Lutheran Education Contemporary Learning Framework:
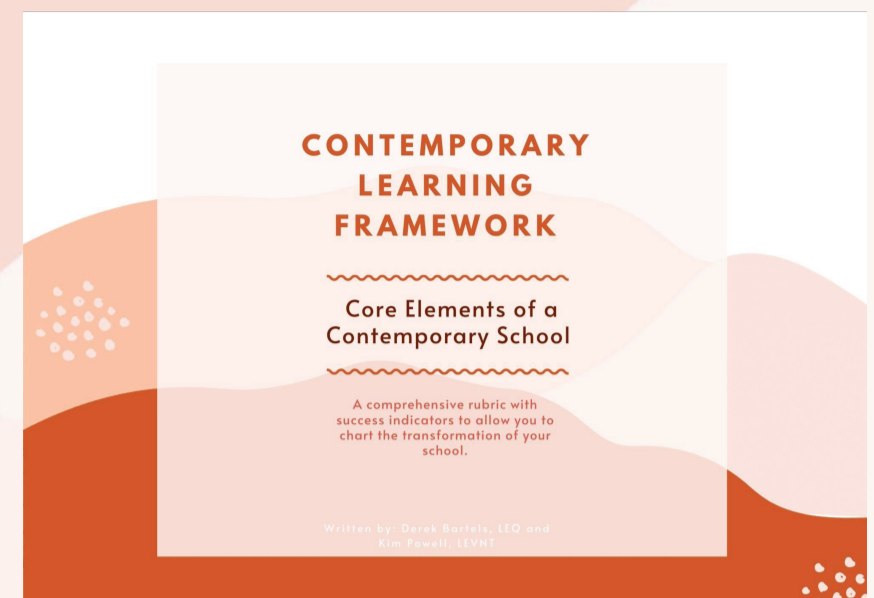## Elements, Indicators and ThinkPlus®

The Lutheran Education Contemporary Learning Framework is a document reflecting the core elements of a contemporary schools and is designed around a comprehensive rubric with success indicators for school transformation. The relevant elements and indicators from this rubric have been aligned with the Elevo Institute and ThinkPlus goals, principles, tools and methods.

ThinkPlus is a metacurriculum designed to complement a schools' existing curricula. It has been developed, evolved and proven from a young learner's perspective and tested in real-life applications from Prep through to senior years. ThinkPlus creates a genuine culture of learning, helping students to thrive in a rapidly changing world. The program gives students the ability to think about their thinking. Merging design and research, ThinkPlus has drawn on education research and from a number of varied and relevant areas.

These include self-regulation, cognitive science, mindsets, Theory of Constructed Emotions, digital learning, pedagogy, Principle-led Design and neuroscience. The ThinkPlus Metacurriculum is a set of tools and methods where teachers, parents and students access through ThinkPlus Resources. ThinkPlus Resources develop the Knowledge, Skills and Understandings (KSUs) young Australians they need to prepare for the 21st Century and beyond. Each resource is developed to complement one or more of the four overarching 'gears' of the Metacurriculum:

- Neuroplasticity,
- Mindsets and Emotions,
- The Science of Learning and
- Metacognition.

Key alignments between the Lutheran Education Contemporary Learning Framework and ThinkPlus Metacurriculum are below in **bold**.

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.

Supportive Culture

Lutheran Foundation

All learners have access to **high quality learning experiences** that develop their God given abilities so that they enrich the world.

Leaders

- 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 identify and celebrate **contemporary learning champions** and **early adopters.**

Governance

The Board champions authentic practice of **contemporary learning** by fostering a **governance culture** of **continuous improvement and change**.

Parents

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.**

Community Partners and Industry

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

Wellbeing

- Staff and students begin to undertake **professional learning** related to **self-awareness** and **emotional intelligence.**
- 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

Educators

- 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 use a consistent **shared language** around contemporary practice in their school.
- 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 and feedback loops.**

Students

- Increasing numbers of students are exposed to experiential learning from **early adopter educators.**
- Students advocate for **contemporary practice** and **articulate** how their **learning** is enabling them to develop important **skills and dispositions.**
- Students demonstrate a **growth mindset** and eagerly **try new opportunities.** 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.

Social Equity

- Working parties are established with **stakeholders to explore and develop changes** to be implemented to increase social equity across the school.
- **Restorative Practice** is deeply understood and used to restore conflict between all stakeholders.

Educator Practice

Professional Learning

There is an **ongoing professional learning** program n the areas identified for **growth.**

Expriential Pedagogy

Educators are trained and implement high quality **experiential pedagogy**, which has a solid structure, supports **academic rigour** and **contemporary skills.**

Multidisciplinary Learning

Educators create opportunities to **collaborate** across disciplines to **design authentic learning experiences** for students.

Student Agency

Students develop and ask questions that begin to **drive the direction of learning.**

Assessment, Feedback and Reflection

- There is a prioritising of assessment and **feedback** for the development of skills embedded in 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.**

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.

Contemporary 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.

Student Progression

- Groupings reflect and support student needs and **individual progression through mastery of skills and understanding.**
- 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.**

Educator Teaming

- Educators naturally work as teams to **leverage strengths and talents** and support areas of **growth**.

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.
- Students develop their understanding of **metacognition** and the ability to articulate how metacognition **impacts their own learning.**

Enabling Environments

Innovative Physical Spaces

Multimodal and easily reconfigurable physical environments are enabled.

ThinkPlus Metacurriculum

Knowledge
What students will know
Contemporary Knowledge needed for 21st Century and beyond -

- **Neuroplasticity**
- **Mindsets and Emotions**
- Scientific Literacy
- Numeracy
- **Science of Learning**
- Emotional Granularity
- Design Thinking
- **Metacognition**

Skills and Dispositions
What students will be able to do
Contemporary Skills needed for 21st Century and beyond -

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Resilience	Curiosity
Persistence	Collaboration
Gratitude	Agility
Adventurous	Creativity
Empathy	

Understanding
How students will demonstrate agency
Contemporary roles needed for 21st Century and beyond -

- Self-regulator
- Self-manager
- Strategic Thinker
- Critical Thinker
- Problem Solver
- Initiator
- Leader
- Principle-led Designer
- Communicator
- Researcher
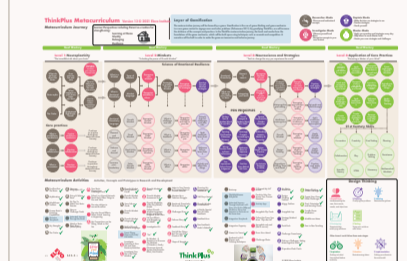
Tools and Methods

Lesson Plans and Student Activities

Multimodal
There are eight (8) **Teacher Toolkits** available in this series;
- Neuroplasticity Foundation to Yr. 2
- Neuroplasticity Years 3 and 4
- Neuroplasticity Years 5, 6 and 7
- Mindsets and Emotions F - Yr. 2
- Mindsets and Emotions Yrs 3 and 4
- Mindsets and Emotions Yrs 5 - 7
- The Science of Learning
- Metacognition (Currently being written)

Books and Posters

Multimodal
- **How to Grow Your Mind Journal**, Hard Copy
- How to Grow Your Mind **Interactive Journal, iPad/Tablet App**
- Steps of Struggle Poster
- Prepare for Learning Poster
- A-Z Mindsets and Dispositions Alphabet Frieze
- Neural Connections Set of 4 Posters

Games

Multimodal
- Grow Your Mind - The Game
- Find Your Feelings Game

Professional Learning

Multimodal
GYM Annual Conference
ThinkPlus Webinars
ThinkPlus YouTube Channel
ThinkPlus Research Publications
Newsletters
Professional Reading
Consultancy
Coaching
Implementation
New ThinkPlus Teacher PD
ThinkPlus Annual Action Plan support
School Classroom Visits
Team Planning
Education Design Research

Partnerships

ThinkPlus Schools
The University of Melbourne
Swinburne University
RMIT University
Science Island
Australian Council for Educational Research
Education Design Group Pty Ltd

The more we learn, the stronger we get!

ThinkPlus is constantly being tested in classrooms, with new knowledge about the way children learn being applied continuously. This ensures all students benefit from the latest scientific, experiential, and iterative advancements.

Enabling Structures

Use of Data

Educators, students and parents **engage** with data to understand the **learner journey.**

Improvement Plan

An **Improvement Plan** is in place and progress against it is measured, reviewed, and celebrated. It is **informed by the Strategic Plan**

Systems and Technologies

The pedagogy in the school leverages a **range of technologies** that enhance student learning and provide **efficient work solutions for educators**

Policies & Procedures

The school implements updated policies and procedures across the organisation to support and enhance the transformation of **contemporary learning**

Lutheran Education QUEENSLAND — Inspired learning for life
ThinkPlus GROWING YOUNG MINDS
Lutheran Education VIC, NSW & TAS
GOOD NEWS LUTHERAN COLLEGE
Inspiring Students for Life
AN ELEVO INITIATIVE