

Living Learning Leading Standard

Message from the Directors

The Living Learning Leading Framework gives us a foundation for understanding what we do in Catholic Education – who we are, what we value and how we partner with our families to ensure our students thrive. At the heart of our Framework is our commitment to our students and our understanding of all people – we see them as ‘thriving people, capable learners, leaders for the world God desires.’ The Living Learning Leading Framework underpins everything we do, ensuring our students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world.

During 2019 the Catholic Education Office worked to develop the Living Learning Leading Standard to support the Living Learning Leading Framework and underwent a robust consultation phase with stakeholders.

The Living Learning Leading Standard has been developed as part of a system-wide school improvement strategy and defines the benchmarks which are applicable to all South Australian Catholic schools against which actual performance can be measured.

The Living Learning Leading Standard has been designed to:

- raise aspirations for excellent schools within a continuously improving system;
- raise student voice, agency and achievement;
- ensure high quality teaching and learning for all students;
- support communication with the wider school community and other stakeholders; and
- foster increased confidence in, and accountability for, each school's effectiveness and outcomes.

We are an educational sector that is committed to providing excellence for every child whose learning and education is entrusted to our care. Our learning experiences are grounded in Catholic values and beliefs. We want every student to experience success according to their unique characteristics and talent.

The Standard will enhance your school community's endeavours to work in partnership with families and communities to create opportunities for students to encounter life to the full – in all its personal, intellectual, religious, social and cultural richness.



Dr Neil McGoran
Director



Nichii Mardon
Director

Introduction to the Living Learning Leading Standard

The CESA Living Learning Leading Standard defines the high standards applicable across all Catholic schools. The Standard is designed as a self-assessment tool and is relevant to all school communities and system leaders irrespective of context, length of service or school governance arrangements.

The Living Learning Leading Standard has four defined areas:

1. Catholic identity	<ul style="list-style-type: none"> • School identity • Education in identity <ul style="list-style-type: none"> - Dialogue and reflection - Formative experiences and relationships • Religious Education
2. Curriculum and co-constructed learning and assessment design	<ul style="list-style-type: none"> • Curriculum knowledge • Learning design • Assessment design
3. Student agency, identity, learning and leadership	<ul style="list-style-type: none"> • Student agency and engagement in learning, assessment design and dialogue • Student reflections on their identity and capabilities growth as people, learners and leaders
4. Community engagement	<ul style="list-style-type: none"> • Community involvement and engagement

These four components collectively represent key areas in which improvement can occur and contain a number of indicators which are core areas of activity within the Standard.

While these indicators are discrete items, they are inter-related within and across the Standard.

Collectively, the components form a structure against which schools can review, analyse, assess, and monitor their systems and processes and identify long and short-term key improvement goals.

Living Learning Leading Standard

	Performance Standard	Indicators	Developing	Meeting	Excelling
Catholic identity	Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.	<ul style="list-style-type: none"> School identity Education in identity <ul style="list-style-type: none"> Dialogue and reflection Formative experiences and relationships Religious Education 	The school's Vision and Mission articulates its role in the identity development of students, but this is still to permeate school policies, planning and practices. The school provides opportunities for students and staff to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. A limited range of social justice activities support the engagement of the school community in contributing to the common good. There is collaboration between the school and the life of its local parish(es).	Most teachers support, foster and contribute to the expression of the Catholic faith and the Vision and Mission of the school. The school has structures and processes which support the personal and religious identity development of students. The school provides opportunities for most members of the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. The school is well integrated into the life of its local parish(es). Teachers have understanding of Catholic social teaching and are beginning to effectively integrate this into classroom practice in authentic and meaningful ways.	The school's Vision and Mission recognises the challenges and opportunities presented by contemporary society in the personal and religious identity development of students. Students have the skills to critically evaluate how contemporary society and culture shapes and influences their personal identity development. The school provides regular opportunities for all members of the school community to experience Catholic faith, liturgy, culture and Tradition in meaningful and authentic ways. The principles and practices of Catholic social teaching and a commitment to the common good, with a special concern for those who are vulnerable and marginalised, are evident across the school.
Curriculum and co-constructed learning and assessment design	The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.	<ul style="list-style-type: none"> Curriculum knowledge Learning design Assessment design 	The school is developing a whole-school understanding of effective teaching that is based on a shared view of the characteristics of cooperative and collaborative teaching and learning. There is evidence of student-centred flexible learning environments and opportunities for students to have input into curriculum, assessment and reporting practices. The school is developing a more effective strategy to use data to discuss student achievement levels and overall school performance and to plan strategies for ongoing improvement.	The curriculum design provides learning experiences that meet the learning needs of most students enabling them to be successful. Students are provided with opportunities to provide input into their learning. Most teachers are collaborating to plan, review and assess the curriculum, share best practice, analyse student work and participate in group moderation of standards. School performance data are presented to staff and the school community for information rather than for in-depth analysis of teaching practices and school improvement processes.	Curriculum design reflects the school's shared vision for learning and is a constant focus for collaboration and dialogue. Teachers are experts in their specialist fields and are highly effective in their pedagogical knowledge and skill. There is a whole-school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students. Teachers' data literacy skills are a high priority so that staff have the capacity to analyse and use data to improve and/or transform existing practices for whole school, cohort and individual student performance.
Student agency, identity, learning and leadership	The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.	<ul style="list-style-type: none"> Student agency and engagement in learning, assessment design and dialogue Student reflections on their identity and capabilities growth as people, learners and leaders 	Students and teachers set learning goals for aspects of their learning to enable students to direct the path of their learning. There is evidence of student-centred, flexible learning environments. The school is developing processes for improving curriculum and learning design that is based on students' feedback and needs. There are structures, programs and practices in place to differentiate student learning. Students have opportunities to engage with teachers in meaningful dialogue and open interaction to support self-reflection and awareness of their own learning progress and growth.	Students and teachers set individual learning goals together and teachers help students to identify their learning progress and growth. Structures, programs and practices are in place to meet the needs of all students and to encourage them to be reflective and successful learners. The school proactively involves student input into aspects of the school. The school provides professional learning for all staff to develop the skills of dialogue, listening and responding to student voice. Teachers provide scaffolding for students to solve their own problems.	The school's structures enable students to have voice and choice and a propensity to take action to influence and direct their own learning and assessment. Students are actively engaged in the planning, structuring and sequencing of learning activities. The school's improvement cycle has student voice deeply embedded in it as an integral element. Students have opportunities to reflect, self-assess and revise their goals and to develop insights into their own capabilities and ability to succeed and to persist when facing challenges. Students can track and measure their own learning growth.
Community engagement	Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.	<ul style="list-style-type: none"> Community involvement and engagement 	There is evidence of a culture of shared responsibility for faith development, student learning and wellbeing within the school community. Structures and protocols are in place to build collaborative partnerships to strengthen community involvement and engagement. Strategies to evaluate the impact and mutual benefit of these partnerships are being developed.	School leadership is building a culture of shared responsibility for faith development, student learning and wellbeing within the whole school community. Structures and protocols to build collaborative networks and partnerships for mutual benefit are in place and are being embedded into practice across the whole school. Regular assessment and review to ensure that the strategies are being effective is being implemented.	School leaders have built an inclusive, collaborative culture that reflects the Catholic identity of the school. The school gives agency to staff, students and families in its decision-making and this agency is reflected in its policies, procedures and programs. The school has built strong partnerships with the parish, families and the wider community and has created a culture of welcome, inclusion and shared responsibility for student faith development, student learning and wellbeing. The school regularly evaluates the impact of its community engagement strategies. The school has a positive image in the community.

Structure of the Living Learning Leading Standard



Living Learning Leading Framework and the Standards

The Living Learning Leading Standard and the Leadership Standard have been designed to raise aspirations for excellent schools within a continuously improving system, raise student voice and achievement, ensure high quality teaching and learning, and support communication with the wider school community and other stakeholders to foster increased confidence in, and accountability for, each school's effectiveness and outcomes.



Living Learning Leading Framework and the Standards

The Living Learning Leading Framework is underlined by a commitment from Catholic Education South Australia to encourage its young people to become “thriving people, capable learners and leaders for the world God desires”.

Seven key capabilities lie within this framework, helping students to become:

- Literate, numerate and effective communicators
- Spiritually aware and inspired by faith
- Self-aware, collaborative and socially adept
- Intercultural and globally minded
- Knowledgeable, inquisitive and innovative
- Confident and careful creators and users of ICTs
- Moral, compassionate and ecologically aware

The CESA Living Learning Leading Standard and the Leadership Standard define the high standards applicable to all principals and school leaders across all Catholic schools. They are underpinned by the principle of ‘mutual accountability’ which can be defined as:

Mutual accountability is a process by which two (or multiple) partners agree to be held responsible for the commitments that they have voluntarily made to each other. It relies on trust and partnership around shared agendas, rather than on ‘hard’ sanctions for non-compliance, to encourage the behaviour change needed to meet commitments. It is supported by evidence that is collected and shared among all partners.

OECD, 2008, Mutual Accountability: Emerging Good Practice

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Further information

For further information please contact the School Quality and Performance Section by email at director@cesa.catholic.edu.au or on 08 8301 6600.



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