



# Towards an Integrated Culture of Learning and Leading



A wooden labyrinth is the central focus of the image, set on a grassy field. The labyrinth is a circular path with a central point, surrounded by multiple concentric, winding paths. The background shows a line of trees and a clear sky. The text "Who is LEADING at your place?" is overlaid in the center of the image.

**Who is LEADING at your place?**

A photograph of a stone labyrinth in a park. The labyrinth is a circular path made of light-colored stones, with a central point and several paths leading outwards. The background shows a line of trees and a grassy area. The top of the image has a dark blue header with a geometric pattern of white lines.

## **How Do Our Young People Experience Culture?**

In every place there is a story that is caught and taught through every daily interaction between all members of the community.

# Clarity, Alignment, Purpose

Where this is clearly understood and held by all members of the community, people are empowered to lead in a coherent culture building way.

The story grows powerfully and there is space and potential for innovation across the organisation.

Growing Deep Framework developed by the LEA provides the basis for these culture growing conversations which sees everyone as a leader.

<https://www.lutheran.edu.au/school-professionals-2/leadership/>.



# Clarity, Alignment, Purpose

## Vocational Practices – provide the what.

- ↳ Lutheran Identity
- ↳ Excellence in Teaching and Learning
- ↳ Building Community
- ↳ Ongoing Improvement and Innovation
- ↳ Leading Effective Organisation and Management

The image features a stone labyrinth in a wooded area, with a dark blue decorative border at the top. The labyrinth is a circular path of stones, and the background shows trees and a path. The text is overlaid on the image.

## **What are We ALL on about?**

Improving student learning across all dimensions of life, including their understanding of the Christian faith from a Lutheran perspective.



## Small Step – The What

- ↪ Rewriting Terms of Reference in terms of the vocational practices with focus on including language about improving student learning and oriented towards leadership rather than management. Have had leaders engaged in reflecting on vocational practices and AITSL leadership statements.
- ↪ For Admin staff, we wrote a draft and they have provided feedback
- ↪ This is the richness and fullness of my role including strengthening Lutheran identity.

## 2.4 Enhance Community Building

- 2.4.1 Develop and maintain positive partnerships and collaboration with College Council, Lutheran Education Australia and Lutheran Education Queensland, independent Schools Queensland, students, parents, carers and the wider community. This would include links and partnerships with other learning agencies including TAFE, universities and professional education networks.
- 2.4.2 Promote and value the College as a rich and effective learning community within the College and in the broader community.

goals. This would include the provision of professional development and coaching of curriculum leaders and the support of teacher engagement in reflection, collaborative planning, mutual peer review.

- 2.3.2 Lead the teaching and learning review to produce and implement data, evidence-based improvement plans for the development of the College curriculum and enhancement of student learning outcomes.

- 2.3.3 Ensure the vision and strategic plan for teaching and learning has a focus on the improvement of student learning outcomes and wellbeing and that its goals and intentions are aligned with whole school goals. Support reflection and action to refine and achieve improved outcomes.





## **Terms of Reference**

Language that captures leadership rather than management focus for all practices other than Leading Effective Organisation and Management



## Capabilities – The How

- ↳ Capture the social and emotional, the ways of thinking and being, the self we bring into the context.
- ↳ Where am I in this continuum?



# Together We Grow As People

- ↳ Rare person that would meet all capabilities.
- ↳ Powerful reflective tool.



## **Growing Oneself**

Building self awareness | Deepening faith | Learning and adapting | Living positively



## **Engaging the Community**

Modeling integrity | Listening and understanding | Building support | Networking and strategic relationships



## **Leading the Team**

Creating purpose and clarity | Nurturing faith | Growing capacity | Inspiring excellence



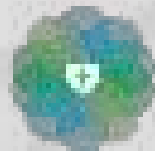
## **Focusing on Outcomes**

Searching for knowledge | Sharing for improvement | Thinking strategically | Making it happen

# Growing Deep Devotions

**Engaging the Community**

**Listening and Understanding**



**growing deep**

Leadership and Discipleship Training



# Growing Deep Capabilities



## Engaging the Community

Modeling integrity | Listening and understanding | Building support |

Networking and strategic relationships

## Deep listening and understanding



A circular stone labyrinth is the central focus of the image, set in a park-like environment with trees and a bench in the background. The labyrinth is a complex, winding path of light-colored stones. Overlaid on the image are two words in a bold, dark blue font: 'Empathy' on the left and 'Graciousness' on the right.

**Empathy**

**Graciousness**



My dear brothers and sisters, take note of this:

*Everyone should be quick to listen,  
slow to speak and slow to become angry.*

James 1:19



“There is a  
Ministry of  
Listening”

“Listening can  
be a greater  
service than  
speaking”

The most famous Lutheran of the 20<sup>th</sup> Century,  
**Dietrich Bonhoeffer** wrote this in “*Life Together*”





**“The person who can no longer listen to his brother or sister will soon be no longer listening to God either; they will be doing nothing but prattle in the presence of God too. This is the beginning of the death of the spiritual life.”**

A circular stone labyrinth is the central focus of the image, set in a wooded area with many trees in the background. The labyrinth is made of light-colored stones and has a complex, winding path. The text is overlaid on the image in a dark blue font.

## Listen to Learn

Listen for understanding rather than agreement

Ask powerful questions



Give an example of where you felt you practiced deep listening?

*What were the results?*

Think about a situation today or over the next week where you want to bring deep listening?

*How are you going to do it?*

*The most important thing in communication is hearing what is not said.*

Peter Drucker



*Education is the ability to listen to almost anything without losing your temper or your self-confidence.*

Robert Frost



*We have two ears and one mouth so that we can listen twice as much as we speak.*

Epictetus



*Knowledge speaks, but wisdom listens.*

Jimi Hendrix



The first duty of love is to listen

Paul Tillich



*Deep listening is miraculous for both listener and speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits expand.*

Sue Patton Thoele



## Living in community

«class for Lutheran school»

# love

## JUSTICE

compassion

forgiveness

service

## COURAGE

humility

# hope

## quality

expectation



## VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

| WISDOM  | COURAGE   | HUMANITY   | JUSTICE   | TEMPERANCE  | TRANSCENDENCE  |
|---|---|--|---|---|--|
| <br>Mindfulness<br>Being fully present and aware of your thoughts and feelings without being overwhelmed by them. | <br>Bravery<br>Facing our fears and threats with fortitude.                         | <br>Kindness<br>Treating others with warmth, compassion, and consideration.                    | <br>Fairness<br>Treating others as we would like to be treated.         | <br>Self-regulation<br>Controlling our appetites, emotions, and impulses. | <br>Spirituality<br>Having a sense of meaning and purpose in life.           |
| <br>Creativity<br>Using our imagination to come up with new ideas and solutions.                                  | <br>Perseverance<br>Sticking with our goals and dreams, even when things get tough. | <br>Love<br>Having a close relationship with someone who makes us feel valued and appreciated. | <br>Leadership<br>Inspiring and motivating others to do their best.     | <br>Prudence<br>Being careful and thoughtful about our decisions.         | <br>Hope<br>Having a positive outlook on the future.                         |
| <br>Perspective<br>Seeing things from a broader perspective and understanding the bigger picture.                 | <br>Honesty<br>Being truthful and open about our feelings and thoughts.             | <br>Teamwork<br>Working together with others to achieve a common goal.                         | <br>Gratitude<br>Appreciating the good things in life.                  | <br>Moderation<br>Avoiding extremes and finding a balance in life.        | <br>Faith<br>Having confidence in something that is not visible or provable. |
| <br>Curiosity<br>Being interested in learning and exploring new things.   | <br>Integrity<br>Being honest and ethical in our actions.                           | <br>Generosity<br>Giving to others and helping those in need.                                  | <br>Citizenship<br>Being a responsible member of our community.         | <br>Self-control<br>Controlling our impulses and emotions.                | <br>Mindfulness<br>Being fully present and aware of the present moment.      |
| <br>Open-mindedness<br>Being willing to consider different perspectives and ideas.                                | <br>Resilience<br>Bouncing back from setbacks and adversity.                        | <br>Empathy<br>Understanding and sharing the feelings of others.                               | <br>Honesty<br>Being truthful and open about our feelings and thoughts. | <br>Moderation<br>Avoiding extremes and finding a balance in life.        | <br>Hope<br>Having a positive outlook on the future.                         |
| <br>Creativity<br>Using our imagination to come up with new ideas and solutions.                                  | <br>Bravery<br>Facing our fears and threats with fortitude.                         | <br>Kindness<br>Treating others with warmth, compassion, and consideration.                    | <br>Fairness<br>Treating others as we would like to be treated.         | <br>Self-regulation<br>Controlling our appetites, emotions, and impulses. | <br>Spirituality<br>Having a sense of meaning and purpose in life.           |

**VIA**  
VIA INSTITUTION FOR CHARACTER  
(where the world finds strength)  
[www.viacharacter.org](http://www.viacharacter.org)



TABLE - Two (2)

| PART I  |       | PART II |       | PART III |       |
|---------|-------|---------|-------|----------|-------|
| Item    | Value | Value   | Value | Value    | Value |
| 1. ...  | ...   | ...     | ...   | ...      | ...   |
| 2. ...  | ...   | ...     | ...   | ...      | ...   |
| 3. ...  | ...   | ...     | ...   | ...      | ...   |
| 4. ...  | ...   | ...     | ...   | ...      | ...   |
| 5. ...  | ...   | ...     | ...   | ...      | ...   |
| 6. ...  | ...   | ...     | ...   | ...      | ...   |
| 7. ...  | ...   | ...     | ...   | ...      | ...   |
| 8. ...  | ...   | ...     | ...   | ...      | ...   |
| 9. ...  | ...   | ...     | ...   | ...      | ...   |
| 10. ... | ...   | ...     | ...   | ...      | ...   |

| PART I  |       |       | PART II |       |       |
|---------|-------|-------|---------|-------|-------|
| Item    | Value | Value | Item    | Value | Value |
| 1. ...  | ...   | ...   | 1. ...  | ...   | ...   |
| 2. ...  | ...   | ...   | 2. ...  | ...   | ...   |
| 3. ...  | ...   | ...   | 3. ...  | ...   | ...   |
| 4. ...  | ...   | ...   | 4. ...  | ...   | ...   |
| 5. ...  | ...   | ...   | 5. ...  | ...   | ...   |
| 6. ...  | ...   | ...   | 6. ...  | ...   | ...   |
| 7. ...  | ...   | ...   | 7. ...  | ...   | ...   |
| 8. ...  | ...   | ...   | 8. ...  | ...   | ...   |
| 9. ...  | ...   | ...   | 9. ...  | ...   | ...   |
| 10. ... | ...   | ...   | 10. ... | ...   | ...   |

THREADS - Term One

| WEEK 1  |                                   |   | WEEK 2  |                                   |   |
|---|-----------------------------------|---|---|-----------------------------------|---|
| Thread  | Prerequisites                     | Transfer Examples   | Thread  | Prerequisites                     | Transfer Examples   |
| <p>1. Equations and Inequalities</p> <p>Using pencil and paper to solve systems of linear equations and inequalities in two variables</p> <p>Identify the slope and y-intercept</p> | None                              | <p>Parsons</p> <ul style="list-style-type: none"> <li>Math</li> <li>Algebra</li> <li>Calculus</li> </ul>        | <p>1. Equations and Inequalities</p> <p>Using pencil and paper to solve systems of linear equations and inequalities in two variables</p> <p>Identify the slope and y-intercept</p> | None                              | <p>Parsons</p> <ul style="list-style-type: none"> <li>Math</li> <li>Algebra</li> <li>Calculus</li> </ul>        |
| WEEK 3  |                                   |   | WEEK 4  |                                   |   |
| <p>2. Graphs</p> <p>Using pencil and paper to graph systems of linear equations and inequalities</p> <p>Identify the slope and y-intercept</p>                                      | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> | <p>2. Graphs</p> <p>Using pencil and paper to graph systems of linear equations and inequalities</p> <p>Identify the slope and y-intercept</p>                                      | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> |
| WEEK 5  |                                   |   | WEEK 6  |                                   |   |
| <p>3. Linear Functions</p> <p>Using pencil and paper to graph linear functions</p> <p>Identify the slope and y-intercept</p>  | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> | <p>3. Linear Functions</p> <p>Using pencil and paper to graph linear functions</p> <p>Identify the slope and y-intercept</p>  | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> |
| WEEK 7  |                                   |   | WEEK 8  |                                   |   |
| <p>4. Systems of Equations</p> <p>Using pencil and paper to solve systems of linear equations</p> <p>Identify the slope and y-intercept</p>   | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> | <p>4. Systems of Equations</p> <p>Using pencil and paper to solve systems of linear equations</p> <p>Identify the slope and y-intercept</p>   | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> |
| WEEK 9  |                                   |   | WEEK 10   |                                   |   |
| <p>The Lines and Planes</p> <p>Using pencil and paper to solve systems of linear equations</p> <p>Identify the slope and y-intercept</p>  | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> | <p>The Lines and Planes</p> <p>Using pencil and paper to solve systems of linear equations</p> <p>Identify the slope and y-intercept</p>  | <p>Mathematics</p> <p>Algebra</p> | <ul style="list-style-type: none"> <li>Algebra</li> <li>Calculus</li> <li>Physics</li> <li>Chemistry</li> </ul> |





PACIFIC AS A PEACE PLACE

Positive Schools · Wellbeing

Based on Relationships

Restorative Processes

PERMA

Positivity · Engagement · Relationships · Meaning · Accomplishment

Character Strengths

Wisdom · Courage · Humanity · Justice

Care · Dignity · Respect

Lutheran Theology + Scriptures

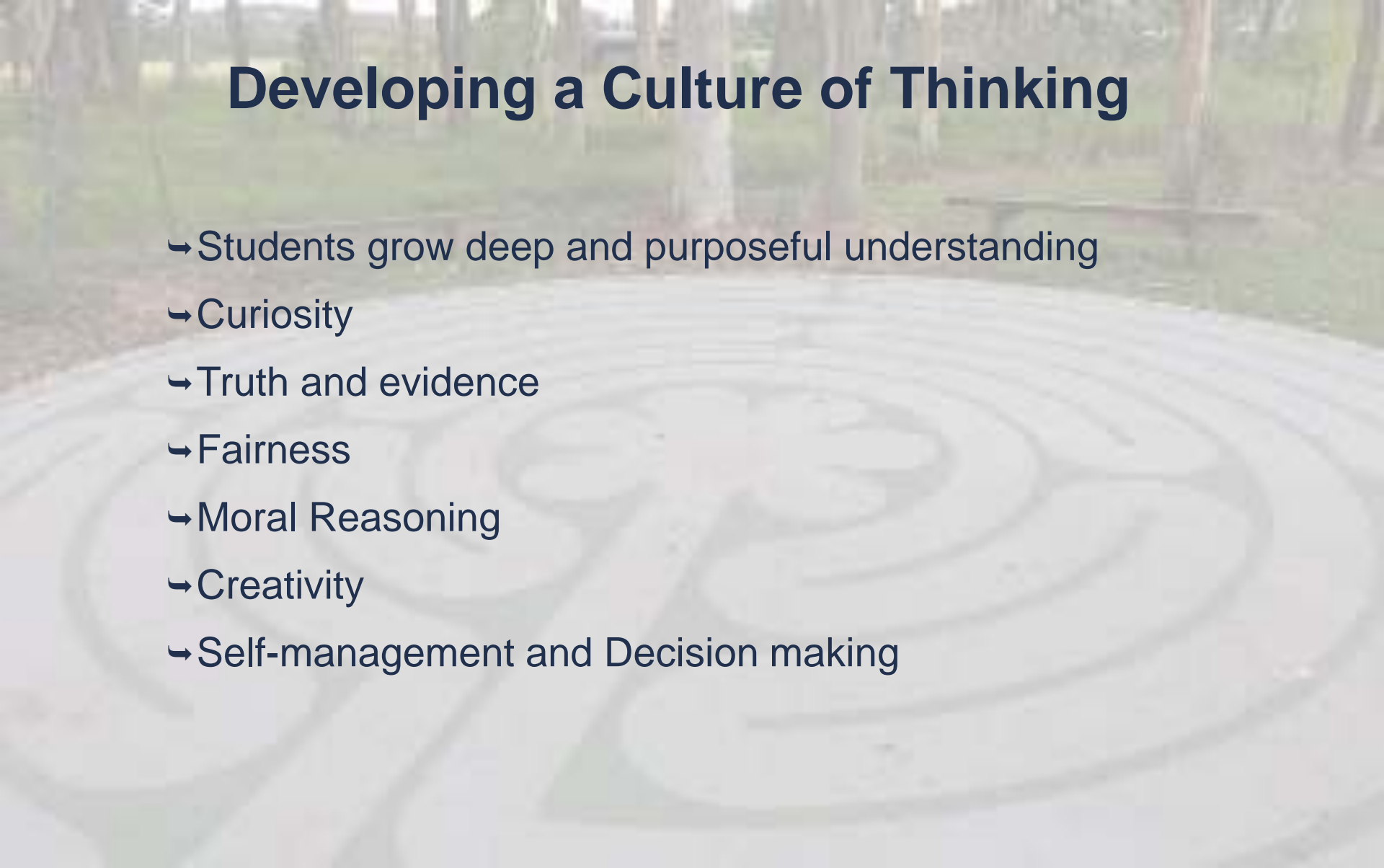


# Developing a Culture of Thinking





# Developing a Culture of Thinking

- 
- ↳ Students grow deep and purposeful understanding
  - ↳ Curiosity
  - ↳ Truth and evidence
  - ↳ Fairness
  - ↳ Moral Reasoning
  - ↳ Creativity
  - ↳ Self-management and Decision making

# Teaching for Understanding

## Visible Thinking



# Teaching for Understanding

- **Throughlines** - Yearlong goals
- **Generative Topics** – generate big picture thinking and ideas, connect to what is familiar to students and other subjects
- **Understanding Goals** – unit sized goals that are nested
- **Performances of Understanding** – show what students understand
- **Ongoing Assessment** – assessing throughout the unit and Ladder of Feedback





# Agile Learning





## Slow Reflective Journey







