This is demonstrated by proactive engagement in professional learning opportunities, coaching, mentoring, modelling, educator teaming, wellbeing and collegial support, feedback loops, etc.	• Educators consistently demonstrate contemporary learning approaches in their practice. • Educators engage in active professional learning teams and develop best practice norms in their context. • Educators work towards professional learning goals that focus on improving contemporary practice. • Educators use a consistent shared language around contemporary practice in their school.	• Educators engage in a range of professional learning opportunities focused on developing contemporary practice. • Some educators demonstrate a growth mindset to the call for change in their school and begin to engage in action research of contemporary learning approaches with students.	• Educators engage in research about the 'Why, What and How' of contemporary transformation. They engage in discussion and inquiry about what contemporary learning could look like in their context. • Some educators act as early adopters and begin to attend learning tours to see what is happening in other schools. They may begin to make change to their own practice.

SUPPORTIVE CULTURE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Students	• Students are empowered to expect and ask for contemporary practice in their learning. • Students advocate for contemporary practice and articulate how their learning is enabling them to develop important skills and dispositions. • Students demonstrate richly developed contemporary skills that they independently employ in their learning. • Students clearly and confidently articulate their thinking to new audiences. • Students are active citizens engaged in contributing to the community using their passion and skill set.	• Students are adept in rich experiential learning and demonstrate development in contemporary skills and dispositions. • Students can articulate the skills and dispositions that they are developing and how these impact their success. • Students can identify and employ appropriate skills and dispositions to navigate situations. • Students demonstrate a growth mindset and eagerly try new opportunities. • Students engage in taking action in the local and global community.	• Increasing numbers of students are exposed to experiential learning from early adopter educators. • Students are engaged in conversations about skills and dispositions. • Students are engaged in conversations about the profile of a learner/graduate. • Students attempt to reflect on the process of learning with increasing levels of success. • Students are encouraged to become passionate about having a role in the local and global community.	• Students engage in surveys about their current schooling experience and the existing learning environment. • Some students may be exposed to aspects of experiential learning when they are working with early adopter educators.

SUPPORTIVE CULTURE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Admin and Support Staff	• Staff create opportunities to become active in relevant aspects of the learning. People feel equipped to engage in conversations about the contemporary transformation and contribute to the ongoing success in a range of meaningful ways.	• All staff can articulate the shared vision and mission of the school and the positive journey towards contemporary learning.	• Staff understand the need for change and make decisions that move the school closer to their goals for contemporary learning. • All staff communicate a single vision and mission using an agreed shared language.	• Targeted professional learning opportunities are featured within meetings and forums across all groups of staff to ensure that everyone is aware of the 'Why, What and How' of the transformation that will take place.
Parents	• The parent body are seen as key assets in the community and they are actively engaged in the process of learning, making learning public, assessment and feedback and community building.	• The parent body is an active advocate for the success of the contemporary learning transformation of the school. • The parent body speaks positively about the change they have observed in their own children in regard to the skills they are developing and how they are able to communicate and articulate their learning.	• The parent body has a shared understanding of what learning looks like in their school. • The parent body speaks positively about the learning that their children are undertaking and advocate for the educators and the school.	• The parent body is stimulated by the school to engage in conversation about the differences between traditional learning and a contemporary approach. • The parent body is invited to events that build awareness of contemporary learning practice. This could include sharing of resources and the promotion of contemporary learning examples E.g. *Most Likely to Succeed* film.

SUPPORTIVE CULTURE

Community and Industry Partners

Deeply Embedded

- Community partners are connected to the school through an authentic partnership of learning. This partnership sees both parties contributing to and gaining from the learning that is taking place.

- The community begins to ask for further beneficial engagement from the school.

Mainstreaming

- Community partners are invited into the school multiple times and in multiple ways across the span of projects.

- Students are often learning off site and with community partners as well as their own educators.

- Significant community partners are established and engagement with learning happens across year levels and in a range of contexts.

Creating Buy in

- The school examines and explores rich examples of learning partnerships that support contemporary learning methods.

- The school explores potential new partnerships in the local and global community. The school may begin to have conversations with significant community partners about what involvement could look like.

- Early adopter educators begin to engage community partners with learners across the learning timeframe from entry events through to when students showcase learning.

Awareness Raising

- The school reflects on where and how the community and industry engage in the school and with learning.

- The school engages in discussion about how the community and industry could be leveraged to enhance the experiential nature of learning.

- A team at the school builds a community partnership map or database of existing connections to people or organisations.

SUPPORTIVE CULTURE

Social Equity

Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
• Human to Human relationships are well established in the school. Relationships are respectful and equitable There is a distinct balance of power that exists regardless of age and role that is reflected consistently.	• Relationships in the school are framed as Human to Human meaning that expectations are applied equally to all stakeholders. Power plays are not tolerated but are used as teachable moments to further clarify social equity expectations.	• Professional learning about the importance of social equity in schools takes places for all stakeholders.	• Leaders provide resources for the community to learn about the concept of social equity.
• Protocols that exist to encourage respect and belonging such as; use of first or agreed names, dress code, communication, etc. position all stakeholders as equals.	• A range of policies are updated to reflect social equity.	• Stakeholders engage in forums and discussions about how some protocols and practice will begin to change in the school and eventually be reflected in policy.	• Leaders begin to challenge the mental models that stakeholders hold around social equity issues in school.
• A dress code for all stakeholders has been embedded. These clear expectations apply to all staff and students and allow all the same opportunity for expression of identity while upholding community values of respect and safety.	• All staff and students communicate using a first or preferred name. The use of formal titles are now rarely used or are used in designated formal and public occasions only.	• Staff will engage in Restorative Practice training. Students will begin to learn the concept, language and practice of Restorative Practice.	
• Restorative Practice is deeply understood and used to restore conflict between all stakeholders.	• The school has moved from a uniform to a multiform, a unisex school branded wardrobe of practical options developed in consultation with stakeholders.	• Staff are encouraged to begin conversations about social equity with students. Leaders begin having the same with parents and other relevant stakeholders.	
	• All staff and students are proficient users of Restorative Practice to manage and repair relationship conflict. Punishments or unrelated consequences are not used to respond to unproductive behaviour.	• Working parties are established with stakeholders to explore and develop changes to be implemented to increase social equity across the school.	

SUPPORTIVE CULTURE

Wellbeing

Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
• Staff and students feel focused and energised by the work in which they are involved. • Staff and students articulate that they feel supported to meet expectations amid the pace of change. • Staff and students feel that what they do contributes positively to their sense of self and wellbeing. • Staff and students express a high level of self-awareness and emotional intelligence in how they communicate with others.	• Staff and students are committed to and excited about the work in which they are involved. • Staff and students undertake ongoing learning in self-awareness and emotional intelligence. There are clear expectations for how these attributes inform communication and decision making.	• Staff and students begin to undertake professional learning related to self-awareness and emotional intelligence. • Wellbeing surveys are conducted with the community to gauge the longitudinal impact of contemporary learning on wellbeing.	• Staff and students are engaged to think about their own wellbeing and the factors that may impact it. • Staff are exposed to a range of wellbeing supports connected to the school.

ENABLING STRUCTURES	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Improvement Plan	• An Improvement Plan is in place and progress against it is measured, reviewed, and celebrated. It is informed by the Strategic Plan and provides clear and achievable operational goals.	• The Improvement Plan is a working document and is used to inform decision making that further embeds contemporary learning. • The teaching and learning philosophy is directing actions regarding professional learning, resourcing, structures, etc.	• An Improvement Plan is developed and informed by the Strategic Plan to provide clear and achievable operational goals to make progress towards contemporary learning. • The school begins to develop a teaching and learning philosophy that will make the pedagogical approach of the school clear to the community.	• N/A
Policies and Procedures	• The school is fully implementing policies and procedures that enable contemporary learning. It is committed to an ongoing cyclic audit and review to ensure it remains dynamic and agile to meet evolving needs.	• The school implements updated policies and procedures across the organisation to support and enhance the transformation of contemporary learning.	• The school engages with other organisations to obtain examples of enabling policies and procedures. • The school updates policies and procedures that inhibit the transformation of contemporary learning.	• Leaders communicate that they will be reviewing relevant policies to ensure they are fit for purpose in a contemporary school.

ENABLING STRUCTURES	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Systems and Technologies	• The pedagogy in the school leverages a range of technologies that enhance student learning and provide efficient work solutions for educators.	• The school has implemented technology solutions across the organisation and is actively monitoring use to ensure that the technology is meeting the needs of the users and adjusting where required.	• The school audits current systems and begins to investigate systems and technologies that will enhance the implementation of contemporary learning in the areas of communication, research, creation, and administration.	• N/A
Timetable	• The timetable is leveraged to enable ongoing contemporary learning across the school in terms of how learning experiences are offered for students and how staff work together for effective teaming.	• The timetable is deliberately structured to support the intent of contemporary learning. The timetable may undergo further changes to respond to feedback and further opportunities to leverage contemporary learning.	• Learning leaders are committed to tinkering with and altering the current timetable structure to enable elements of contemporary learning.	• The school engages with a range of schools that showcase contemporary models of learning and how an enabling condition of timetabling supports these models.

ENABLING STRUCTURES	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Use of data	• Educators, students and parents use data to determine appropriate student pathways. • Educators leverage individual and group data to inform planning and goal setting. • Educators provide ongoing reporting to families emphasising growth rather than benchmarking achievement.	• Educators, students and parents engage with data to understand the learner journey. • Educators leverage data to inform teaching plans and goal setting for student growth. • Educators are developing and implementing ongoing reporting to families; the focus moves towards growth from benchmarking achievement.	• Educators discuss and determine which data will reinforce the learner journey, with a focus on key understandings and skills. • Educators explore how to leverage individual and group data to inform planning and goal setting. • Educators are encouraged to explore methods of ongoing reporting of progress rather than benchmarking achievement.	• Leaders will develop a comprehensive understanding of what data the school collects and how it is used to inform teaching and learning. • Leaders will analyse and determine if any data gaps exist and whether any irrelevant data is gathered.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Professional Learning	• Educators are empowered to pursue their own passions and interests within the structure of the school vision, mission, and Improvement plan. Educators work towards their own professional learning goals. • The professional learning program is contextualised to meet the ongoing growth needs of the school as expressed in the Strategic Plan. Educators are engaged in ongoing learning as preference to one off events. • A meaningful cycle of coaching is in place that demonstrates successful outcomes by improving teacher practice. Risk taking and innovation are recognised, supported, and celebrated.	• There is an ongoing professional learning program in the areas identified for growth. • Professional learning is targeted and measured to ensure that it is resulting in change in practice that is embedded and maintained consistently in the long term. • A coaching framework is established, and educators work towards professional growth goals.	• The school uses the teaching and learning philosophy to identify and reference appropriate professional learning opportunities needed to support further buy-in for the contemporary transformation of learning. • Leaders investigate approaches to coaching that are being used in other schools. They investigate how coaching will look in their school and begin to implement with early adopters.	• Staff engage in professional learning contemporary tours to see and understand well developed elements of contemporary learning in showcase contemporary schools. • Leaders engage with contemporary schools to learn how they approach professional learning and they begin to develop a rationale for their professional learning budget and priorities. • Leaders begin to engage with the staff to share professional learning priorities that have arisen from the Improvement Plan and the teaching and learning philosophy.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Experiential Pedagogy **For a comprehensive list of experiential pedagogies see Appendix A.**	• Educators expertly integrate a range of experiential pedagogies seamlessly into learning. • The school becomes known for its quality experiential learning and are asked to showcase this to educators from other schools.	• Educators are trained and implement high quality experiential pedagogy, which has a solid structure, supports academic rigour and contemporary skills. • Educators have consistently high standards for students and demonstrate best practice regarding experiential learning.	• Some Educators are implementing experiential pedagogies some of the time.	• Educators observe and experience experiential pedagogies in action via professional learning tours and other awareness raising events.
Contemporary Skills **For a comprehensive list of Contemporary Skills see Appendix B.**	• Educators maintain a focus and dedication to richly developing contemporary skills of all students as well as understanding their prime importance in developing the contemporary learner.	• The school has articulated the contemporary skills and dispositions that will underpin learning. • Leaders have articulated clear expectations that contemporary skills will be taught explicitly and have implemented a plan for how to assess the growth of such skills. • Educators plan units of learning which incorporate the rich development of contemporary skills. This includes developing tools and resources to track the development of these skills.	• Educators start to appreciate and support the importance of the rich development of contemporary skills. • Educators investigate and attempt to integrate the rich development of contemporary soft skill within units of work.	• Leaders begin to engage with resources about the importance of skills development in schools. They may observe and discuss how skills are taught and assessed in other schools.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Multidisciplinary Learning	• Educators collaborate to integrate disciplines into authentic transdisciplinary projects that allow students to inquire into engaging contexts in the local and global community. • Structures are well embedded for staff to optimize collaboration.	• Educators create opportunities to collaborate across disciplines to design authentic learning experiences for students. • Both interdisciplinary and transdisciplinary approaches will be evident in learning across the school. • Structures and conditions are in place to allow for collaborative planning.	• Leaders provide time and professional learning opportunities to allow staff to begin to be exposed to and experiment with the concept of working across learning areas in an interdisciplinary approach. • Time is set aside for planning and discussion about how to effectively put structures in place to optimise collaboration.	• Leaders begin to observe and discuss the impact of both multidisciplinary and or transdisciplinary approaches that exist elsewhere and begin discussions on what approach will work in their context.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Educator Teaming	• Educators understand the value of authentic educator teaming within a contemporary learning setting. • Educators naturally work as teams to leverage strengths and talents and support areas of growth.	• The school has developed and embedded a model of effective educator teaming with clear roles, responsibilities, and processes. • Educators use each other's strengths to partner within learning environments resulting in effective models of collaboration. • Educators implement multi-modal pedagogical roles that continually swap and change to best support the context.	• Educators are supported by leadership to explore the difference between teacher teams and effective teaming. • Early adopter educators experiment with and implement models of educator teaming.	• Leadership may begin to research, observe, and discuss how effective educator teaming is leveraged to improve contemporary learning.
Metacognition	• Students have a richly developed understanding of how the brain learns. • Students have a comprehensive toolbox of strategies and models of thinking that they apply efficiently in a range of learning situations to ensure best outcomes. These skills and strategies are taught explicitly and embedded into authentic learning experiences across learning areas.	• A comprehensive framework of concepts and skills related to metacognition is in place across the school and is embedded within rich and authentic learning. • Students develop their understanding of metacognition and the ability to articulate how metacognition impacts their own learning.	• Some educators begin to embed the teaching of metacognition skills and understandings into learning experiences.	• Staff engage in professional learning about metacognition.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Student Agency	• Educators consistently create conditions to allow students to authentically have high levels of agency over their learning. • Students are empowered to engage with the adults in their school to have meaningful voice in areas such as recruitment, program development, culture, and celebrations. • Students articulate their viewpoints and needs to stakeholders and work together with staff to create individual learning opportunities and pathways.	• Educators create conditions to allow students to authentically have rich student input in the way and how of their learning. • Students engage in authentic practice of student agency in areas of school culture and community building. • Students develop and ask questions that begin to drive the direction of learning.	• Educators explore agency and integrate aspects of student voice and choice across learning experiences.	• As staff engage with contemporary learning resources, they begin to discuss the role of voice and choice for students. They may begin to discuss where this happens effectively and where there is room for improvement.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Public Engagement of Learning	• Students engage with community/industry stakeholders outside of their own class at several points across the process of learning. • Students create authentic products with authentic purpose in or for the community. • The school dedicates resources to the quality documentation and meaningful exhibition of learning.	• The school has regular meaningful exhibitions of learning, across a range of year levels. • Outside stakeholders are engaged by educators to work with the students across many units of work. • The school has developed a dynamic database of stakeholders who are willing to offer support for student projects.	• The school plans meaningful public episodes of learning across the school. • The school investigates how current units of work could be enhanced by collaboration with community/industry expertise. Early adopters begin the process of engagement.	• Leaders and educators visit exhibitions of learning at other schools and investigate how experts from the wider community are part of the student learning process.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Assessment, Feedback and Reflection	• Assessment criteria is made available to all students with the introduction of all tasks. • Assessment genuinely reinforces the authenticity and application of the learning. The development of skills and dispositions is assessed in meaningful ways alongside curriculum outcomes. • Students hold a high level of agency in the assessment process. • Students reflect deeply on the learning that they have demonstrated. They identify next steps for learning and set achievable goals. • Formative assessment and feedback is given by all teachers in a timely and meaningful manner that allows for improvement of the current learning. • Peer assessment is consistently used as part of the ongoing assessment loop for learners.	• The Assessment, Feedback and Reflection policy is being enacted across the school. Leaders are actively supporting educators to ensure that the policy is applied consistently. • Learning and success pathways are made visible to all students. • Assessment genuinely reinforces the authenticity and application of the learning. • There is a prioritising of assessment and feedback for the development of skills embedded in learning. • Formative assessment is widely used for the learner to make informed decisions on how to proceed with tasks to maximise growth. • Students are competent at asking for, giving and applying feedback from stakeholders including each other.	• The school develops a clear policy outlining expectations for assessment, feedback and reflection. The policy reflects a contemporary view. • The school provides opportunities for stakeholders to upskill in assessment, feedback and reflection. • Formative assessment is consistent, timely and used for improvement of learning outcomes. • The school begins to look at models of continuous reporting and the language and focus of semester reporting moving from achievement to progress.	• As leaders and educators begin to engage with contemporary learning resources, they also begin to discuss the role of assessment in their school. Leaders challenge educators to consider the use of formative and summative assessment and what evidence of learning looks like in a contemporary approach to schooling. • Leaders begin a conversation with educators that explores what effective and meaningful feedback looks like in a contemporary context. • Leaders begin a conversation with educators about the role of reflection in the learning process.

EDUCATOR PRACTICE	Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
Student Progression	• Students are grouped in multiple ways across their learning experience. Groupings reflect and support student needs and individual progression through mastery of skills and understanding. This is supported by allowing students to progress by stage rather than age. • As students progress through school they develop a pathway that is individual to their needs and goals, is flexible to allow for new directions, and is strongly connected to relevant industry and tertiary partners. • All students are supported successfully into a pathway that they have chosen and articulated through ongoing support and mentoring.	• A rationale for the way students are grouped across the school has been developed and tested. This is reflected in the timetable and other relevant structures. • Students are engaged individually to develop and refine a pathway through school that reflects their own goals. • The community has a series of industry and tertiary partners with whom they work to support student pathways as well as transition beyond school.	• The school community considers what it believes could be the most effective way to group students to create an appropriate range of pathways. • The school community develops models and engages early adopters to begin to test and implement change at certain subjects and or year levels. • The school community continues to engage with key stakeholders to create a shared commitment to their future model. • The school community investigates and develops relationships with industry and tertiary partners to create multiple pathways.	• Leaders and educators may begin to inquire and have discussions about possible student pathways and models that exist elsewhere.

ENABLING ENVIRONMENTS

Innovative Physical Spaces

Deeply Embedded	Mainstreaming	Creating Buy in	Awareness Raising
• Multi-modal and easily reconfigurable physical environments are enabled.	• Classrooms are transformed into easily reconfigurable multi-modal spaces. These spaces support multimodal learning and contemporary pedagogical approaches for teaching.	• The school engages with current research, to become informed about optimal physical environments.	• Educators visit innovative learning environments to observe and discuss how the physical space and furniture impacts the desired teaching and learning.
• Spaces are set up to include caves, campfires, watering holes and mountain top spaces.	• The rationale for furniture and furnishings has been accepted and implemented across the organisation and is reflected in the physical look of learning spaces.	• Educators begin to declutter classrooms and to make changes to the colour palette where possible using neutral and natural tones.	
• Environmental factors such as light, CO_2 and temperature are maintained at optimal levels.	• The school audits learning spaces for the optimised amount of light, CO_2 and temperature for learning. They investigate making changes where possible.	• Educators have permission to appropriately modify existing furniture to create multimodal areas in classrooms, for example adding castors.	
• Space enables multiple classes to leverage the area together simultaneously.	• The school implements a plan to refurbish learning spaces to meet optimal levels of light, CO_2, and temperature.	• A rationale is developed for the purchase of new furniture and/or furnishings that supports latest research in contemporary learning environments.	
• There is seamless integration of the indoors with the outdoors and nature (biophilic design).	• Shared language around space and its use is consistent across classrooms and learning environments.	• Educators begin the process of change by removing excess furniture before adding new furniture.	

Appendix A: Experiential Pedagogies

Experiential Learning put simply refers to learning by doing. Students are immersed in action where experience is valued more highly than simply knowing something in theory.

Experiential pedagogies places learning in the hands of students to inquire into and wrestle with knowledge and understanding. The learning is focused on making connections to the authentic real world application, however the learning itself can take place at any point along a continuum from completely simulated to completely real.

The benefit for students is that through a high level of engagement and application, experiential pedagogies foster greater long term retention of knowledge than traditional approaches to delivering content.

There are many versions of experiential pedagogies, all of them have slightly different frameworks but the essence of authentic contextualised learning is consistent across frameworks.

Some of the most widely known experiential pedagogies are:

Project Based Learning: A teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

Inquiry Cycle: A teaching method in which students inquire into concepts, or ideas to actively construct meaning and build connections from the known to the unknown.

Design Thinking: A teaching method that uses a creative approach to problem solving. It is an iterative process that people use to understand users, define problems and create innovative solutions that meet user needs.

Appendix A: Experiential Pedagogies

Human Centred Design: A teaching method that follows the Design Thinking iterative process and pays particular attention to the user, with a strong focus on students understanding the needs of the user through empathy work and using that understanding to drive solutions.

Phenomenon Based Learning: A teaching method that focuses on exploring concepts or observable event/phenomena in a holistic manner that will draw upon knowledge and skills from many relevant subject areas.

A school may choose to follow one of these frameworks, a different framework or indeed several frameworks of experiential pedagogy. Any experiential pedagogy will be remarkably different from a traditional teaching approach where the teachers holds and releases knowledge to students.

All experiential frameworks should place students at the centre of the learning, with opportunities to develop a strong connection to the learning, ask and investigate questions and to solve authentic real world problems where the learning extends where possible outside of the classroom community.

Appendix B: Contemporary Skills

The term "Contemporary Skills" within and across this framework refer to the skills, dispositions and qualities (other than academic subject specific skills) which have been recently researched and reported by educational organisations and authorities across the world. The consistent focus on the call for the rich development of such skills in the contemporary world holds these as being paramount for success during and post school.

Though many authorities around the world use the term "Soft Skills" to describe these skills dispositions and qualities, the framework refers to these as "Contemporary Skills". The term soft skills was intended to reference the qualitative human nature of these skills but many have made the inaccurate assumption that "soft" could mean lesser valued or not important.

These "Contemporary Skills" may also be referred to in research and reports around the world by various other labels including: 21C Skills, Enterprise Skills, Social and Emotional Skills, Metacognitive Skills, Practical Skills, Key Competencies and other, all of which come with their own connotations. Hence to alleviate any false assumptions about the intent the framework has consistently adopted the label "Contemporary Skills".

The current pressing call of richly developing "Contemporary Skills" due to the increasingly complex world we live in and the changing nature of work, underpins the narrative supporting a contemporary learning transformation. Research and reports support that success in schooling, workplace and life today are dependent on skills focus and explicit development of such. This imperative forms part of K-12 schooling in addressing this challenge.

Appendix B: Contemporary Skills

Some of these skills, dispositions and qualities may include:

- Deep Empathy
- Collaboration
- Critical Thinking
- Problem Solving
- Creativity
- Design Thinking (Human Centred Design)
- Intrapreneurial/Entrepreneurial
- Self-Awareness
- Respect
- others

Glossary

Biophilic Design: To increase occupant connectivity to the natural environment through the use of direct nature, indirect nature, and space and place conditions within a physical environment.

Contemporary Learning: Refers to the learning required presently to prepare students for a globally connected and rapidly changing world where skills, capabilities and dispositions are as paramount as the academic rigour of the curriculum. Contemporary learning is a holistic approach and takes into account the role of educators, pedagogy, student agency, innovative environments and other respective supporting conditions for success.

Contemporary Learning Watering Hole: A Facebook Group supporting a community of practice by Lutheran Educators engaging in Contemporary Learning.

Contemporary Skills: The current holistic set of skills required to be richly developed at school for success in this current world. Contemporary Skills are often referred to as: Soft Skills, 21st Century Skills, Enterprise Skills and more. The list consistently includes skills such as Collaboration, Empathy, Critical and Creative Thinking, Intra/Entrepreneurship, Curiosity, Leadership etc.

Contemporary Transformation: A substantial change from the traditional industrial model of schooling to a new model based on upheld knowledge, beliefs and values around Contemporary Learning that prepares students for the current and complex world.

Growing Deep: The Leadership and formation framework developed by Lutheran Education Australia. Used by all staff members of Lutheran Education to help guide, reflect and inform how schools and Early Learning Centres embed Lutheran values and principles.

Home-Learning: An alternative approach to traditional "Homework" where any learning completed at home is not extra or new work but rather a way of extending rich development in learning.

Most Likely to Succeed: A proprietary title of an educational documentary film which provokes and makes commentary regarding the needed contemporary transformation of schooling.

Admin and Support staff: Those staff members who hold operational roles which do not require them or expect them to be directly responsible for face to face teaching.

PBL: Project Based Learning

Glossary

Profile of a Graduate: Originally a proprietary name given to a process of identifying the skills, dispositions and qualities required by ideal graduating student for a school.

Restorative Practice: An approach to relationship management whereby a process is followed to ensure that relationships are repaired by the people involved in an incident through conversation and reparation. The process is often facilitated by a third party and consequences are negotiated and aimed at directly repairing the harm caused and restoring the relationship.

Service-Learning: An approach to teaching and learning that is embedded into curriculum and culture, forms reciprocal partnerships with others locally and globally, and provides an authentic opportunity for students to contribute to community in meaningful ways.

Multidisciplinary: An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Vision for Learners and Learning: A framework developed by Lutheran Education Australia which provides an overview of how Lutheran schooling is formed and shaped by its beliefs, while meeting legislative requirements and also reflecting current understandings about learners, learning and learning communities.

Awareness Raising: The first of the developmental stages in this framework. Aimed at Sparking interest and awareness of alternative approaches and developing some understanding of the concepts.

Creating Buy-In: The second of the developmental stages in this framework where an increasing number of stakeholders are engaging in the implementation of desired practice.

Mainstreaming: The third of the developmental stages in this framework where all or at least a critical mass of the stakeholders are engaging in the implementation of desired practice. The desired practice is now considered to be the expectation of the school.

Deeply Embedded: The fourth of the developmental stages in this framework where all stakeholders are engaging seamlessly and ubiquitously in the implementation of desired practice.

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