



Re-visioning
*A vision for learners
and learning*

Purposes:

- To engage with the richness and diversity within and between schools and ECSs in the process of re-visioning *A Vision for learners and learning* across Lutheran education ([Growing Deep, Vocational practices: Community building](#))
- To celebrate and grow collective identity as Lutheran schools and ECSs as we re-vision A Vision for learners and learning ([GD, VP: Strengthen Lutheran identity](#))
- To affirm and grow contemporary learning in Lutheran education guided by our core beliefs and values about learners and learning ([GD, VP: Excellence in learning](#))
- To further develop a culture of reflection, collaboration, innovation and creativity that drives ongoing transformation and improvement so that we may reach our highest potential ([GD, VP: Ongoing improvement and innovation](#))



Living in con
values for Luthe

love
JUSTICE
compassion
forgiveness
service service service
COURAGE humility
hope
quality
appreciation



Context

Where have you seen this?

A vision
for
learners
and learning
in
Lutheran
Schools

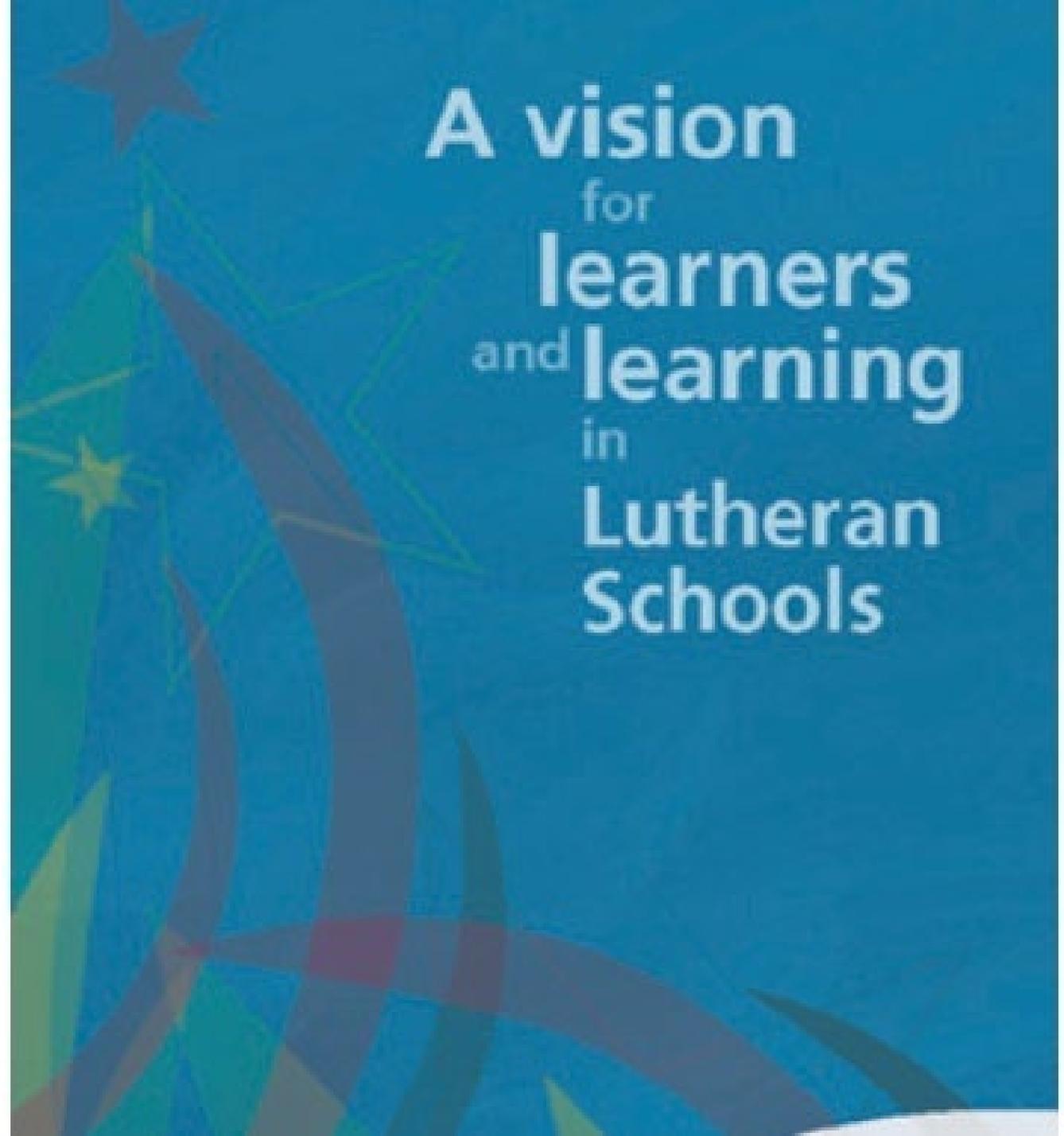





- Developed through regional workshops in 2002 and had revisions in 2005 and 2013
- Bill Spady conducted the workshops in each region.

‘Outcome-based education is about preparing students for life, not simply getting them ready for college or employment.’

[Bill Spady](#) 1992



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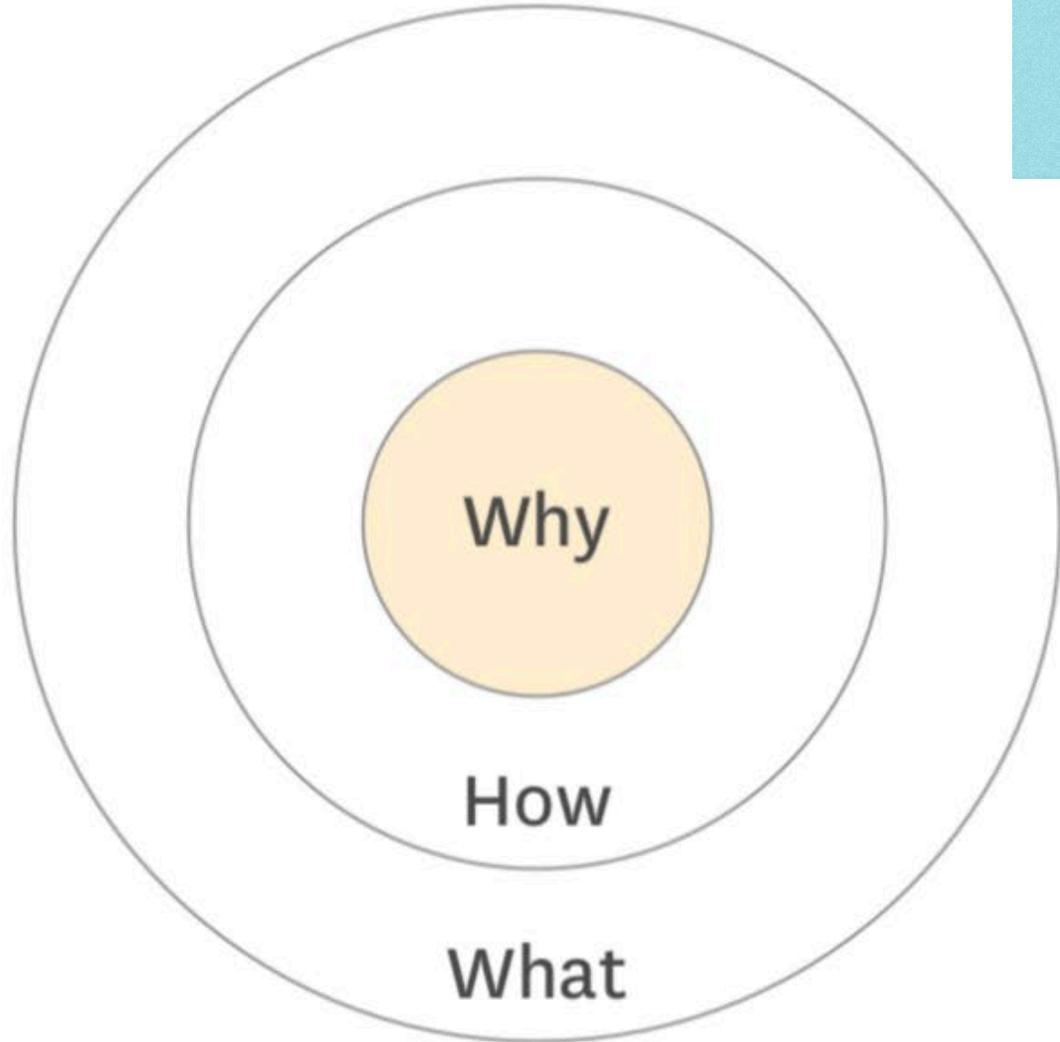


growing deep

Leadership and formation framework

Excellence in learning

Lutheran schools and early childhood services value excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which includes spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners should have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. High expectations are established through reflective practice, collaborative planning, monitoring, providing feedback and reporting on the effectiveness of learning. The learning environment promotes active engagement, risk taking, motivation and a strong learner voice.



Why - Your Purpose

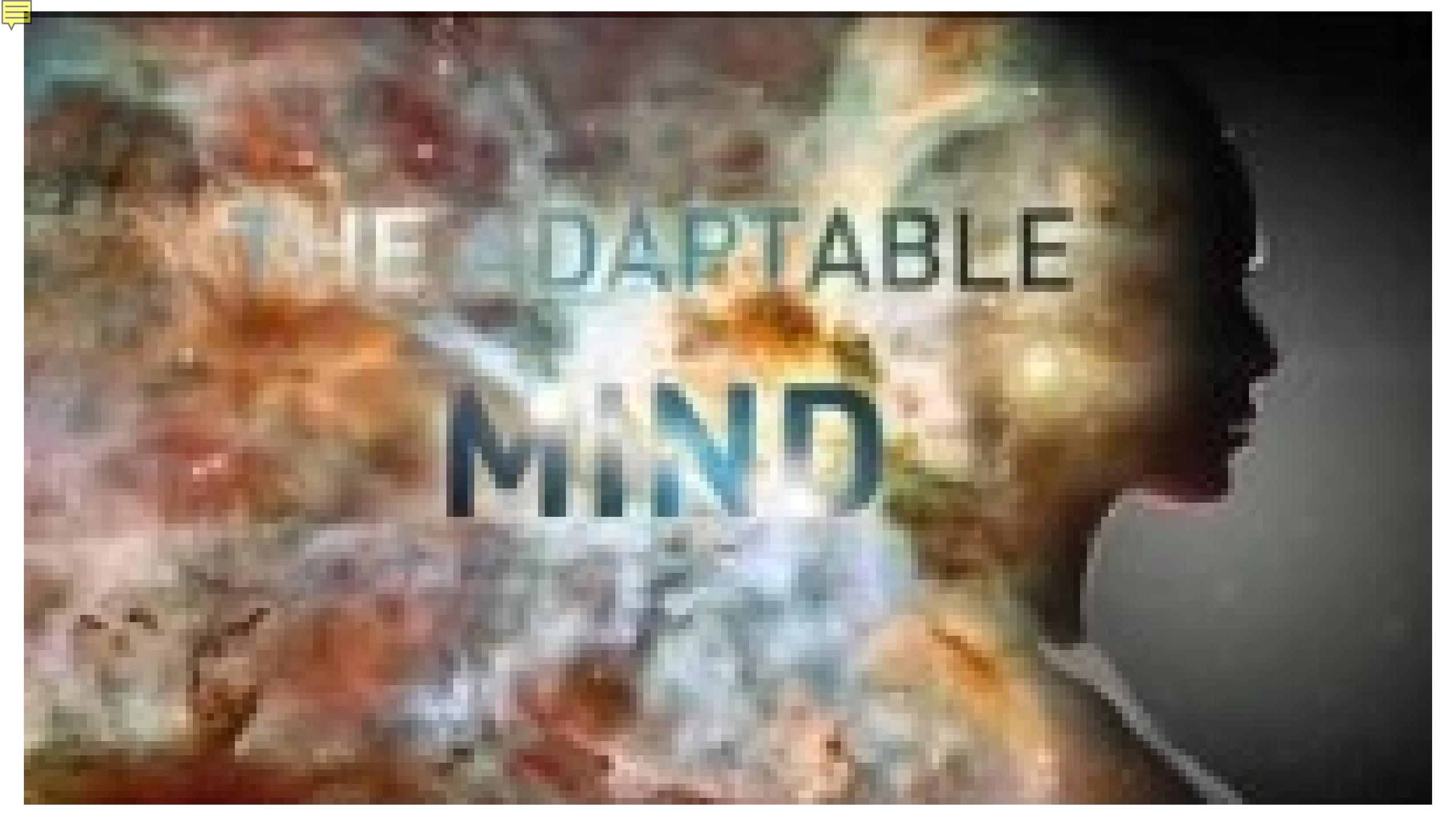
What is your cause? What do you believe?

How - Your Process

Specific actions taken to realise your Why.

What - Your Process

What do you do? The result of Why. Proof.

A close-up, artistic photograph of a human brain, showing the intricate folds and textures of the cerebral cortex. The lighting is dramatic, highlighting the brain's structure against a dark background. Overlaid on the brain is the text "THE ADAPTABLE MIND" in a bold, sans-serif font. The word "THE" is in a light blue color, "ADAPTABLE" is in a slightly darker blue, and "MIND" is in a dark blue. The text is centered horizontally and vertically on the brain's surface.

THE ADAPTABLE
MIND



Education is not just about the teaching of a what (some particular subject or another); it is also about the growing of a who. Christenson, T



Table discussion:

- What is our shared vision for the 'who' we are nurturing?
- What kinds of learners and learning does the world need?
- How do we describe the graduate learners of our school that will be able to respond to the future and needs of the world?

Gallery walk

- Record the important ideas that connect with your vision for graduate learners at Unity.
- As a group develop a profile of your graduate learner at Unity.





Lifelong qualities for learners in *A vision for learners*

What connections do you draw between your graduate learner profile and the Lifelong qualities?

Core Statement

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are

- aware of their humanity,
- open to the influence of the Holy Spirit, and
- growing in and living according to a cohesive worldview

while

Values Statement

Living in community and reflecting characteristics of God through core values, especially **love, justice, compassion, forgiveness, service, humility, courage, hope, quality** and **appreciation**

and

Attributes & Abilities Statement

Contributing to communities by being

- self-directed, insightful **investigators and learners**
- discerning, resourceful **problem solvers and implementers**
- adept, creative **producers and contributors**

and

- open, responsive **communicators and facilitators**
- principled, resilient **leaders and collaborators**
- caring, steadfast **supporters and advocates**

Ethos

We believe

- the Bible is the supreme authority for Christian faith and life
- the Holy Spirit works through the teaching of God's word in our schools to lead people to know and trust in God as Creator, Redeemer, Sanctifier
- all people are sinful and saved by grace through faith in Christ
- because Christians live in grace, all they do is for God's glory not theirs
- each person is a unique creation of God and a person loved by God
- all useful knowledge and learning is God's gift to people for their wellbeing
- service to others through actions and relationships is a reflection of and response to God's love for all

And because of this we value as core

- the Bible as the authority informing what we do and teach
- the work of the Holy Spirit in the life of each person
- forgiveness, being forgiven and reconciliation
- that God, by grace shown through Jesus loves, accepts and values each person
- the uniqueness and worth of each person
- God's gifts of knowledge and learning
- a spirit of service reflecting God's action in our lives

Value-based learning is further developed by contextual values particular to individual school communities

Therefore, in Lutheran schools we see

- everything we are and do in relation to God
 - each member of our school community as someone in relation to God
- This understanding of the identity of each person before God motivates us to:
- develop the whole person
 - strive for the best
 - care for each person
 - help each student grow in the assurance of their God-given worth and purpose
 - accept the need of discipline for the well-being of the individual living in community
 - reflect characteristics of God
 - create learning contexts incorporating values that reflect God's relationship with God's world

Lutheran schools aim to encourage and support students, informed and sustained by the Word of God, to develop their God-given talents so that they may shape and enrich their world

Meet educational authorities' requirements and state / territory, federal requirements

LIFELONG QUALITIES FOR LEARNERS

As central to their mission and ministry, Lutheran schools seek to nurture **individuals**, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview

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Contributing to communities by being

- self-directed, insightful investigators and learners
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- adept, creative producers and contributors
- open, responsive communicators and facilitators
- principled, resilient leaders and collaborators
- caring, steadfast supporters and advocates

Paradigms

Beliefs about learners

- All learners are valued for who they are and whose they are
- All learners need encouragement and deserve respect
- Learners learn in different ways and at different rates
- All learners have the ability to learn and learn best when
 - > They experience success
 - > They take responsibility for their own learning
 - > They can work both independently and collaboratively
 - > Subject matter is meaningful
 - > High, explicit learning expectations are present
 - > They are authentically assessed and appropriately challenged
- Learners need to learn how to learn and think
- Collaborative partnerships between parents / caregivers and schools support learners and learning

Beliefs about learning

- Learning goes beyond the academic: it includes the spiritual, physical, emotional and social and has a transforming role
- Learning has affective and volitional dimensions as well as cognitive
- Learning is lifelong
- Learning involves learners progressing through developmental cycles
- Learning is facilitated when individual needs of the student are met
- Learning occurs in a context and is driven by curiosity, need and inquiry
- Learning builds on previous knowledge, experiences and understanding

Beliefs about learning communities

- All people are learners
- Safe and supportive learning environments facilitate active learning
- Effective learning communities respect diversity and encourage reflective practice and productive feedback
- Learning communities are strengthened by having a shared vision and common core beliefs
- Learning communities reflect upon and respond to the world of today in ways that enable their members to face the future with confidence
- Learning cultures need to be intentionally developed



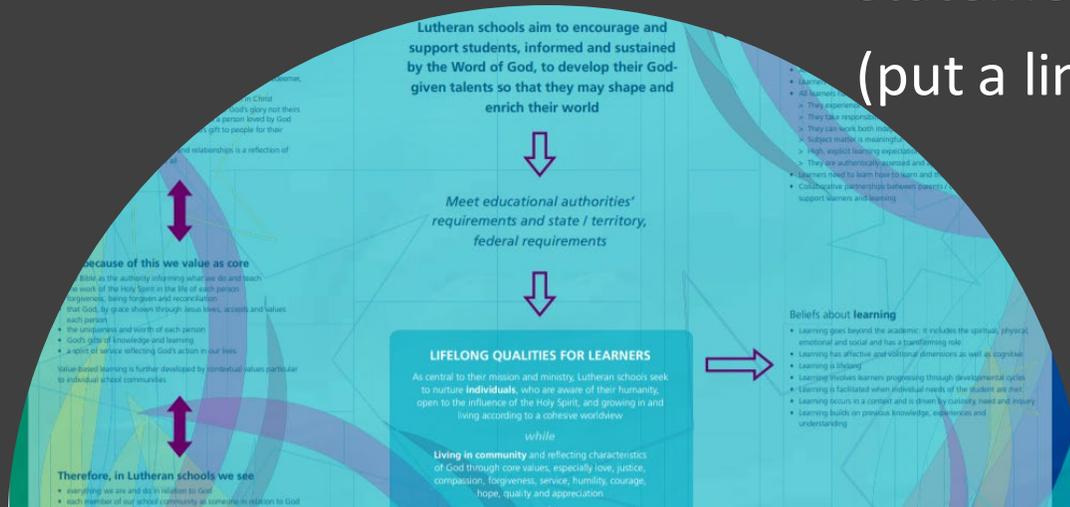
A framework for Lutheran schools

GREEN LIGHT I like this and would like to keep it (highlight or underline this)

AMBER LIGHT I am unsure about this and would like to discuss it and possibly change it (question mark this)

RED LIGHT I am challenged by this statement and would like it omitted.

(put a line through this)





What hopes do you have for the development of a Vision for learners and learning?

What advice do you have for the reference group who will take your feedback?



God, who makes all things new,
new stars, new dust, new life;
take our hearts,
every hardened edge and measured beat,
and create something new in us.

We need your newness, God,
the rough parts of us made smooth;
the stagnant, stirred;
the stuck, freed;
the unkind, forgiven.

And then, by the power of your Spirit,
We need to be turned toward love again.
Amen.

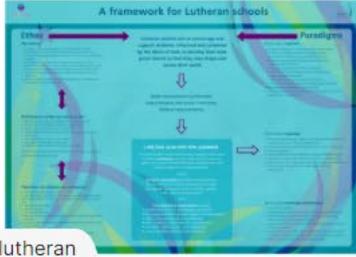
Resources to continue the discussion

- <https://padlet.com/LuthEdAus/revision>

LuthEdAus + 2 - 3mo

Re-vision learners and learning

Must

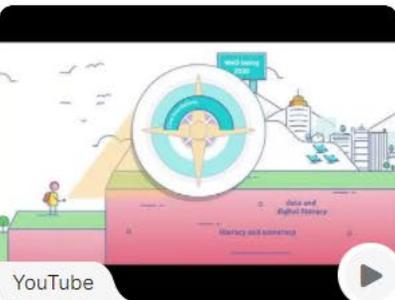
- LuthEdAus 3mo**
A Framework for Lutheran schools

lutheran
PDF document
- LuthEdAus 3mo**
A framework for Lutheran schools explained


Should

- derekbartels 3mo**
What are the Skills one will need in 2030

YouTube
Education 2030 | HundrED 2020 Innovation Summit
By Andreas Schleicher Director of Education and Skills - OECD (Start at 24:24)
Focus here on how do we create a school environment (pedagogy, culture, conditions etc) that enable

Could

- LuthEdAus 3mo**
Learning compass

YouTube
OECD Future of Education and Skills 2030: OECD Learning Compass 2030
OECD Future of education and skills 2030
- derekbartels 3mo**
CEO Perspectives - The Future of Schooling

Profile of the learner

- LuthEdAus 3mo**
What are the Skills one will need in 2030

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Profile of the teacher

- derekbartels 5mo**
Fostering exploration and excellence in Twenty First Century Schools

Fostering exploration and excellence in 21st century schools

PDF
EIU Google-Education
Reading this document through the lens of an Educator is useful to gauge the contemporary requirements and assumptions across the teaching fraternity.

learning in L education

- derekbartels 5mo**
Experiential L

YouTube
Tiny House Project
What does Gold S sustained deep in today's learning
- derekbartels 5mo**
Experiential L