



St Aloysius' College

Teaching and Learning Framework



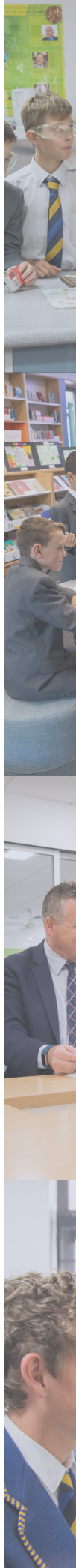
Our Framework

The purpose of the *St Aloysius' College (SAC) Teaching and Learning Framework* is to create a contemporary vision of what it means to learn and teach at a Jesuit school in the twenty-first century. The Framework is the articulation of this vision and of best practice for our students and for our teachers. It embodies the timeless truths of the Jesuit educational tradition, whilst deepening our mission through disciplined innovation, to suit the modern learner.

Our Jesuit educational tradition represents 500 years of holistic pedagogical practice and the Framework is true to this tradition, whilst also recognising that society has changed, as have the needs of our learners. In this increasingly complex and uncertain world, we must equip our students with the necessary skills and mastery of knowledge, to navigate their future paths successfully. *Cura Personalis* (care of the whole person) is also at the heart of the SAC *Teaching and Learning Framework*, recognising the significance of a student-centred approach and the importance of knowing the learning needs of each student at the College.

The Framework has been developed through a three-phase process: Testing-Consulting-Engaging.

The Testing Phase involved the prototyping of a variety of twenty-first century competencies and skills, as well as curriculum and pedagogy, to determine best practice for our students as learners, to deepen their engagement and improve learning outcomes. The Consulting Phase provided the opportunity to hear the voices of our teachers, students and parents; to gain insights on what had been tested and to further refine a shared vision for teaching and learning. Finally, the Engagement Phase was the opportunity to share the draft vision of the SAC *Teaching and Learning Framework* with our teachers, allowing for feedback and collaboration across teaching teams, to consider how the Framework would be visible in our classrooms in the future.



SAC Learning Principles

Our four *Learning Principles* are at the heart of teaching and learning at the College.

Our *Learning Principles* underpin the *SAC Learning Cycle*, establish our context and way of proceeding for learners and teachers at SAC.

To develop young men of – competence, conscience, compassion and commitment we pursue the following Learning Principles:



Excellence in Teaching and Learning:

- Learners pursue mastery of knowledge so that they might understand deeply. Combined with experience, they gain wisdom.
- The process of learning is reflective and provides opportunities for discernment.
- Learners are open to growth through feedback and pursue their personal *magis*.



Personalised, Meaningful Learning:

- Learning is student-centred and relevant.
- Authentic learning experiences are provided for student reflection and action.
- Learner agency is promoted through student voice and choice.



Inquiry-based Learning:

- Learning is process-driven, encouraging the intelligent questioning of ideas, knowledge and understanding.
- Learners are curious, truth-seekers.
- Learners draw on and guide one another to test ideas and solve problems.



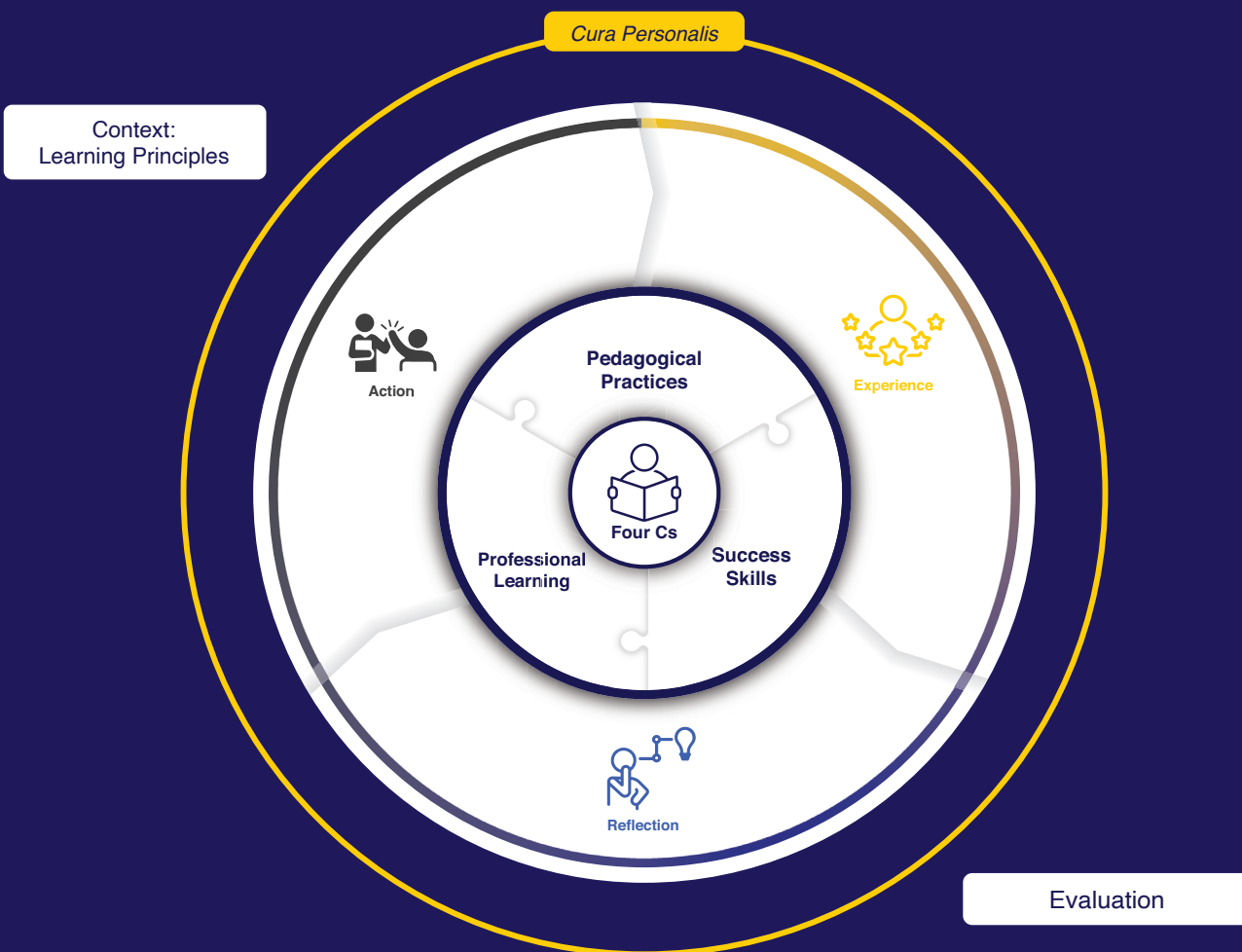
Promotion of Learning Culture:

- Learning is collaborative, supportive and inclusive of all
- The learning environment is flexible, visible and adaptable
- Promotion of life-long learning is true to the College's mission

SAC Learning Cycle

The *Ignatian Pedagogical Paradigm (IPP)* is the foundation of teaching and learning at all Jesuit schools. We are called to engage the intellect and interest of our learners, to learn through reflection and discernment, to achieve and act with purpose.

The *SAC Learning Cycle* is a re-imagining of the *IPP* for our contemporary context and our twenty-first century learners. The *Learning Cycle* maintains our timeless, best practice traditions in teaching and learning, whilst deepening mission through disciplined innovation. It is a framework which is designed to target the development of the Four Cs – competence, conscience, compassion and commitment – prioritising the best teaching practices for our learners at St Aloysius' and the skills needed for future success. The professional learning of our teachers is also a significant element of this cycle.



The *SAC Learning Cycle* embeds the *IPP* at its heart. The core cycle of *Experience, Reflection, Action* ensures that each learner is the agent of their own learning. Through this *SAC Learning Cycle* the learner has three main roles:

To Experience

Learning begins with **experience**, and the more powerful the experience is, the greater the learning. Ideally, learning experiences are varied and differentiated. They involve active and collaborative tasks as well as direct instruction from the teacher to develop the learner's acquisition of knowledge and skills. A student is at the centre of the learning when the teacher uses a range of pedagogical practices and gives them a more holistic experience.

To Reflect

Without **reflection** on experience, there can be no learning. Knowing and understanding is an active process that students are required to take responsibility for. The experience must be meaningful and authentic for the learner, and for this to occur it is crucial that teachers provide time and space in class for students to engage in reflection, to discern what they have learned and how they have learned it.

To Act

For learning to be worthwhile, it needs to be applicable to real life. Students must be provided with the opportunity to use and apply what they have learned, to demonstrate to the teacher and to others the value of the learning. In learning that is action-oriented, teachers should design tasks that are relevant and challenging to their students.



Pursuing the *Magis* through the SAC Learning Cycle

The SAC *Learning Cycle* also deepens our mission by focusing on the disciplined innovation undertaken during the *testing and consulting* phase of the development of the *Teaching and Learning Framework*. This process allowed for the *Learning Cycle* to prioritise three elements that contribute to best practice and learning outcomes.

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“St Aloysius’ College seeks to form young men who demonstrate authentic human excellence - competence, conscience, compassion and commitment – the so-called Four Cs. Therefore, human excellence as we define it, is not a destination but a constant journey, a constant striving.”

- *Human Excellence*, 2021 – 2025





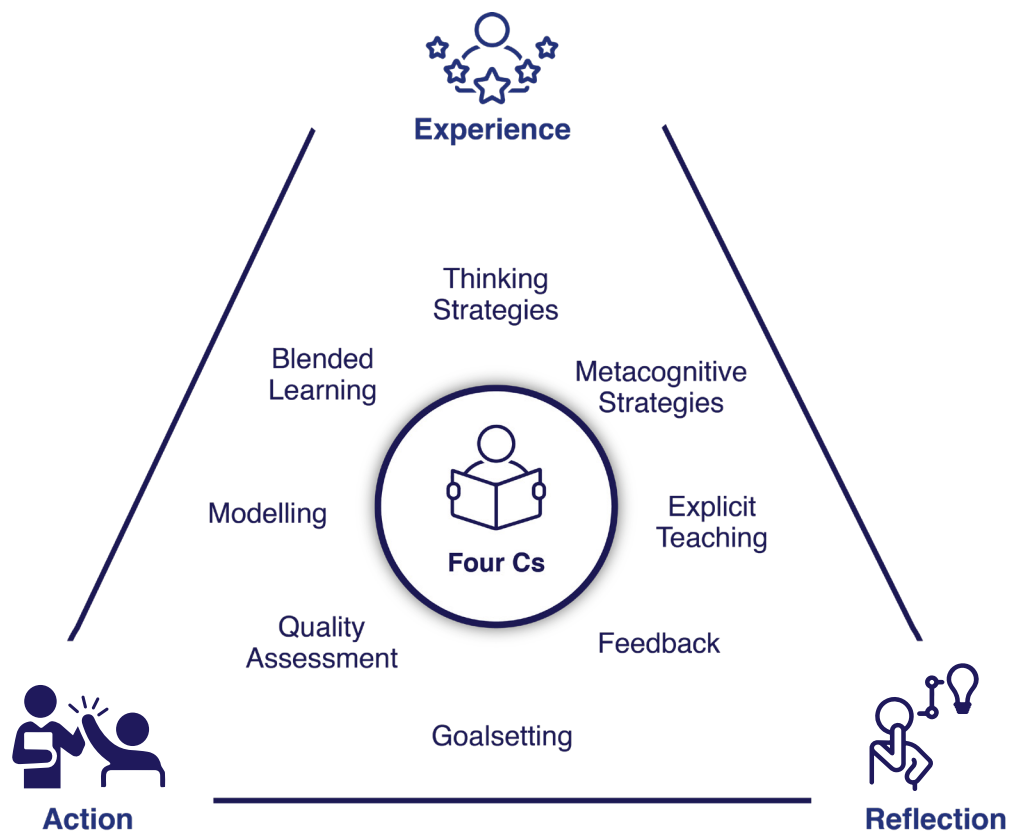
Pedagogical Practices

The SAC Pedagogical Practices have emerged from the testing and consulting phases of the development of the *SAC Teaching and Learning Framework*. These teaching practices promote strong engagement, deep learning and personal achievement.

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“We hope that the relationship that a learner sustains with the world is marked not by mediocrity, but by Excellence. By ‘Excellence’, we mean an understanding of a given aspect of the world that is thorough and profound enough for the learners to apply this knowledge well in their lives. Excellence, therefore, refers to what students do with what they have learned.”

– *Learning by Refraction*, 2019, #10





Success Skills

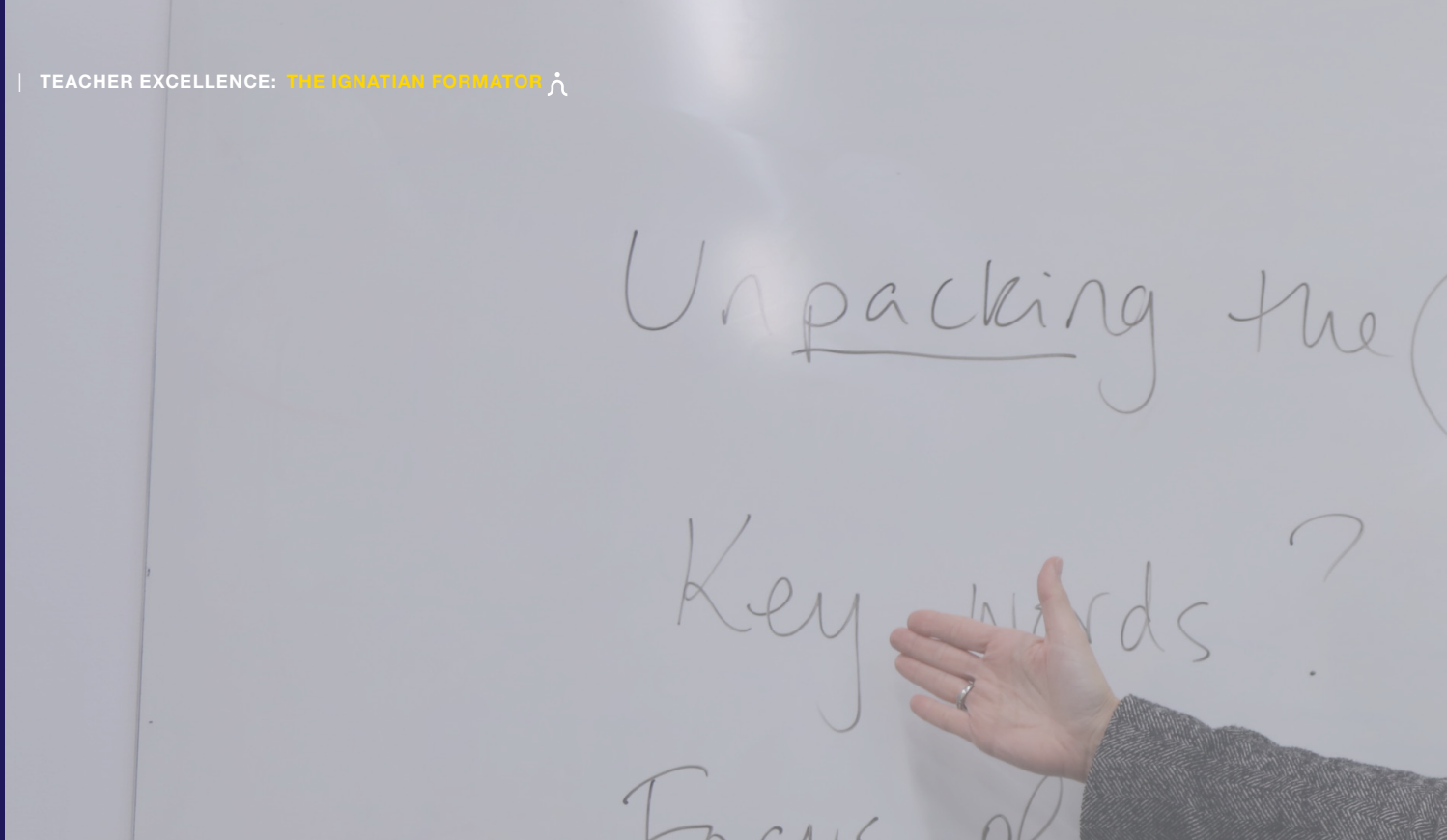
The SAC Success Skills have been identified as essential skills to develop in all our learners. Students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and metacognitive skills such as critical thinking, creative thinking, and self-regulation; social and emotional skills such as empathy, self-efficacy and collaboration; and practical and physical skills such as using new information and communication technology devices.

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“Ignatius wanted Jesuit schools to form young people who could and would contribute intelligently and effectively to the welfare of society.”

– *Ignatian Pedagogy, A Practical Approach*, 1993, #14

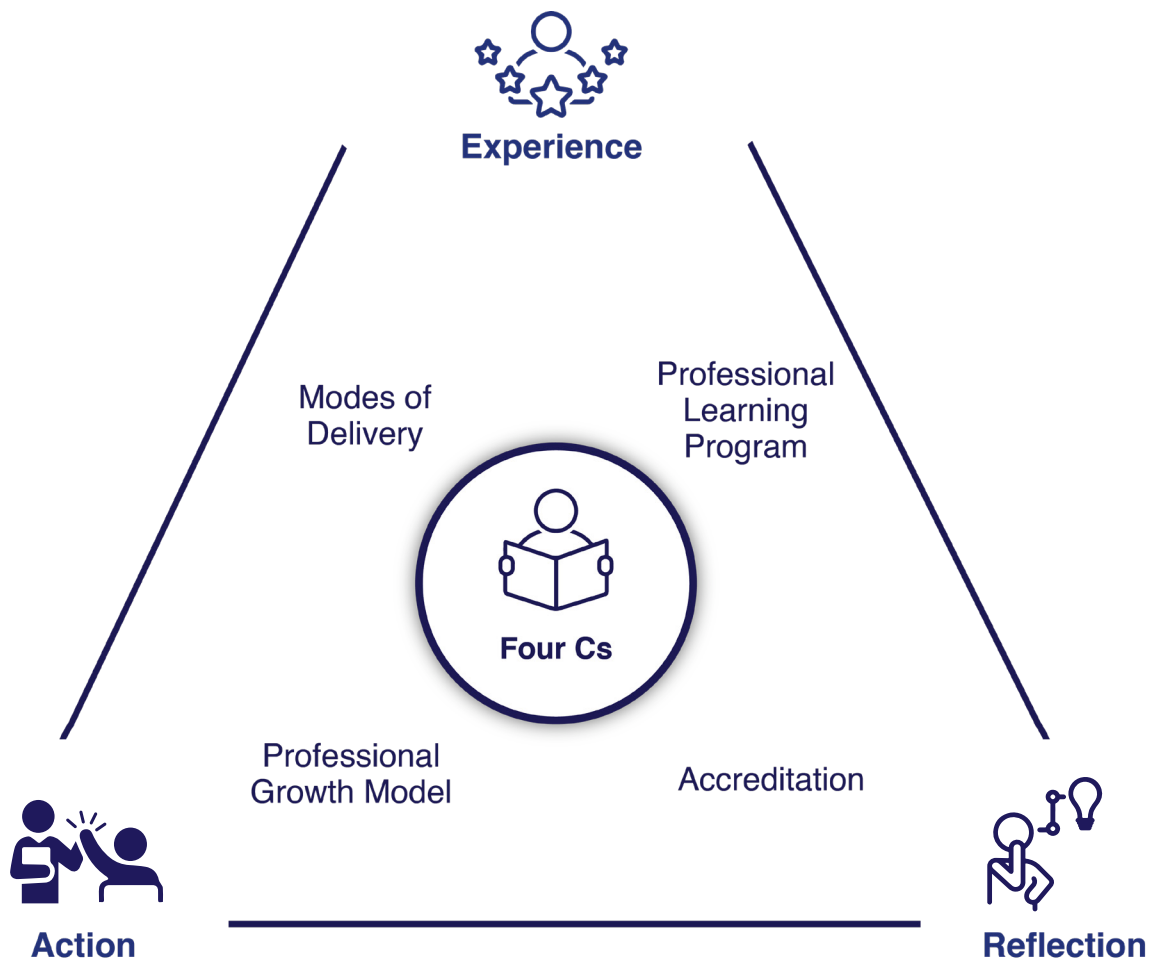
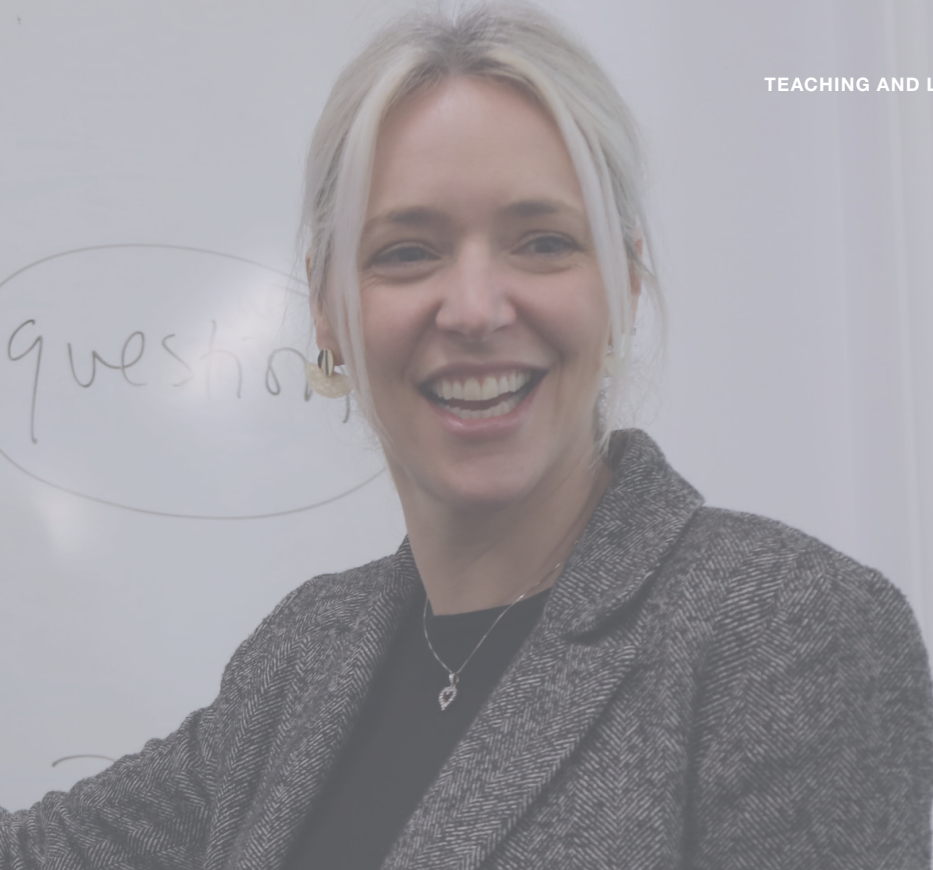




Professional Learning

Teachers are the facilitators of learning and are therefore essential agents in pursuing our academic mission. To support our teachers to equip students with the knowledge, skills and capabilities to contribute effectively and meaningfully to the world now and after school, the College will continue to pursue a targeted and holistic Professional Learning Program. This program offers a range of Professional Learning opportunities at the College and incorporates the SAC Professional Growth Model to promote best practice in the classroom. It focusses on the achievement of personal *magis* and professional growth in teaching practice and uses the *SAC Learning Cycle* to underpin teacher and student learning at the College, to embrace and embed a focus on life-long learning as identified in our Mission as a College.

The Professional Learning Program offers teachers the opportunity to participate in targeted Professional Learning opportunities that allow for self-paced and self-directed learning as well as team-based and College-wide learning to work towards achievement of the College goals. It offers differentiated and varied experiences for our teachers to ensure that they can grow and develop as classroom practitioners at any career stage. Teachers will be supported in learning how to deepen their understanding and implementation of the targeted teaching practices in the Framework through a range of Professional Learning opportunities.





Glossary

Pedagogical Practices

- **Thinking Strategies**

Thinking strategies enable students to engage in learning and consider their response to the learning process as well as empower their knowledge and skill acquisition. Making thinking visible for the learner as well as employing critical thinking strategies allow students to grow in their capacity to understand the relevance of the learning and their place in the world.
- **Metacognitive Strategies**

Metacognitive strategies empower students to think about their own thinking. Awareness of the learning process enhances control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.
- **Explicit Teaching**

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. Students are not left to construct this information for themselves. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together (Hattie, 2009).
- **Feedback**

Feedback informs the student and/or teacher about their performance relative to learning goals. Its purpose is to improve the student's learning. Feedback redirects or refocuses the actions of the teacher and student. The student can then align effort and activity with a clear outcome that leads to achieving a learning goal. Both teachers and peers can provide both formal and informal feedback. It can be oral or written, formative or summative.



● **Goalsetting**

Lessons need clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.

● **Quality Assessment**

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

● **Modelling**

Modelling is a demonstration of the steps required to complete a task or solve a problem. By scaffolding the learning, modelling and worked examples support skill acquisition and reduce the cognitive load for learners. Usually, the teacher presents a model to students and explains each step. Later, students can use models and worked examples during independent practice, and to review and embed new knowledge.

● **Blended Learning**

Technology has expanded the opportunity for learning. Blended learning uses a range of resources and activities to provide individualised, student-centred learning experiences for their students. At SAC, Canvas is our Learning Management System (LMS) which is the platform for our model of blended learning. This LMS facilitates learning both inside and outside the classroom.



Glossary

Success Skills

● Collaboration Skills

These enable students to make individual progress in tandem with others, working towards a common goal. Students are accountable to one another and, with appropriate direction, will self-manage this. Students learn to better understand and anticipate difference, recognise it in themselves and others, and use it to their advantage.

● Critical Thinking Skills

Critical thinking is at the core of most intellectual activity. It involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems.

● Writing Skills

These are essential and are often the primary basis upon which one's work, learning, and intellect will be judged – in school, in the workplace and in the community. Writing equips us with communication and thinking skills. Writing expresses who we are as people. Writing makes our thinking and learning visible and permanent.



● **Problem-solving Skills**

These enable students to learn to look at challenges from a fresh perspective. Therefore, they take more calculated risks. If students practice problem solving consistently, they can develop greater situational and social awareness. Additionally, they learn to manage time and develop patience and persistence.

● **Risk-taking Skills**

Intellectual risk taking can be defined as engaging in adaptive learning behaviours (sharing tentative ideas, asking questions, attempting to do and learn new things) that place the learner at risk of making mistakes or appearing less competent than others. Students need to learn to be confident risk takers to develop agility, adaptability and resilience.

● **Self-direction**

Self-directed learning skills involve the ability to manage learning tasks without having them directed by others. They are skills necessary for effective lifelong learning and intellectual growth.



Glossary

Professional Learning

- **The Professional Learning (PL) Program**

This offers teachers the opportunity to participate in targeted Professional Learning opportunities that allow for self-paced and self-directed learning as well as team-based and College-wide learning to work towards achievement of the College goals. It offers differentiated and varied learning experiences for our teachers to ensure that they can grow and develop as classroom practitioners at any career stage. Teachers will be supported in learning how to deepen their understanding and implementation of the targeted teaching practices in the Framework through a range of Professional Learning opportunities.
- **SAC Professional Growth Model**

This model embeds the use of the SAC Learning Cycle at its heart, mirroring our students' learning. This model will support teacher growth and development using coaching and goal-setting to personalise a Professional Learning Plan for every teacher. Observation and feedback are central to this model, leading to reflection and action to build on knowledge of pedagogy and our students to promote best practice.



● **Accreditation**

Completing Professional Learning helps teachers keep up to date with relevant content, skills and pedagogy and supports their professional growth. To maintain accreditation, teachers must participate in ongoing PL that relates to the Australian Professional Standards for Teachers. The SAC Professional Learning Program provides opportunities to maintain accreditation and to work toward higher levels of accreditation with NESA and ISTAA.

● **Modes of delivery**

Through the use of face-to-face, blended learning and synchronous and asynchronous learning opportunities, teacher learning will reflect the nature and experiences of our students' learning. Self-paced and self-directed learning as well as team-based and College-wide learning, leveraging technological and traditional methods of delivery will support teachers in deepening their understanding and implementation of learning design and delivery.



ST ALOYSIUS' COLLEGE

A Jesuit School for Boys • Founded 1879

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