



Unlocking Futures

Learning Framework



Introduction

The world for our learners is rapidly changing. The way in which human beings work, learn, socialise, interact with the environment and connect with others and technology, in both their local and global communities, is constantly transforming. Young people who are creative, problem-solvers, collaborative, relational, resilient, and ethically and critically aware will be best placed to explore the possibilities and opportunities that exist in their worlds.

"We need a new story, a new narrative for education, if it is to serve young people, in the way that they need to be served, then education needs to be about learning how to thrive in a transforming world" Valerie Hannon

As a College, we believe strongly that we have a moral obligation to position and equip our students with these specific capabilities and skills they will require to thrive and make a difference.

Our **Unlocking Futures** learning framework is the new narrative for learning in our College. Its purpose is to embed key learning principles into our learning and teaching philosophy, programs and practices so that students are empowered to develop the knowledge, capabilities and dispositions needed to flourish in their worlds, both now and in the future.

The key principles that underpin our **Unlocking Futures** learning framework have been identified and refined through extensive contemporary research and collaborative stakeholder engagement with teachers, students, parents, and educational and industry experts. This process occurred over a two-year period, commencing in 2018. The strategic leadership of this rigorous development and consultation process has resulted in the creation of a contextual, innovative and research-based set of interconnected learning principles.

Our **Unlocking Futures** learning framework aims to develop strongly independent, inquisitive, resilient, creative and connected learners. Our goal is to ensure students have the skills and capabilities to serve and positively contribute to the communities in which they live.

As an IB World School, Concordia College's educational philosophy and the key principles of the learning framework align with the IB mission statement. We seek to provide a world-class, leading, internationally recognised education that aims to 'develop inquiring, knowledgeable and caring young people who create a better and more peaceful world through intercultural understanding and respect'. We believe that the implementation of the learning framework will strengthen this commitment.

In order to strengthen community connections in the implementation of this learning framework, the College is committed to utilising and engaging the knowledge and expertise in the parent and wider community. By embracing these relationships, we believe these vital principles will come to fruition.

Concordia College's **Unlocking Futures** learning framework aspires to develop...

'Firm in Principle, Gentle in Manner' learners who aspire to creatively, compassionately and authentically engage and serve others, with a spirit of grace, in local and global communities.

They passionately and critically explore contemporary and emerging challenges in a world of possibilities.

Through a multitude of contexts, they pursue curiosity, develop resilience, and take responsibility to make a difference.

Paul Weinert
Principal - Concordia Campus

Michael Paech
Principal - St John's Campus



Unlocking Futures

The vision for *Unlocking Futures* is to embed key learning principles into our teaching and learning philosophy, programs and practices, to empower students for now and the future.



LEARNER AGENCY	<p>The Learning Experience: Is collaboratively created by teachers and students, and enables student choice, voice and ownership in their learning. Inclusive, personalised learning determined by learner readiness provides students with opportunities to collaborate, learn and create.</p>	<p>The Learner CAN ...</p> <ul style="list-style-type: none"> + Experiment + Self-manage + Self-evaluate + Collaborate + Mentor and teach others + Identify and use appropriate digital technologies
INQUIRY	<p>The Learning Experience: Is inquiry-based, where students are engaged to construct conceptual understanding using contextual learning. Curiosity and wonder are the foundation for inquiry which encourages students to generate new questions and solve problems.</p>	<p>The Learner CAN ...</p> <ul style="list-style-type: none"> + Inquire + Research + Generate new questions and wonderings in a variety of contexts + Transfer and apply capabilities and knowledge + Engage with digital technologies that enhance inquiry
RESILIENCE	<p>The Learning Experience: Provides opportunities for students to experiment, to fail, to learn and to perfect solutions. Self-reflection and feedback from experts, peers and teachers allows students to optimise learning. Students understand that challenge is inherent in any learning journey.</p>	<p>The Learner CAN ...</p> <ul style="list-style-type: none"> + Reflect on their learning methods + Set learning goals + Use strategies to meet learning goals + Manage and organise resources + Show initiative + Demonstrate perseverance + Manage various issues using digital technologies
INNOVATION	<p>The Learning Experience: Encourages learners to consider new perspectives, generate and apply innovative ideas, and seek meaningful solutions, for a range of problems within and across disciplines.</p>	<p>The Learner CAN ...</p> <ul style="list-style-type: none"> + Think critically and creatively + Show initiative + Consider new perspectives + Create effective solutions to problems + Analyse and evaluate + Use a variety of digital technologies that enhance thinking activities
CONNECTION	<p>The Learning Experience: Enables learners to develop social & emotional intelligence, ethical understanding and international mindedness. They are challenged to consider local, Indigenous and global perspectives.</p>	<p>The Learner CAN ...</p> <ul style="list-style-type: none"> + Understand different perspectives + Show empathy + Communicate effectively + Collaborate with a diverse range of people + Safely and ethically use a variety of digital tools to connect, communicate and collaborate

Learners believe in their ability to actively contribute to and take responsibility for their learning.



Learner Agency

The Learning Experience:

Is collaboratively created by teachers and students, and enables student choice, voice and ownership in their learning. Inclusive, personalised learning determined by learner readiness provides students with opportunities to collaborate, experiment, learn and create.

The Learner WILL DEVELOP ...

SELF-MANAGEMENT:

- + Organisational skills
- + Reflection skills

SOCIAL:

- + Collaboration skills



The Learner CAN ...

- + Experiment
- + Self-manage
- + Self-evaluate
- + Collaborate
- + Mentor and teach others
- + Identify and use appropriate digital technologies



The Learner WILL BE ...

- + A risk-taker
- + Principled
- + Self-aware
- + Open-minded
- + Collaborative
- + Respectful
- + Engaged
- + Motivated

To achieve this, Teachers WILL ...

- + Be supported to develop their skills and understanding of agency from both a teaching and student learning perspective
- + Be facilitators of learning through increasing student voice, choice and ownership
- + Differentiate learning experiences to facilitate student agency
- + Foster creativity and flexibility in curriculum planning and delivery
- + Personalise teaching and learning approaches

Learners are challenged to generate ideas and be actively involved in constructing knowledge, skills and understanding.



Inquiry

The Learning Experience:

Is inquiry-based, where students are engaged to construct conceptual understanding using contextual learning. Curiosity and wonder are the foundation for inquiry which encourages students to generate new questions and solve problems.

The Learner WILL DEVELOP ...

THINKING:

- + Critical thinking skills
- + Creative thinking skills
- + Transfer skills

RESEARCH:

- + Information technology literacy skills
- + Media literacy skills



The Learner CAN ...

- + Inquire
- + Research
- + Generate new questions and wonderings in a variety of contexts
- + Transfer and apply capabilities and knowledge
- + Engage with digital technologies that enhance inquiry

The Learner WILL BE ...

- + Curious
- + Reflective
- + Independent
- + Engaged

To achieve this, Teachers WILL ...

- + Be supported to develop their skills and understanding of inquiry from both a teaching and student learning perspective
- + Use an inquiry-based model as the basis for all teaching programs
- + Be highly skilled in developing and delivering inquiry units and experiences
- + Model inquiry practices to others
- + Provide authentic opportunities for students to develop, research and answer inquiry questions that are personally meaningful and relevant
- + Develop interdisciplinary learning experiences where students are provided with opportunities to transfer and apply their knowledge and skills across disciplines

Learners are supported to take risks and understand that learning occurs through challenge, experimentation, failure and persistence to achieve success.



Resilience

The Learning Experience:

Provides opportunity for students to experiment, to fail, to learn and to perfect solutions. Self-reflection and feedback from experts, peers and teachers allows students to optimise learning. Students understand that challenge is inherent in any learning journey.

The Learner WILL DEVELOP ...

SELF-MANAGEMENT:

- + Organisational skills
- + Affective/States of Mind skills
- + Reflection skills



The Learner CAN ...

- + Reflect on their learning methods
- + Set learning goals
- + Use strategies to meet learning goals
- + Manage and organise resources
- + Show initiative
- + Demonstrate perseverance
- + Manage various issues using digital technologies

The Learner WILL BE ...

- + Resilient
- + Reflective
- + Agile
- + Self-aware
- + Open-minded

To achieve this, Teachers WILL ...

- + Focus on progress and feedback rather than achievement or performance
- + Provide quality feedback that is timely, constructive and future-progress focused
- + Make explicit to students the 'learning process' (i.e. learning pit, growth mindset, cognitive load)
- + Provide opportunities for students to monitor and manage their learning to make progress
- + Provide opportunities for students to experiment and trial new ideas and solutions
- + Provides students with authentic time to reflect on challenges and failures
- + Role model resilience in their personal actions

Learners recognise that purposeful, flexible, creative and sophisticated thinking is at the core of innovation.



Innovation

The Learning Experience:

Encourages learners to consider new perspectives, generate and apply innovative ideas, and seek meaningful solutions, for a range of problems within and across disciplines.

The Learner WILL DEVELOP ...

THINKING:

- + Critical thinking skills
- + Creative thinking skills
- + Transfer skills



The Learner CAN ...

- + Think critically and creatively
- + Show initiative
- + Consider new perspectives
- + Create effective solutions to problems
- + Analyse and evaluate
- + Use a variety of digital technologies that enhance thinking activities

The Learner WILL BE ...

- + Entrepreneurial
- + Knowledgeable
- + Metacognitive
- + Creative
- + Critical
- + Open-minded
- + Risk-taker
- + Communicator

To achieve this, Teachers WILL ...

- + Facilitate student-directed learning that enables innovation
- + Focus on providing students with opportunities to develop and apply their critical, creative and logical thinking skills
- + Facilitate problem/project-based learning experiences where students apply their knowledge and skills to real-life and relevant contexts
- + Focus on higher order and sophisticated thinking skills to facilitate students to understand deeper meaning
- + Risk-taking and trial and error are explicitly incorporated into the teaching and learning programs where students see challenge as an opportunity to grow
- + Model and implement a range of 'visible thinking' routines



Learners grow to understand the multiple ways in which they are connected to each other, to their local communities and to global communities.

Connection

The Learning Experience:

Enables learners to develop social and emotional intelligence, ethical understanding and international mindedness. They are challenged to consider local, Indigenous and global perspectives.

The Learner WILL DEVELOP ...

COMMUNICATION:

- + Communication skills

SOCIAL:

- + Collaboration skills



The Learner CAN ...

- + Understand different perspectives
- + Show empathy
- + Communicate effectively
- + Collaborate with a diverse range of people
- + Safely and ethically use a variety of digital tools to connect, communicate and collaborate



The Learner WILL BE ...

- + Open-minded
- + Inclusive
- + Caring
- + Ethical
- + Culturally aware
- + Globally minded
- + Principled
- + Balanced
- + A communicator

To achieve this, Teachers WILL ...

- + Develop curriculum and learning experiences that facilitate students to connect and communicate with diverse people and communities
- + Focus on providing students with opportunities to develop their social, emotional and communication skills
- + Facilitate students to engage in inclusive and respectful interactions and relationships that embrace commonalities rather than focusing on differences
- + Support students to use digital technologies and resources ethically to connect with issues and/or communities
- + Provide opportunities for students to make meaningful contributions to local, Indigenous and global communities and issues



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