St Aidan's Learning Framework

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BACKGROUND & CONTEXT

St Aidan's Anglican Girls' School, located in Corinda, Queensland, is a high-achieving, high ICSEA, private educational institution for girls and young women.

Current enrolment is just over 1,000; the highest number in the school's 95-year history.

In 2023, we began work on the development of a bespoke Learning Framework for St Aidan's Anglican Girls' School in collaboration with the University of Queensland, Learning Lab.


School Identified Research Problem:

➢ To address coherence and consistency of our approaches to learning, given significant growth in student numbers, which necessitated changes in facilities, curriculum, and staff.

➢ To continue to develop our approach to excellent teaching and learning, given these changes, we determined that it was necessary to develop a greater understanding of attitudes and beliefs amongst members of the community, and whether these attitudes and beliefs were reflective of current research.

➢ This research was also intended to provide the school with a platform to assist with consistent understanding and dialogue around learning practices.

RESEARCH QUESTIONS

What can we learn from relevant literature and the lived experiences of the St Aidan's community to construct our Learning Framework?

METHODS
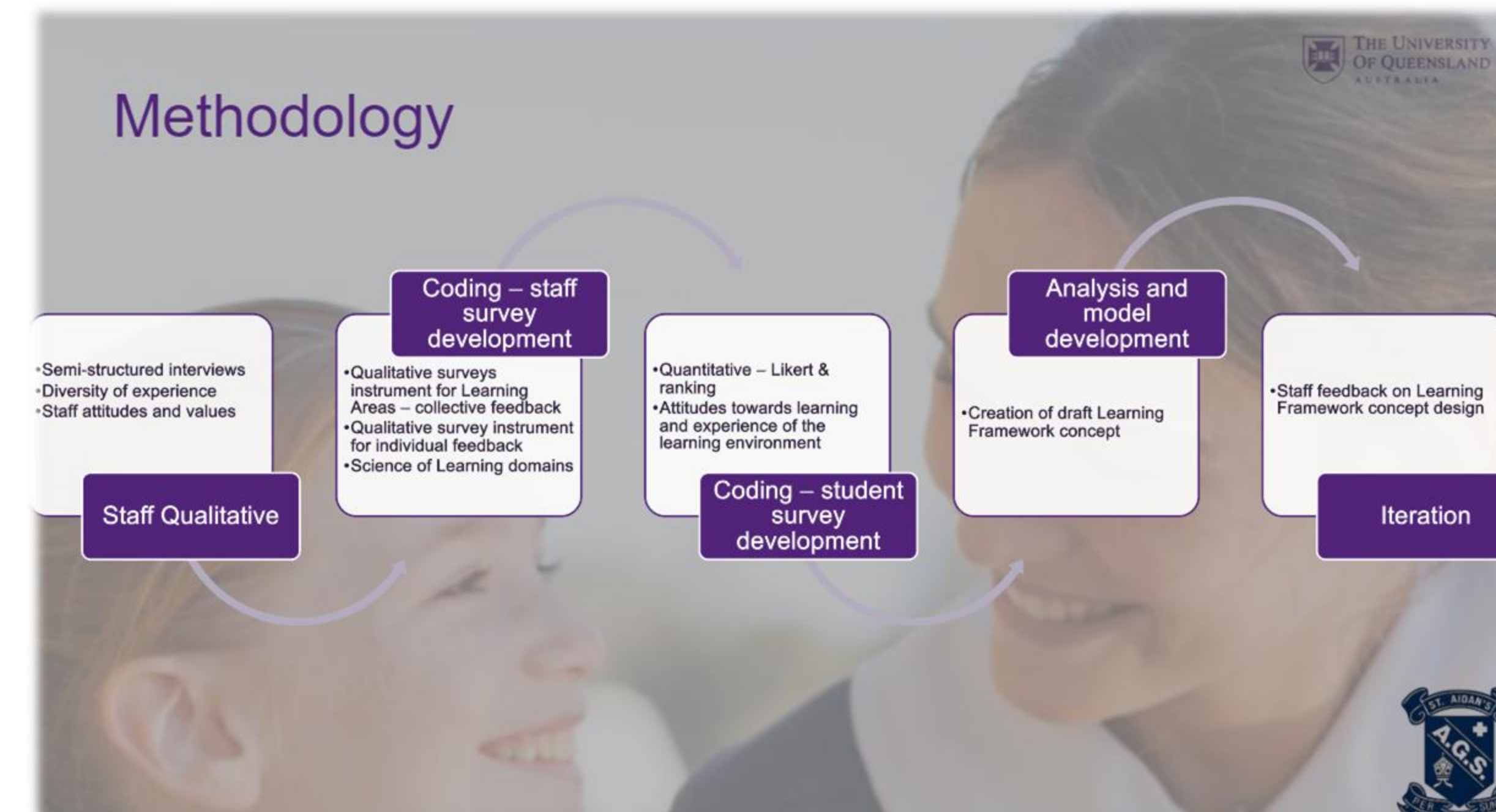
A mixed-methods approach to determining attitudes and values regarding learning has revealed insights and consolidated our understanding of our priorities.

This approach sets us up to develop alignment in our goal-orientation with regards to pedagogy moving into the future.
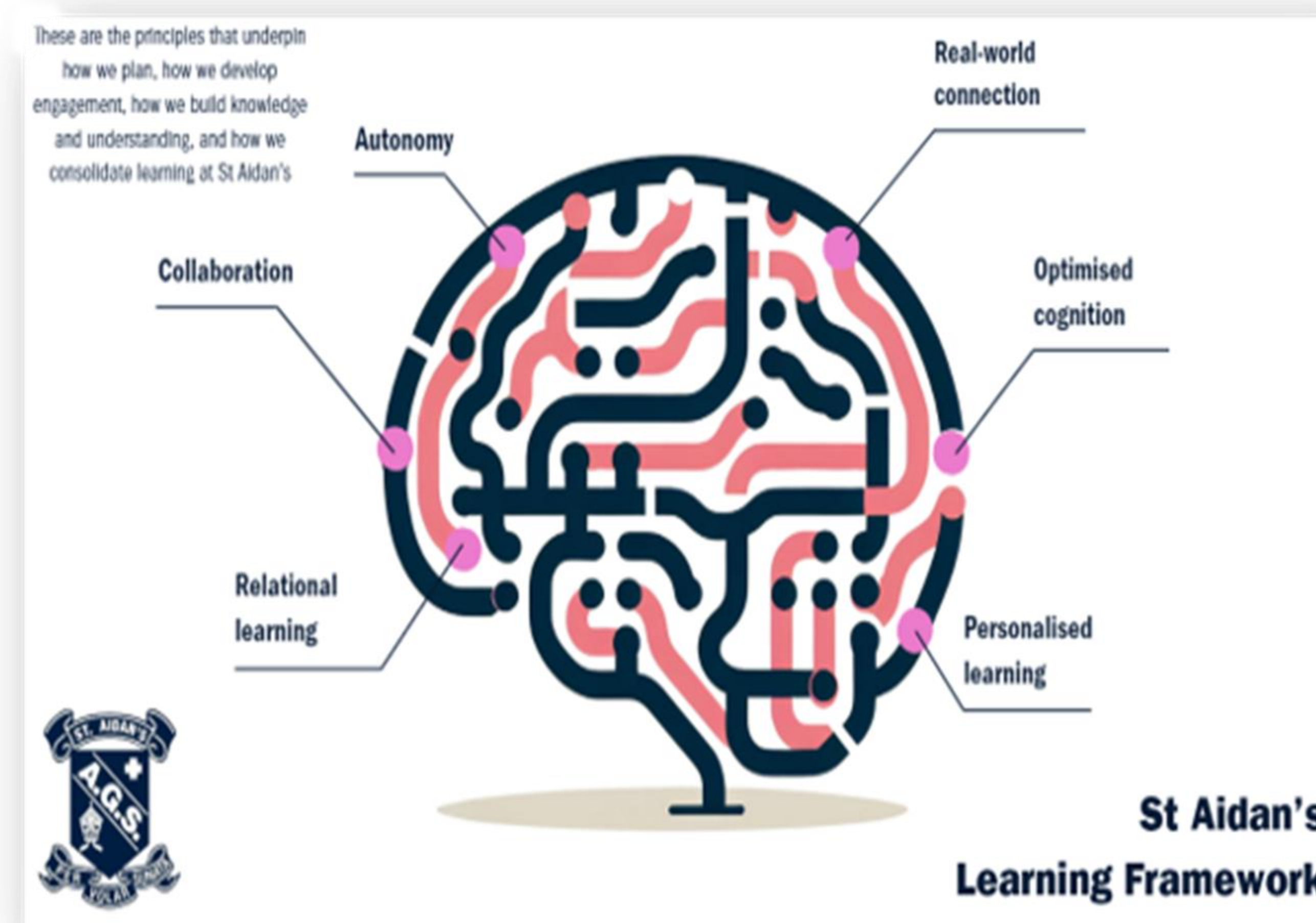
ANALYSIS & RESULTS

Key Themes derived from staff and students:
➢ Safety
➢ Belonging
➢ Relational learning
➢ Autonomy
➢ Collaboration
➢ Optimal cognition for learning

Students generally expressed that they feel well-supported at school. Some findings stressed the importance **of metacognitive strategies and real-world applications for learning,.**

CONCLUSIONS & NEXT STEPS

We are currently developing a translation and implementation process in consultation with staff. The intention is to 'soft-launch' for staff only in 2024, piloting and refining key pedagogical initiatives that can then feed back into a reiterated framework. This mark II framework will then be released to the wider community in 2025.

➢ Based on our initial findings, a key focus will be on metacognitive processes and developing strategies to connect learning to the real-world.
➢ Version 1.0 of our Learning Framework
➢ Implementing pilot projects throughout 2025
➢ Initiatives led by our Learning Design Team
➢ Reorienting our Communities of Practice professional learning initiative.

We are using our work on the Learning Framework to inform our redevelopment of our broader professional learning approach for all staff, drawing on the insights offered by cognitive science.

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