

### BACKGROUND AND RATIONALE

#### The School Challenge

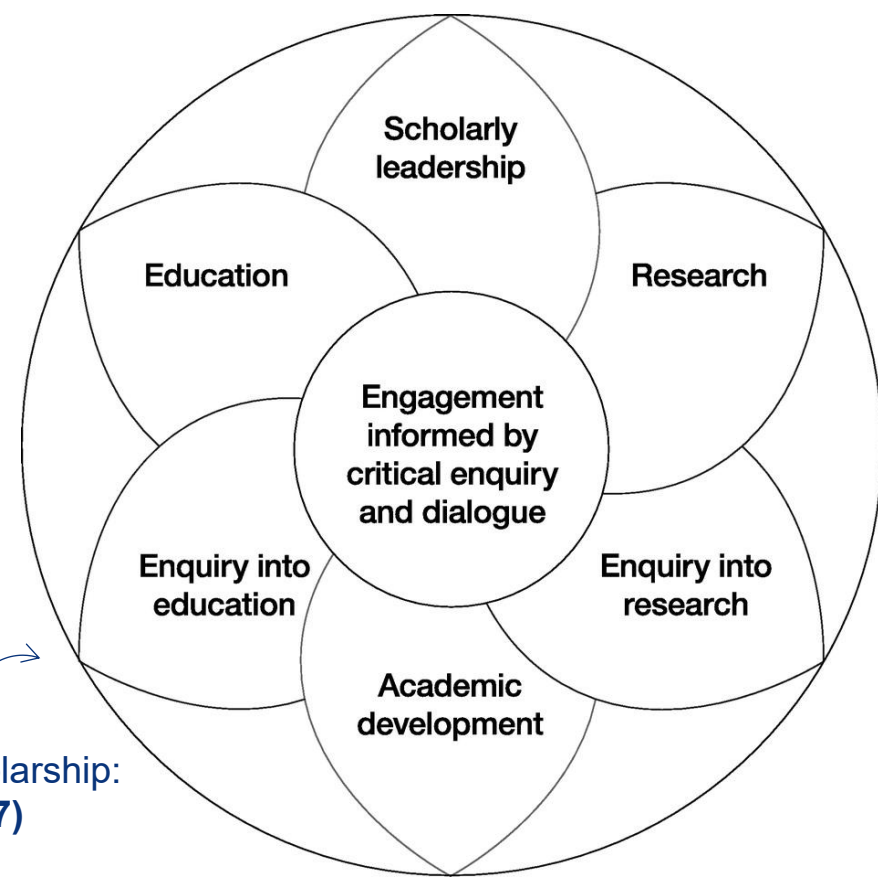
To create a Learning Framework that :

- Is aspirational, research-informed, and strategically aligned.
- Simple to navigate yet allows for depth and complexity
- Integrated learning & wellbeing aligned with PERMAH and our Guiding Principles
- Coherent across Junior and Senior School contexts.

#### The Research Challenge: Redefining Scholarship

What does scholarship mean in *our context*?

- The term 'scholarship' is often associated with grades, awards, financial support, or formal research, yet these definitions may be too narrow for a contemporary school setting.
- There is limited research on how scholarship is understood in school education particularly where learning and wellbeing are integrated.



Example of literature definition of scholarship: Scholarship Circle (Fung, 2017)

**What if Scholarship could represent a broader, more holistic conception of learning – one that encompasses curiosity, knowledge, agency, and resilience?**

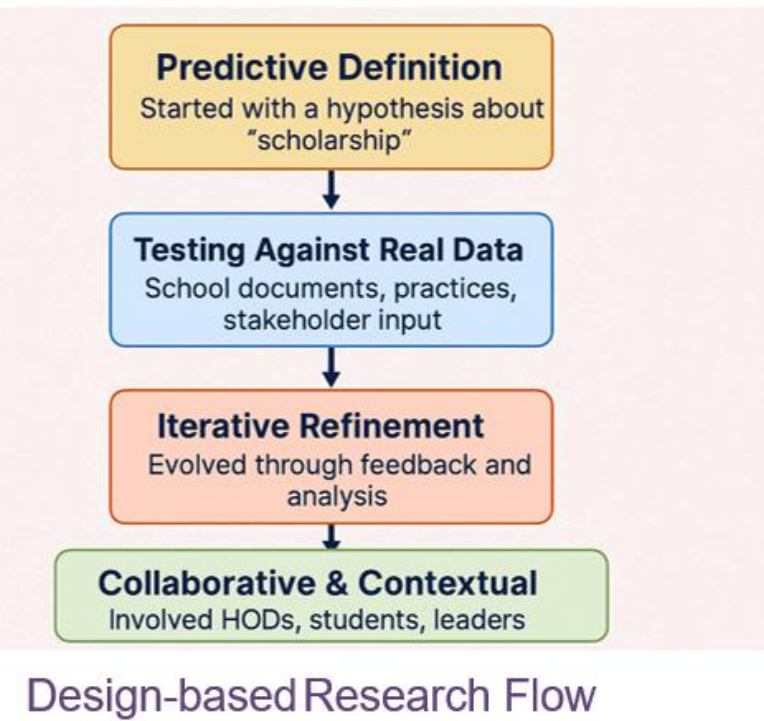
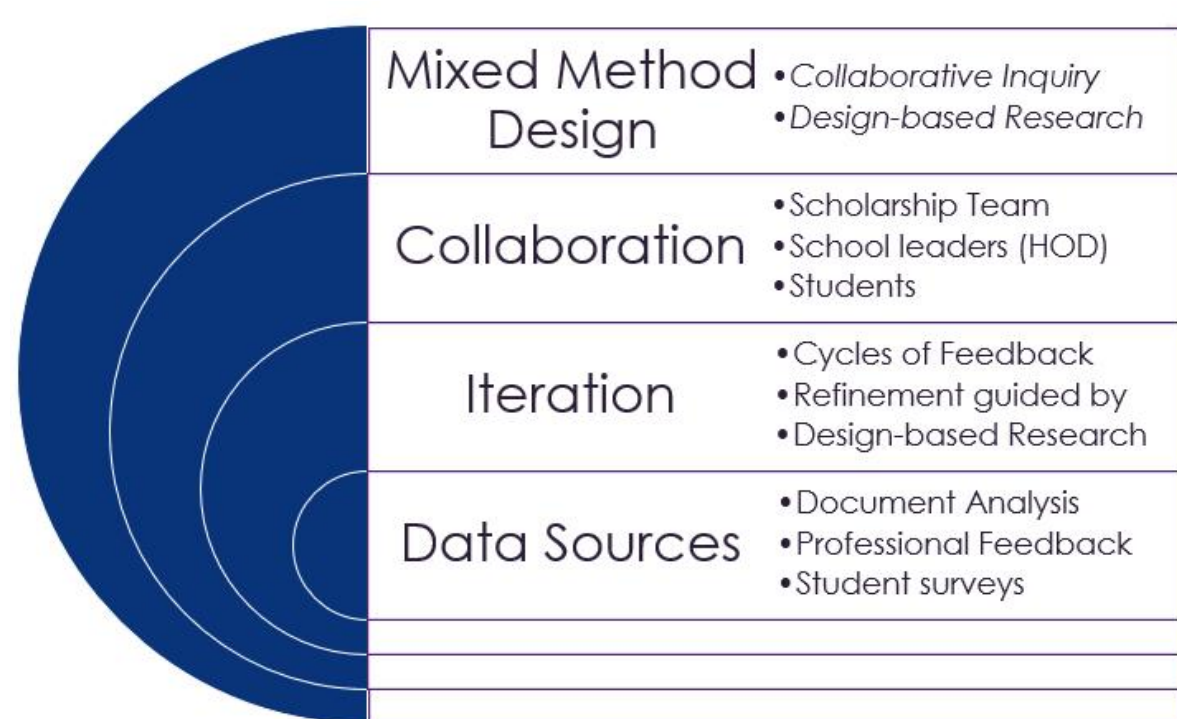
### RESEARCH QUESTIONS

#### What narratives about scholarship do our students and teachers construct and share?

Sub-questions:

- What does scholarship mean in the Ravenswood context?
- How can we broaden and contextualise scholarship beyond narrow definitions?
- How can scholarship be defined and embedded within our Learning Model?
- How can we develop a shared understanding of scholarship [with use of 'scholarly learning/er and scholarly teaching/er] as a marker of quality learning at Ravenswood?

### METHODS AND ANALYSIS



Design-based Research		
<b>Design phase</b>	Consensus framing (UQ Session, Feb 2025)	Developed a working definition to guide inquiry using collaborative consensus technique
<b>Implementation phase</b>	Document analysis	Analysed assessment tasks, reports, and policy documents to identify references to scholarly learning and teaching
<b>Evaluation phase</b>	Staff survey (2024)	Explored staff understandings of learning at Ravenswood, through thematic analysis and by linking findings with literature.
<b>Analysis &amp; Refinement Phase</b>	Student Survey (2025)	Explored Year 6 and Year 10 students' understanding, through factor analysis for Likert-scale items and thematic coding for open responses.
<b>Redesign Phase</b>	Principle Development	Synthesised insights to produce Ravenswood Scholarship Principles grounded in evidence, theory, and school values.

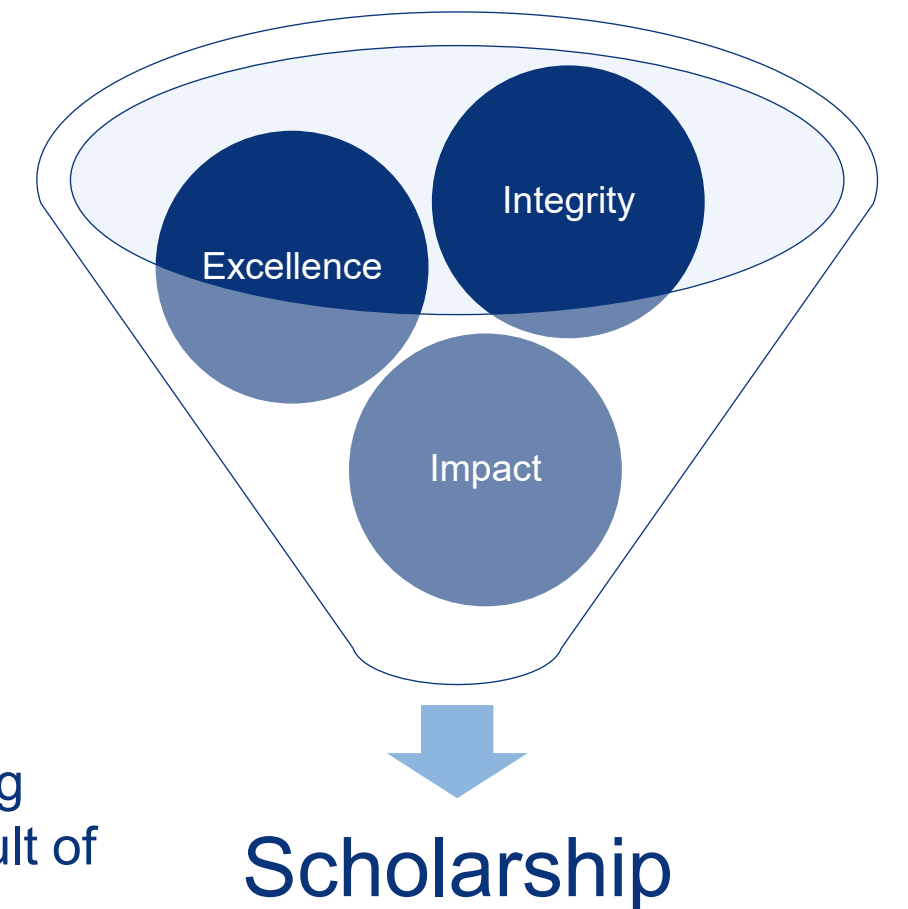
### FINDINGS

#### Working Definition:

**Scholarship is the development of principled learners and teachers who value integrity, critical inquiry, the pursuit of excellence, and contribution to the world.**

#### Principles:

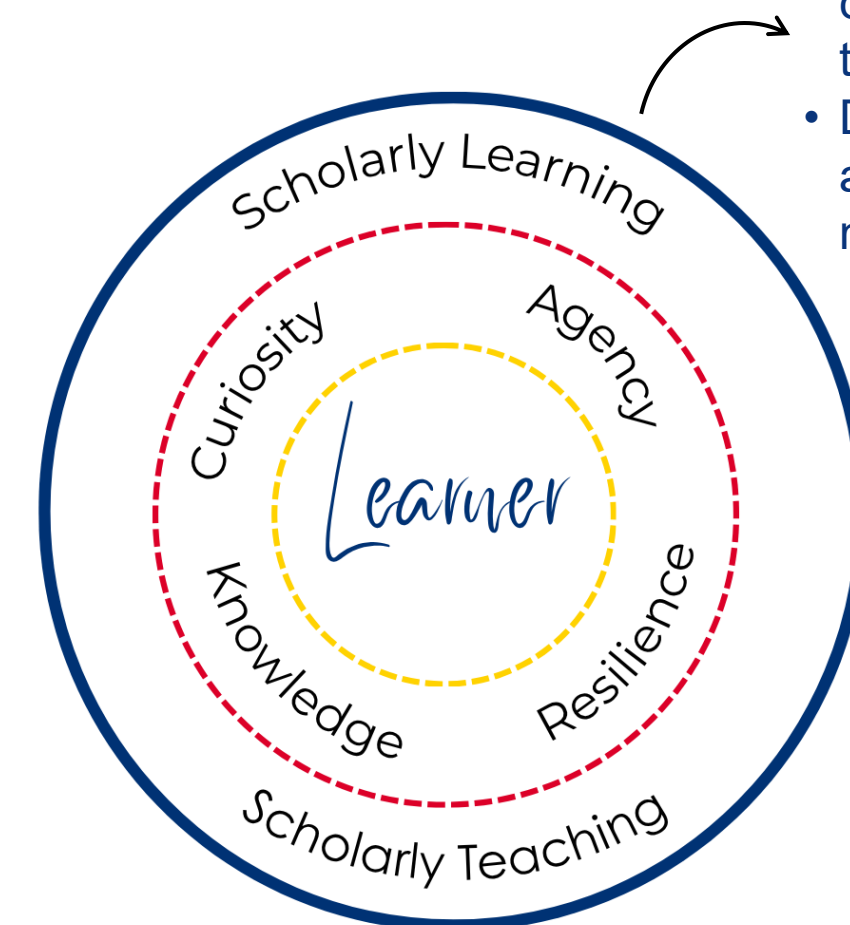
- **Integrity** the cornerstone of scholarship. Learning with integrity is ethical, equitable, and intellectual.
- **Excellence** in learning is dynamic and courageous, with opportunities for deep thinking. We acknowledge it is flawed, complex and worth pursuing.
- **Impact** is about contribution and applying learning in ways that matter. It is the result of being authentic, and other-centred.



#### Scholarly Learning and Teaching

Scholarly learning and teaching at Ravenswood emerge when **curiosity, knowledge, agency, and resilience** are activated – creating principled learners and educators who pursue excellence, think deeply, and contribute meaningfully to their communities.

- Ethical and engaged pursuit of knowledge.
- Grounded in critical inquiry, collaboration, and deep thinking.
- Develops curious, reflective, and purposeful learners who make a lasting impact.



- Evidence-informed and reflective practice.
- Focused on design, evaluation, and continual improvement.
- Promotes professional growth through curiosity and shared insight.

### IMPLICATIONS

Building a culture where learning is **ethical, effortful, and intellectually alive** – for both students and teachers, through **culture and pedagogy, professional growth, and alignment between teaching practice, value, and strategy.**

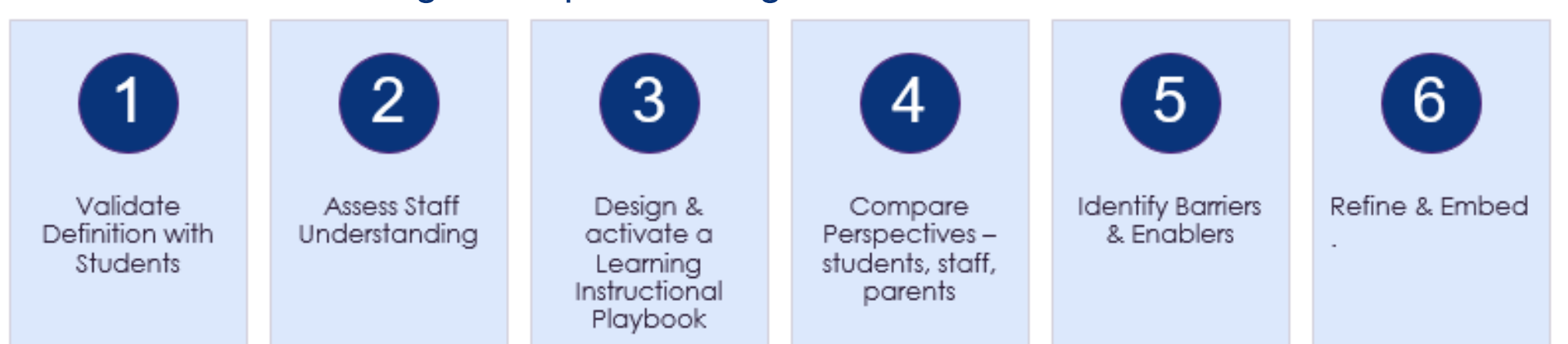
- Culture of Inclusive Scholarship
- Pedagogical shift
- Professional growth
- Alignment and visibility

### LIMITATIONS & FUTURE RESEARCH

#### Limitations:

- Small sample size
- Predictive definitions may have narrowed perspectives and reinforced existing priorities.

**Future research:** Larger sample size to gather more student and teacher voices.



### KEY LEARNING

- ✓ Shared understanding matters
- ✓ Institutional documents shape perceptions
- ✓ Collaborative inquiry strengthens scholarly outcomes
- ✓ Scholarship is broader than academic performance
- ✓ Existing practices reflect scholarship
- ✓ Professional growth through research