

A vision
for
learners
and learning
in
Lutheran
schools



Lutheran
EDUCATION
Australia



Lifelong
Qualities
for Learners

A framework for Lutheran schools

A framework for Lutheran schools

Rationale

This framework was developed through a consultative process involving schools and regions within Lutheran Education Australia. The framework provides an overview of how Lutheran schooling is formed and shaped by its beliefs, while meeting legislative requirements and also reflecting current understandings about learners, learning and learning communities. It presents a Christian worldview that reflects a framework of meaning and purpose to inform Lutheran schooling. A Framework for Lutheran schools presents a story to tell, a language to speak, a work to undertake, and a face of God to see, and it helps people who encounter Lutheran schooling to identify the group to which they belong (Scroope, 2005).

Explanation

The ethos of the Lutheran school is informed by beliefs about God, the nature of people and the relationship God seeks with each individual, which in turn informs relationships with one another and the environment. Since this ethos is deeply held, certain things are highly valued and they influence and motivate behaviour. This ethos comprises the left column of the framework and grounds the worldview of the Lutheran school. It should underpin each school's mission statement, hence the solid arrows are used to make links. In addition, Lutheran schools are bound by legislative requirements which, together with current beliefs about learners, learning and learning communities, also shape experiences in the school. However, these elements of the framework are somewhat fluid. Legislation and government requirements change over time. Knowledge and understanding of learners, learning and learning communities are informed by current research. As research in areas like science and the social sciences grows, so does an understanding of these elements. An example is brain research which, in recent years, has revealed new insights into learning and the nature of learners. Thus, the right hand column of the framework is linked by less solid arrows, indicating its more fluid nature.

The framework is cohesive as each belief in the right hand column is in alignment with the ethos elements. Thus, ethos underpins all that is done and said in the Lutheran school. The mission statement and beliefs about the lifelong qualities of people who have attended Lutheran schools find their genesis in ethos. These lifelong qualities in turn are supported by, and support, beliefs about learners, learning and learning communities (paradigms). While ethos is founded on the rock of faith and the paradigms are more transient, being based on what the sciences reveal at this moment in history, together they make a cohesive framework for education in Lutheran schools.

Uses

Schools are encouraged to explore the framework in more detail with their whole school community and use it to inform decision-making so that the inter-relatedness of its elements can be made more explicit and connected to everyday practice in schools. The framework is intentionally brief so that each teacher can place it at the front of their work program/s as a reminder of the Lutheran ethos at the core of all that is done and said in the Lutheran school.

A framework for Lutheran schools

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

while

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

and

Contributing to communities by being

- self-directed, insightful investigators and learners
- discerning, resourceful problem solvers and implementers
- 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



Foreword

It is a pleasure to write introductory words for this document *A vision for learners and learning in Lutheran schools* (second edition). In 2005 the former LEA Executive Director, Adrienne Jericho, wrote 'it represents the culmination of a lengthy development process and reflects the thinking of a wide range of practitioners on learning in a Lutheran school ... *A framework for Lutheran schools* provides an overview of the fundamental beliefs and paradigms of learning that shape Lutheran schooling.'

This is the second edition of this document and I wish to acknowledge the professional collaborative efforts of several Lutheran educators who have contributed to this upgrade. The depth of their thinking is evident when one compares the two editions – this second edition ensures the current educational context is addressed, but that the number of changes were so few indicates a richness of thinking and experience from Lutheran educators, an acknowledgement of their wisdom and deep insight.

Thank you to all who have contributed, have used this resource and who will continue to refer to it in the years ahead. It contains our vision for what we in Lutheran schools want for the students in our schools. It contains a focus for what we value and how we approach our teaching and learning in Lutheran schools.

It is a treasure trove for our values, for service learning, for lifelong qualities and for so many aspects of what we strive for in the exciting learning and serving places that Lutheran schools are and want to be. It summarises what we in Lutheran schools value.

Your service, leadership and passion for Lutheran education and schools is acknowledged. I commend the second edition to you.

Serving our young people together

Stephen Rudolph
Executive Director
Lutheran Education Australia

© 2002, revised 2005, revised 2013

Lutheran Education Australia, Archer Street, North Adelaide, South Australia

Contents

Foreword	ii
Lifelong Qualities for Learners (LQL)	2
Lifelong Qualities for Learners: diagram	3
Lifelong Qualities for Learners: the context	4
Lifelong Qualities for Learners: the benefits	4
Core Statement: explanation	5
Value Statement: explanation	5
Statement of Attributes and Abilities: explanation	6
Attributes and Abilities: end statements	7
Attributes and Abilities: designed down descriptors	
• self directed, insightful investigators and learners	8
• discerning, resourceful problem solvers and implementers	8
• adept, creative producers and contributors	9
• open, responsive communicators and facilitators	10
• principled, resilient leaders and collaborators	10
• caring, steadfast supporters and advocates	11
Appendix	
1. Using Lifelong Qualities for Learners: getting started / moving forward	12-13
2. Core Values: elaborations	14
3. Attributes and Abilities: elaborations	15
4. <i>The Melbourne Declaration on Educational Goals for Young Australians</i> alignment	16
5. The Australian Curriculum	17
6. Attributes and Abilities: alignment with <i>pedagogical frameworks</i>	18
7. Lifelong Qualities for Learners: alignment with <i>Six Challenges: Six Mysteries</i>	19
8. More about IQ and EQ	20
Bibliography	21

Acknowledgements

Many people have assisted with the development of *Lifelong Qualities for Learners*

- Dr William Spady (USA) who worked with us on six occasions to help in the understanding of lifelong qualities and their development
 - Mike Middleton (Australia) who facilitated construction of the first framework
 - Dr Malcolm Bartsch and Dr Ken Albinger (ALC) who contributed their theological insights
 - Education Officers Sue Kloeden and Louise Mason from each region of Lutheran Education Australia who wrote and revised the document
- In addition, principals and teachers from schools across Australia were involved in consultations and the writing of various components during 2000–2002.

The document was revised in October 2005, to reflect national compliance requirements. It was further revised in 2013 to reflect the Australian Curriculum.

Logo

The essence of LQL is captured in the logo that has been developed. This logo concept communicates the dynamic, upward reaching journey of life and learning. The stars suggest goals, dreams and new heights. The different flowing shapes represent different directions, shapes and forms all reaching outwards and onwards. The logo depicts learning and development that grows out of the lifelong qualities for learners and encourages a values system worth being a part of.

Lifelong Qualities for Learners

Lifelong Qualities for Learners (LQL) gives a focus to the vision that Lutheran Education Australia (LEA) has for learners and learning in Lutheran schools. LQL is embedded in LEA's *A framework for Lutheran schools*. This framework describes how core Lutheran beliefs and statements about learners, learning and learning communities relate and contribute to the development of individuals.

LQL is aspirational and describes a vision for learners and learning. It is not age specific, but rather describes a journey of lifelong learning that embraces each person in the Lutheran school community. This vision is about tomorrow as much as today!

LQL has three components, each of which is interconnected and interrelated. The three components are:

- the **core statement** which talks about identity
- the **values statement** which describes core values people hold as they live in community, values that reflect characteristics of God
- the **statement of attributes and abilities** which describes what people are and what they do as they contribute to community in compassionate and productive ways

Each of these components contributes to and influences the other. There is no clear boundary between the components as illustrated in Figure 1. Together they comprise *Lifelong Qualities for Learners*, a vision that LEA has for learners and learning in Lutheran schools.

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

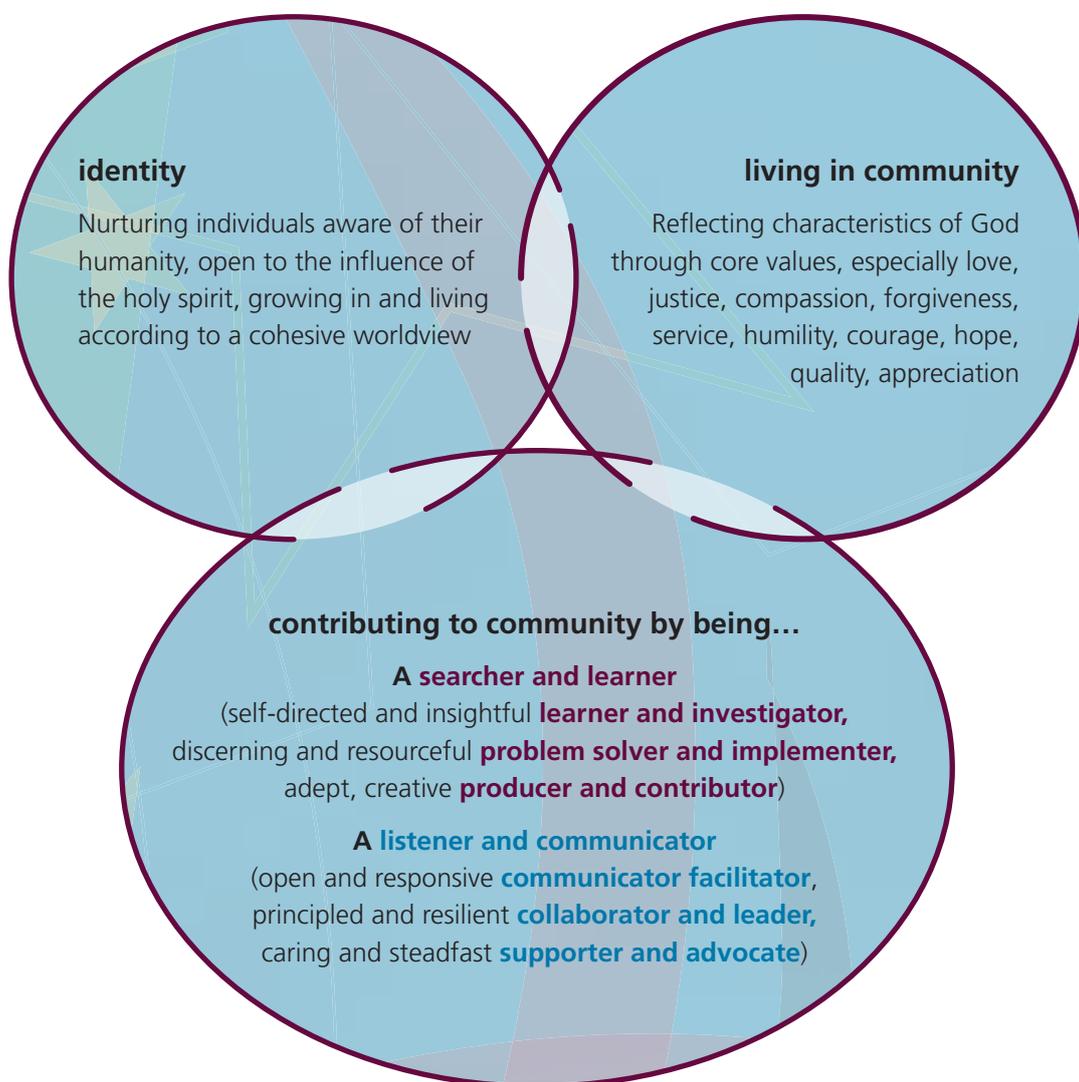
- open, responsive **communicators and facilitators**
- principled, resilient **leaders and collaborators**
- caring, steadfast **supporters and advocates**

Figure 1: Diagram of the components comprising *Lifelong Qualities for Learners*

Lifelong Qualities for Learners

Central to the core statement is a hope for each person that they will develop a clear sense of their personal identity and worth. As they experience life in a Lutheran school community, learning about and growing in their understanding of a Lutheran worldview, they begin to develop and shape their personal worldview. Increasingly, over time there will be congruence between their beliefs and their actions. Such individuals live life with integrity.

The ethos and culture of a Lutheran school are reflected in its values. These are drawn from a world view which has core Lutheran beliefs at its foundation. All people living, learning and working in a Lutheran school have opportunity to understand themselves better through living in a nurturing community with explicit values. While these values are particularly derived from Lutheran beliefs, they also encompass various dimensions of human experience (religious/spiritual, aesthetic, moral/ethical, physical/recreational, socio-cultural, economic, political, technical/vocational, cognitive/intellectual, and interpersonal/relational).



Attributes and abilities are the 'are's and do's'. Each consists of two attributes (what people are) and two abilities (what people do). There is an equal balance between the kinds of characteristics, skills, and dispositions needed to develop individually as searcher and learner (IQ) and those needed to interact, empathise, and live in relationship with others (EQ). As growing lifelong learners, everyone in a Lutheran school develops their unique gifts and talents so that they can be valued and valuable contributors to their communities through love and service.

Lifelong Qualities for Learners: the context

G K Chesterton (1924) proposed that education was simply the soul of a society passing from one generation to the other, whilst B F Skinner (1964) suggested that education was what survives when what has been learned is forgotten. Learning how to learn and discerning what is worth learning are challenges faced by all. Lifelong Qualities for Learners (LQL) describes a way in which Lutheran schools might prepare students for the roles they may assume in their lives and provides a moral, ethical framework within which those roles operate.

Without a clear statement of purpose or a clear educational vision, decisions about the curriculum to implement and the educational structure to support it will be settled by default. In such cases, decisions may even be contrary to what Lutheran schools believe about the nature of the learner, the nature of knowledge and the purposes of schooling. LQL asserts that Lutheran schools strive to nurture individuals who, whether Christian or not, learn about and understand a Christian worldview whilst developing their own worldview so that they can act with integrity and contribute to the shaping of their communities in productive and compassionate ways.

While Lutheran schools support the broad purposes of education to which all schools subscribe (acculturation of young people into society, preparation for the world of work and personal formation) they would also add the dimension of service for the glory of God. Bartsch (2001) has argued that '[v]iewed from the perspective of the theology of the cross, the Lutheran school aims to prepare its students for service in the world' (Bartsch, 2001, p. 118). LQL through its three components of core statement, values statement and statement of attributes and abilities, identifies skills, attributes and qualities of character that nurture such a vocation of service.

Lifelong Qualities for Learners: the benefits

Lifelong Qualities for Learners (LQL) is a statement that:

- contributes to a common meaning and purpose for Lutheran schools across Australia
- gives direction to all staff about their particular contributions to the school ethos, irrespective of their roles, whether teaching or non teaching
- views the nurturing and developing of individuals holistically
- is learner focused
- is future oriented
- focuses on what schools, through their exiting students, contribute to their wider communities
- aligns the school internally to a common purpose, and externally to other Lutheran schools
- is independent of particular educational curricula
- can be customised by schools specifically for their context, while showing how the two (local and national) link

Ways in which LQL can be used in Lutheran schools to enhance learning are explored in Appendix 1.

Core Statement: explanation

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

Individuals have a strong and positive sense of their own **identity** and worth. They know who they are and acknowledge and respect the identity of others. Christians know who they are and whose they are and identify their inheritance as children of God. Others in Lutheran schools, will know that Christians believe there is a God who loves everyone. They will have experienced a Christian view of the individual as expressed in their school.

Individuals are **aware of their humanity**. They acknowledge their strengths and weaknesses, their potential and limitations. They see themselves in relationship with others as they participate in community. Christians also have an appreciation of the impact of sin on them personally, on the community in which they operate and on their relationship with God. They appreciate the act of forgiving and being forgiven, restoring relationships and reconciliation – living in grace.

Moreover, **individuals** are **open to the influence of the Holy Spirit**. It is the Holy Spirit who is their ‘helper’ and through whom they receive strength and faith. People within Lutheran schools, whether they are Christian or not, will have the opportunity to know about the Holy Spirit and be open to the Spirit’s influence. For Christians, it is the Holy Spirit who strengthens and guides them in their relationship with Jesus Christ.

Furthermore, **individuals** are **growing in** (implying never-ending, developing, emerging) and **living** according to a cohesive worldview. They incorporate their belief system and everyday actions and behaviours so that there is integrity and consistency between their actions and their belief system – they walk their talk. This sense of identity is not just ‘head stuff’ but also ‘heart stuff’, a conscious thing, something that is lived not simply talked about.

Having a **cohesive worldview** implies developing a consistent, unified, interconnected and interrelated worldview, encompassing local, national and global perspectives and accepting responsibilities and rights that attend such perspectives. For Christians, it is a worldview determined by their relationship with God as creator, redeemer, sanctifier, and is centred on God’s revelation in Jesus Christ.

In summary, **individuals** have a clear sense of personal identity and integrity. They display resilience, inner peace and respect for themselves and for others.

Values Statement: explanation

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

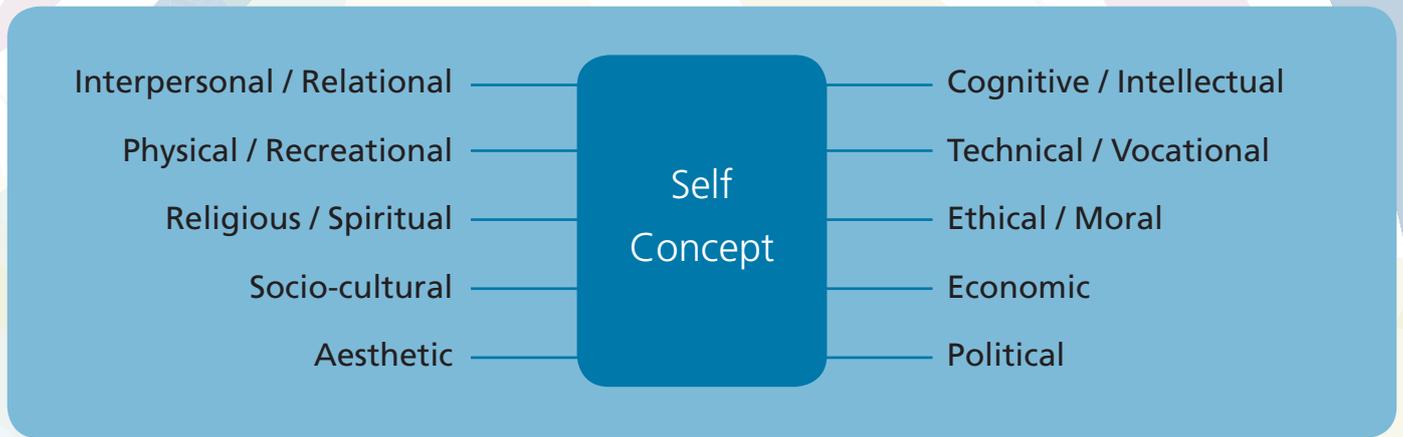
This component of LQL is about values that students leaving Lutheran schools know about, and hopefully appropriate for themselves, having experienced them in action in the school.

No education is value-free. Lutheran education is certainly not value-free. Individuals in Lutheran schools do not live in isolation, but rather live in community with attendant responsibilities, informed by their values. The Lutheran school sees everything that its staff and students do and are, in relation to God, and sees each person as being in relationship with God. Therefore the school values and cares for all people, encouraging them to reflect characteristics of God as they live in community.

LQL core values, love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation, are derived from Lutheran beliefs expressed in *A framework for Lutheran schools*. They also encompass the various dimensions of human experience expressed in Hill’s (2005) value domains: religious/spiritual, ethical/moral, cognitive/intellectual, technical/vocational, political, economic, socio-cultural, physical/recreational, interpersonal/relational, and aesthetic (see Figure 2). LQL core values reflect characteristics of God and God’s will for people, as his creation.

Whilst a Lutheran school’s values program will reflect the core values identified above, some schools might choose to emphasise other values in their values program in order to reflect the diversity of their community. The synonyms and Bible references which are listed against these values (see Appendix 2) may be helpful for schools as they seek to name their values. Making the values of the school explicit, talking about them, and developing programs where they are explicitly taught was a requirement for all Australian schools (DEST, 2005), and is still a worthy goal.

Figure 2: Value domains (Hill, 2005)



Statement of Attributes and Abilities: explanation

Contributing to communities by being

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

Attributes (what we are) and **abilities** (what we do) comprise the third component of LQL. They are God-given and acknowledged with thanks and praise to God. Christians seek to use those gifts for his glory, not their own. Furthermore, those gifts are used to **contribute to our communities**, to be salt to the world. Individuals do not have to do anything or be anything to be acceptable before God. Because of God's love and the peace that comes from such love they seek to serve their communities.

There is no hierarchy proposed in these six elements and that is why the diagram (see Figure 1) has elements to the left and right. In the written version they are placed in an order that reflects the sorts of things one would expect to see happening in schools. Consequently, investigating and learning leads to problem solving and implementing, thereby producing and contributing something to the community. Then communicators and facilitators lead and collaborate, showing support and, where necessary, advocating for people or positions.

On the diagrammatic representation (see Figure 1) of LQL, attributes and abilities are described as being fundamentally either Intellectual Quotient (IQ – red) or Emotional Quotient (EQ – blue) in nature thus providing a balance between the two (see Appendix 8 for more about EQ and IQ).

Elaborations of the attributes and abilities can be found in Appendix 3. The attributes and abilities have also been aligned with *The Melbourne Declaration on Educational Goals for Young Australians* (see Appendix 4) and with *productive pedagogies* (see Appendix 6).

Attributes and Abilities: end statements

End statements describe what people with these attributes and abilities are and do. They are not especially age specific and are as relevant for adults as for exiting students. Indeed it is interesting to reflect on their worth by looking on them as descriptors of all those working in Lutheran schools.

Self-directed, insightful investigators and learners, who:

- initiate, set goals and take responsibility for their own learning
- identify and develop effective ways to learn and build skills
- identify and fully examine assumptions and evidence
- frame questions that guide exploration of issues and help form deeper understandings
- systematically examine and analyse, using appropriate resources and strategies
- reflect on and assimilate their experiences to continue learning and growing

Discerning, resourceful problem solvers and implementers, who:

- identify and define issues that affect the quality of life in local / global communities
- locate and use a wide range of information, tools and resources to thoroughly analyse the factors and their interrelatedness
- frame complex questions that look beyond conventional approaches
- critically examine the evidence for validity and relevance to make meaning and develop feasible alternatives
- evaluate alternatives for consequences and implications – ethical, social, economic, political and environmental
- translate solutions into designs and proposals for action
- find alternative strategies for achieving plans of action

Adept, creative producers and contributors, who:

- generate ideas, products and services which meet or exceed agreed upon standards of excellence and have value for others
- locate and use available resources ethically to create constructive courses of action
- engage in productive activities in a highly skilled and imaginative way
- give of their time and talents to undertake activities and projects which benefit others and improve the quality of life in their communities

Open, responsive communicators and facilitators, who:

- foster a respectful, inclusive atmosphere in which people can communicate confidently and with trust
- solicit and consider information and opinions from all stakeholders to form a deeper understanding of issues and possibilities
- seek clarification of the facts / points of view offered and help make it possible for all points of view to be understood
- use a variety of communication skills and forms to process and share information in ways that clearly convey its substance and intent
- manage and organise the exchange of information and ideas among individuals and groups to achieve desired outcomes
- encourage and support others in seeking and achieving agreement on a course of action

Principled, resilient leaders and collaborators, who:

- identify and examine key issues or conditions that affect the quality of life in their local and global communities
- engage others in tackling these issues or conditions and proposing ways to improve them
- invite and use the experience and expertise of all participants in identifying and deploying strategies and resources to tackle these things in ways that safeguard the rights and welfare of all participants
- develop ethical ways to continue moving forward in the face of challenges and obstacles to these initiatives
- persevere and overcome challenges in carrying through actions

Caring, steadfast supporters and advocates, who:

- identify and examine issues and conditions influencing their own health and wellbeing and that of their neighbour
- treat themselves and others with consideration, respecting differences in viewpoints, values and beliefs
- work in partnership with others to formulate common goals and ways of working together interdependently
- guide, inspire and counsel others to create, develop and realise their own vision
- defend and promote what is worthy, even in the face of criticism and adversity
- interact intuitively and sensitively to the feelings, needs and circumstances of others

Attributes and Abilities: designed down descriptors

The following pages contain descriptors for each of the attributes and abilities. The descriptors suggest what students will be doing if they are indeed developing such attributes and abilities during their years in Lutheran schooling. The end statements (page 7) were used as the basis and starting point for designing down the descriptors for years 12, 9, 6, 3, and school entry ages. Schools will need to interpret these descriptors for their own context, and adapt them to suit local structures; states and territories have different phases of schooling and local schools also have various structures such as staging, middle schooling, transition points that will impact on their application of these descriptors. The developmental stages are fluid in nature.

Self-directed, insightful investigators and learners, who ...

	Year 6				Year 3	School Entry
Evaluate personal needs and use a wide variety of goal-setting strategies as independent learners	Identify personal needs and use a wide variety of goal-setting strategies to develop independent learning	Initiate, set goals and take responsibility for personal learning	Practise and explore strategies and skills to set and meet personal learning goals	With support and guidance develop skills for learning		
Autonomously, through questioning, re-formulate and elaborate on own knowledge, understandings and values	Pose questions to investigate issues and develop deeper understandings	Frame questions that guide exploration of issues and help form deeper understandings	With support, frame questions that guide exploration of issues and help form deeper understandings	With support, use questions to guide learning and construct meaning		
Critically examine and evaluate evidence and assumptions, utilising appropriate resources and strategies	Examine and analyse evidence and assumptions, using appropriate resources and strategies	Identify and explain evidence and assumptions using selected resources and strategies	Find and interpret evidence using selected resources and strategies	Learn strategies to find information through the use of resources		
Critically reflect on and integrate experiences to continue as active lifelong learners	Critically reflect on and integrate experiences to develop skills for lifelong learning	Reflect on and integrate experiences to develop skills for continuous learning	Build on experiences to develop skills for continuous learning	With support, build on personal experiences and natural curiosity		

Discerning, resourceful problem solvers and implementers, who ...

	Year 6			Year 3	School Entry	
Identify and define the complexity of issues that affect the quality of life locally, nationally and globally	Identify and define issues that affect the quality of life locally, nationally and globally	Identify and, through reflective discussion, consider elements of issues and problems that affect the quality of life locally, nationally and globally	Identify and, through reflective discussion, recognise elements of problems that affect the quality of life locally, nationally and globally	Recognise, and through discussion, reflect on problems that affect the lives of people and places		
Frame complex questions and critically evaluate the elements of issues, and their inter-relatedness, using an extensive range of information, tools and resources	Pose relevant questions and critically analyse the elements of issues, and their inter-relatedness, using a comprehensive range of information, tools and resources	Ask relevant questions and analyse the elements of issues and problems, and their inter-relatedness, using a diverse range of information, tools and resources	With support, construct relevant questions and examine the elements of problems, and their inter-relatedness, using a wide range of information, tools and resources	With support, suggest relevant questions and explore problems, and their inter-relatedness, using a range of information, tools and resources		
Design and evaluate a diverse range of options to effectively address issues, using both innovative and conventional approaches	Develop and critically analyse multiple options to effectively address issues, using both innovative and conventional approaches	Construct and analyse a range of options to address issues and problems, using both innovative and conventional approaches	List some options to address problems, using both innovative and conventional approaches	With support, list a number of options to address problems, using both innovative and conventional approaches		

Critically evaluate options for consequences and implications – ethical, social, economic, political, cultural and environmental	Critically analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental	Analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental	Examine options for consequences and implications	With support, consider options for consequences and implications
Design and manage plans of action for chosen solutions	Devise and apply plans of action for chosen solutions	Develop and practise implementing plans of action for chosen solutions	Identify and practise implementing a series of steps to action chosen solutions	With support, think about and practise implementing a series of steps to action chosen solutions
Persevere with solutions, review plans of action, and if necessary evaluate and refine effective alternate strategies	Persevere with solutions, review plans of action, and if necessary generate and use effective alternate strategies	Persevere with solutions, review plans of action, and if necessary find and attempt alternate strategies	Persevere with solutions, review the steps taken, and if necessary think about and try alternate steps	With support, persevere with solutions, review the steps taken and, if necessary, try an alternate series of steps

Adept, creative producers and contributors, who ...

School Entry				
Year 3				
Year 6				
Year 9				
Year 12	Year 9	Year 6	Year 3	School Entry
Freely give time and confidently use talents to model service to others through activities and projects that improve the quality of life for others locally, nationally, globally	Demonstrate service to others through the giving of time and building of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Practise service to others through the giving of time and sharing of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Explore and begin to practise service to others through the giving of time and the identification and sharing of talents in activities and projects that improve the quality of life for others locally, nationally, globally	Affirm others and, with support, identify talents and personal strengths
Use problem solving skills to generate a comprehensive range of ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Examine the implications of existing products and services, apply criteria to make judgments, and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Identify and describe aspects of existing products and services, assess their suitability and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others	Explore and make connections between different aspects of existing products and services and generate new ideas, products and services which meet the needs of and have value for others	Through play, make comparisons and judgments about their own and others ideas, products and services
Evaluate design skills and strategies, and utilise knowledge and experience to defend own designs on moral and ethical grounds	Analyse different design skills to justify personal choices when meeting criteria relating to eg. function, effectiveness, durability and aesthetics	Develop a range of design skills to suit criteria relating to eg. function, effectiveness, durability and aesthetics	Learn specific design skills to contribute to change more effectively	Recognise that there are different ways of thinking about and planning designs to effect change
Use resources ethically to engage in productive activities in highly skilled and imaginative ways	Use resources responsibly to engage in productive activities in skilful and imaginative ways	Make decisions about the responsible use of resources and refine skills while engaging in productive activities in imaginative ways	Suggest ways and practise responsible use of resources, and develop skills while engaging in productive activities in imaginative ways	Use initiative and imagination when choosing and experimenting with and using resources for products

Open, responsive communicators and facilitators, who ...

Year 12	Year 9	Year 6	Year 3	School Entry
Model and promote a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Create and demonstrate a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Develop and foster a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Practise and help each other create a respectful, inclusive atmosphere in which people can communicate with confidence and trust	Contribute to a respectful, inclusive atmosphere in which people can communicate with confidence and trust
Collaboratively pursue and analyse information and opinions from all stakeholders/sources to critically evaluate issues and possibilities	Investigate and examine information and opinions from many stakeholders/sources to develop complex understandings of issues and possibilities	Inquire and consider information and opinions from a range of stakeholders/sources to form deeper understanding of issues and possibilities	With support, search for and select information and opinions from a variety of stakeholders/sources for understanding of issues and possibilities	With support, seek and gather information and opinions from several stakeholders/sources to make sense of issues and possibilities
Synthesise facts and opinions and ensure clarity of all viewpoints	Evaluate facts and opinions and promote clarity of all viewpoints	Analyse facts and opinions and encourage a clearer understanding of all viewpoints	Question and seek clarification of facts and opinions for clearer understanding of viewpoints	Question the facts and opinions to promote an understanding of viewpoints
Critically analyse an extensive range of communication forms to competently process and share information to convey content and purpose	Manipulate a broad range of communication forms to process and share information to convey content and purpose	Review and apply a wider range of communication skills and forms to process and share information to convey content and purpose	Use a range of communication skills and forms to process and share information to convey content and purpose	Experiment with a range of communication skills and forms to process and share to convey content and purpose
Facilitate the sharing of information and ideas among individuals and groups to achieve desired outcomes	Negotiate the sharing of information and ideas among individuals and groups to achieve desired outcomes	Manage and organise the sharing of information and ideas among individuals and groups to achieve desired outcomes	Lead the sharing of information and ideas among individuals and groups to achieve desired outcomes	Initiate the sharing of information and ideas among individuals and groups to achieve desired outcomes
Apply inclusive democratic processes when instigating a course of action	Put into practice inclusive democratic processes when deciding on a course of action	Practise inclusive democratic processes for determining a course of action	Demonstrate decision making processes when planning a course of action	Explore decision making processes when choosing a course of action

Principled, resilient leaders and collaborators, who ...

Year 12	Year 9	Year 6	Year 3	School Entry
Model the servanthood and stewardship nature of leadership as demonstrated by Jesus	Consistently practise and apply elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Examine and practise elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Explore and begin to practise elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities	Help and show consideration for others

As stewards, identify and critically analyse issues of human and community wellbeing, serving others to improve the quality of life locally, nationally and globally	As stewards, challenge their understandings through the identification and examination of a range of viewpoints on issues [eg. social, political, environmental, economical, cultural] and engage in constructive individual or collaborative action	As stewards, articulate their own viewpoint, acknowledge and respect differing viewpoints on a range of issues, and negotiate constructive individual and collaborative action	As developing stewards, recognise differing viewpoints and participate in guided individual and collaborative action, with support	As developing stewards, listen to others and contribute in guided individual and collaborative action
Individually take appropriate, constructive action and engage others to use their experiences and expertise in response to issues, whilst safeguarding the rights and welfare of all stakeholders	Use knowledge of group dynamics to engage self and others in appropriate social actions within the school, local, national and global communities	Practise and apply teamwork roles and responsibilities to undertake appropriate social actions within the school, local, national and global communities	Recognise the benefits of mutually supportive relationships and develop teamwork skills for appropriate social actions within the school, local, national and global communities	Develop friendships and, with support, work as a team member
Use ethical ways to persevere and overcome challenges and obstacles that may impede initiatives	Apply ethical understandings and perseverance while pursuing resources and strategies to overcome obstacles and challenges to initiatives	Develop ethical understandings and apply learned strategies of perseverance to overcome obstacles and challenges to initiatives	Identify the principles of right and wrong, and practise learned skills of perseverance, recognising that obstacles and challenges may occur as initiatives are implemented	Identify the principles of right and wrong and be guided to learn skills of perseverance knowing that obstacles and challenges may occur as risks are taken

Caring, steadfast supporters and advocates, who ...

School Entry				
Year 3				
Year 6				
Year 9				
Year 12				
Critically evaluate issues and conditions influencing their own and others health and well being	Critically analyse issues and conditions influencing their own and others health and well being	Examine issues and conditions influencing their own and others health and well being	Identify issues and conditions influencing their own and others health and well being	With support, identify issues and conditions influencing their own and others health and well being
Intuitively show sensitivity to self and others, valuing differences in beliefs, attributes and circumstances	Consistently demonstrate sensitivity to self and others, understanding differences in beliefs, attributes and circumstances	Actively demonstrate sensitivity to self and others, respecting differences in beliefs, attributes and circumstances	Respond with sensitivity to self and others, respecting differences in views, needs and abilities	With encouragement, show sensitivity to self and others, appreciating differences in views, needs and abilities
Operate interdependently, guide and inspire others to create, develop, and realise a personal vision and common goals	Promote interdependence, mentor, and inspire others to create, develop, and realise a personal vision and common goals	Practise interdependence, encourage and inspire others to create, develop, and realise a personal vision and common goals	In partnership, assist and inspire others to create, develop and realise common goals	Help and encourage others, through partnerships, to develop common goals
Champion and actively promote what is worthy, even in the face of criticism and adversity	Argue for and promote what is worthy, even in the face of criticism and adversity	Defend and represent what is worthy, even in the face of criticism and adversity	Develop understanding of life issues and promote through action what is worthy, even in the face of opposition	Listen, and reflect on life issues, supporting worthy causes even when others do not see that point of view.

APPENDIX 1

Using Lifelong Qualities for Learners

Getting started

Values are an inherent part of schooling, and each school engages in the process of identifying its core underpinning values and then foregrounding those values explicitly and implicitly.

The choices we make, and the things we think are important, come through in our actions every day. Everything that a teacher does in a classroom and even the way that a school organises itself has implicit values that come through in unspoken messages to all of us and particularly to students (Talking of Values: Encouraging a National Conversation, 2001).

Few would argue that every school and person within that school has their own value system and these value systems may or may not be in alignment.

Naming the values at the core of the school and teaching them explicitly while modelling them implicitly is evident to some degree in most schools. However, many have not openly discussed and reached a decision about what values and how those values might be best taught and modelled. Other schools have developed effective and well-respected values programs that contribute to a school environment that is safe, respectful of the individual and future focused.

In a very real sense, the values identified as core for Lutheran schools help define their educational goals. They certainly shape the sort of teaching and learning that happens and the way in which community works within the school. Values might well be at the core of a good school, but they mean nothing if they cannot be translated into ways and means by which they can be achieved (Bell and Harrison, 1996). Having a school community

name and define its core values is an important beginning. Having it examine practice to see how well those values are expressed within the school community follows. Furthermore, by providing a program to explicitly and implicitly teach and model those same values is where articulation of theory and practice occurs.

Whilst taking care not to indoctrinate (Barrow, 1975) in the moral education sense of the word, the school should nevertheless be able to clearly state its underpinning values and provide all in its community with the opportunity to develop a common understanding of those values (Begley, 1999). Here it is important to distinguish the volitional element from the cognitive. It does not follow that teaching about a value leads automatically to commitment to that value by the learner. It is legitimate to require students to develop capacities of knowing and feeling, but it is not possible, nor appropriate, to demand conformity to a specific set of values. Schools declare and live the values they hold core, and individuals decide for themselves whether to appropriate those values into their own value system.

Moving forward

Lifelong Qualities for Learners can be used in a variety of ways for a variety of purposes. The following is a brief synopsis of a variety of purposes provided in alphabetical order to deny any hierarchy of emphasis. In creative hands this number could expand, as schools come to better understand the framework and its potential.

Annual school reports and school administration

In an age when schools are required to provide annual reports on the operation of the school, LQL can provide a rationale and a structure for the provision of such reports. Schools could show in their report how such an underpinning vision helps align the various elements of the school – administration, staffing, teaching and learning, building school culture, and managing resources and personnel.

Having an agreed vision may provide a principled guide to school decision-making, school development and improvement plans as well as a structure for a school review. If the core business of the school is about learning and the learner, a clear vision of the nature of a learner leaving a Lutheran school is required. The school, and all that it offers and does, should be aligned with that vision.

Curriculum framework

LQL provides a constant frame with which to deal with changing content. Schools can use LQL in different ways: aligning subjects beneath it, clustering the outcomes / objectives around attributes and abilities (Middleton, 2000). Such an approach gives stability and a sense of control and continuity to schools and teachers as syllabi come and go. All new syllabi can be evaluated and audited against LQL, providing a degree of constancy within change. With an increasing desire and need to provide a seamless curriculum P-12, having a common vision also supports the development of cohesiveness and commonality across the school, providing opportunities for increased dialogue between year levels.

Embedding LQL in school culture and practice

There are many ways in which LQL can become a living and visible part of the everyday life of the school and its community. Authentic implementation and understanding of the LQL takes considerable time and uses multiple opportunities. Schools may highlight and make explicit the three components of LQL through:

- articles in school newsletters and publications
- embedding LQL in school development and strategic planning documentation
- posters, charts and other visuals in the school which define and provide examples of the value, attribute or ability in action
- the school prospectus, parent handbook and staff induction packages
- focusing on each value, attribute and ability on a rotational basis for a period of time (eg, a fortnight or month), and developing awareness through foyer displays, assembly presentations, newsletter items and class discussions
- using the values, attributes and abilities to shape and form school awards and recognition of student contribution and achievement
- developing resources in the school that encourage staff and students to reflect on, and apply, the values, attributes and abilities
- using the values, attributes and abilities as the basis for peer and self-assessment in relation to curriculum tasks or general reflection and goal setting.

Evaluation by principals / leaders

LQL may be used by principals to reflect on and evaluate how the programs of the school facilitate such attributes and abilities. How does the extra-curricular program contribute? How well are the policies and services of the school aligned to LQL components? Does the administration of the school model LQL components in its dealings with the school community? How well does the curricula, overt and intrinsic, align? Does the staff professional development plan align in any way with LQL? All or many aspects of teaching and learning can be audited from an agreed perspective.

Effective pedagogy

LQL can be used by teachers and others to reflect on the effectiveness of their teaching by considering whether their pedagogies, assessment practices, reporting practices, learning experiences, classroom climate contribute to the nurturing of LQL.

When using or developing a school's pedagogical framework such as the productive pedagogy material (Luke et al., 1998) it is helpful to reflect on the attributes and abilities and how they can be nurtured by judicious selection of pedagogy.

Marketing

The statement of attributes and abilities could be used as a descriptor of the student leaving a Lutheran school, of the type of student that the school aims to nurture. Such descriptions could be used to market the school and give definition to the quality of students graduating from the school.

Planning and assessment

Teachers can use LQL when planning and assessing learning. Some schools have aligned outcomes to LQL, focusing on attributes and abilities in their assessment to discern how they are nurtured through studying a particular unit of work. Others identify the attributes and abilities to be focused on within a particular unit and choose learning experiences that will nurture them. They also make explicit to the students the alignment between the unit of work and the elements of attributes and abilities that are being addressed. Charts are but one way of foregrounding attributes and abilities within the classroom, relating them to the learning activities.

Using the tables of descriptors for the various stages of schooling, teachers have ready-made descriptions of behaviours and skills to help assess the effectiveness of their unit. The attributes and abilities then provide a starting point for school and unit plans as well as a tool for auditing, evaluating and reviewing them. Teachers can specifically highlight one or more components of LQL (values and/or attributes and abilities) to be focused on within a specific unit of work, in addition to other outcomes. Irrespective of whether schools choose to assess LQL or not, these qualities can certainly inform pedagogy and construction of learning experiences.

Student reports and parent interviews

By tagging and clustering subject outcomes to LQL, schools can choose to report to broader statements rather than more specific subject outcomes. They can choose to report to one or more of the attributes and abilities at any one time. Some schools have already constructed parent interviews around LQL attributes and abilities as well as subject progress demonstrated by their children. Not all students will achieve the highest of academic accolades, but every student can demonstrate development in LQL elements and show confidence in their ability to contribute to their community, assured in their self-worth.

APPENDIX 2

Core Values: elaborations

The following is an expansion of each core value; brackets are purposely open to indicate that the meanings can be added to and further refined as appropriate. The suggested Bible verses are just some that further define the values, and you may well want to add or substitute other texts. Correlations between core values and Bible verses have been made using the NIV translation of the Bible. Other translations may vary slightly in their wording and perspective

Love (adore, worship, care for, devotion to, fidelity, kindness, peace, trust, resilience, happiness, have esteem for, honour ...)

For Christians, the expression of love is always a response to God's love. It is a way of being that leads to inner peace. Love flows from the heart and manifests itself in caring, kind and respectful thoughts, words and actions.

Psalm 136, John 15:12-13, John 3:16, 1 Corinthians 13, Ephesians 5:1-2, 1 John 3:18, Philippians 2:12-13, Romans 12:9-11 ...

Justice (integrity, honesty, truthfulness, honour, veracity, uprightness, fairness ...)

Through genuine concern, and the developing of a conscience for the rights and wellbeing of everyone in the human family, justice focuses as much on understanding and responding to the reasons for suffering and injustices as it does on responding to unjust conditions. It requires integrity between beliefs, words, and actions. It may necessitate taking a stand and acting with courage.

Isaiah 26:7-8, Romans 12, Matthew 5:7, Ephesians 2:1-5, Jeremiah 23:5-6, Job 8:3-7...

Compassion (mercy, sympathy, empathy, concern, kindness, consideration, gentleness, care ...)

Having compassion is being loving and attending to people's innermost needs. It is exercising the ability to reach out, to walk in another's shoes, to be open and responsive to the needs and concerns of others and being active in caring for others.

Philippians 2:1, Hosea 11:4, Matthew 5:44, John 15:17, Romans 12:9-13, Colossians 3:12-15 ...

Forgiveness (benevolence, grace, mercy, amnesty, excuse, pardon, understanding, kindness, absolve, acquit, relieve ...)

Forgiveness is breaking the cycle of un-grace, pardoning the wrongs others have done to us and seeking pardon for the wrongs we have done to others. Forgiveness often comes with pain and can involve stepping over our hurt. Forgiveness releases both ourselves and others, enabling new starts and new beginnings, another chance.

Matthew 18:21-22, Luke 17:3-4, Romans 4, Colossians 3:13, Matthew 5:7, Ephesians 4:32 ...

Service (help, assistance, benefit, good turn, aid, support, good deed, charitable act, faithfulness ...)

There is a saying you can serve without loving, but you cannot love without serving. Service involves selfless giving, loving others and making a difference in their lives by identifying and responding to their needs, individually and collectively, and carrying out that service without expecting recognition or reward.

Luke 12:35-37, Matthew 20:28, John 12:26, John 13:12-17 ...

Humility (humbleness, modesty, unassuming nature, meekness, gentleness ...)

Acting with humility involves recognising and valuing one's own gifts/abilities and the gifts/abilities of others as being equally valid but of no lesser or greater importance. It is using those gifts/abilities in service to others with an attitude of selflessness. It is being thankful rather than boastful and willing to respect and learn from the experience of others.

Proverbs 22:4, Matthew 5:5, Matthew 20:20-28, Mark 9:35, Philippians 2:3-4 ...

Courage (valour, bravery, nerve, pluck, daring, fearlessness, fortitude, boldness, perseverance, intrepid ...)

Courage is the strength of heart that enables people to stand up for their convictions to do the right thing, even when it is hard or fearful. It involves being firm of spirit despite the ups and downs of life and it means 'having a go' even when success is uncertain.

Psalm 112:8, Luke 21:19, Acts 20:24, Philippians 1:27-30, 2 Timothy 1:7 ...

Hope (expectation, trust in, faith in, anticipation, look forward to, expect, desire, aspire, optimism ...)

Hope enables us to look forward with expectation and confidence, placing our trust and faith in God's provision of the things we need to handle all kinds of situations and events that occur. Hope is open-ended, open to all possibilities and not limited by what we might wish for. Hope allows God to define our lives.

Psalm 31:14-15, John 6:20, Romans 8:38-39, Ephesians 3:11-12, Philippians 4:6-7 ...

Quality (value, worth, excellence, merit, effort, usefulness, of important ...)

People bring their gifts, abilities, skills and talents to fruition seeking excellence, striving always to do their best, giving careful attention to every task, every relationship, every interaction. They ensure that their input and efforts result in quality outcomes that, in turn, lead to the successful use of their gifts, abilities, skills and talents for the benefit of others.

Psalm 148:1-14, Matthew 5:14-16, 1 Corinthians 10:31, 2 Peter 1:5-7,...

Appreciation (admiration, approval, enjoyment of, gratitude, thankfulness, value, recognition, respect, wonder and awe, comprehension ...)

Appreciation is recognising and valuing highly the gifts and blessings given to us and surrounding us. It is an attitude of gratitude for learning, loving and being. It is a positive attitude that responds in wonder and awe to, and with respect for, the created world – its fragility and its potential.

Psalm 148, Habakkuk 2:20, Philippians 4:4-9, 1 Thessalonians 5:18, 1 Pet 2:17,...

APPENDIX 3

Attributes and Abilities: elaborations

On this page the attributes and abilities are expanded to demonstrate their multifaceted meanings. The open brackets indicate there may be other meanings that teachers want to foreground.

Self-directed, insightful investigator and learner

- Self-directed (independent, autonomous, purposeful ...)
- Insightful (sensitive, shrewd, intuitive, knowledgeable, learned, educated, informed ...)
- Investigator (researcher, examiner, explorer ...)
- Learner (one who acquires knowledge / skill, master ...)

Not only an investigator showing curiosity and an ability to systematically examine and explore something, but someone who is a lifelong learner reflecting on what they observe and discover and integrating it into their identity

while being

self-directed, able to work without supervision or extrinsic motivation yet also able to consider and involve others as appropriate and insightful not just knowledgeable but also intuitive, showing perception and a shrewd judgement

Discerning, resourceful problem solver and implementer

- Discerning (astute, sharp, judicious, perceptive, careful, attentive ...)
- Resourceful (ingenious, imaginative, inventive, capable, practical ...)
- Problem solver (one who is methodical, analytical, systematic, questioning, critical risk taker ...)
- Implementer (one who puts into practice / action / service / operation, applies, executes, instigates, realises, decision-maker ...)

Not only a problem solver able to methodically and ethically analyse and examine an issue, being prepared to take risks and think critically, but also someone able to implement, finding ways to apply and execute solutions

displaying

discernment, good and ethical judgment that is astute and perceptive to the implications and impact of decisions and resourcefulness, being inventive, practical and capable in their work

Adept, creative producer and contributor

- Adept (practiced, clever, adroit, expert, competent, proficient, skilled, excellent ...)
- Creative (original, imaginative, inspired, inventive, ingenious, productive, innovative, adaptable, flexible ...)
- Producer (maker, constructor, manufacturer ...)
- Contributor (one who gives, subscribes, provides, donates ...)

Not only a producer, someone who can actually make and do and recognises the impact of that action on others (individual and community) but also a contributor, someone who can add value to community by providing or supplying that which is useful or of significance

while being

skilled and adept, both accomplished and proficient in their work, striving for excellence in all they do, and creative, able to be imaginative and ingenious, innovative and original in their thinking and doing

Open, responsive communicator and facilitator

- Open (astute, sharp, judicious, perceptive, discerning ...)
- Responsive (receptive, approachable, alert ...)
- Communicator (one who conveys, imparts, transmits, interchanges thought, liaises with ...)
- Facilitator (a catalyst, one who assists, makes easier, improves, alleviates ...)

A communicator, someone who can think for him or herself and express ideas, feelings, attitudes, values and beliefs in a variety of ways, and a facilitator, someone who can instigate or help instigate something, helping to reach consensus or at least an understanding of all positions and viewpoints

and

a person who can make well thought out, well judged decisions, being prudent and intuitive in their actions, whilst showing responsiveness, being both approachable and sympathetic to others

Principled, resilient leader and collaborator

- Principled (ethical, just, moral, honourable, responsible, conscientious ...)
- Resilient (flexible, strong, hardy, recovering quickly, persisting, courageous ...)
- Leader (director, guide, influencer, inspirer, visionary, strategist, decision-maker ...)
- Collaborator (co-worker, colleague, team player, partner, one who cooperates, works together ...)

Not just a leader, someone working from the heart, who influences, inspires, and works for others but also a collaborator, someone who can work with others as a team member, acknowledging the interdependence inherent to our living in community

acting in ways which show integrity, a clear knowledge of what they value and believe in, coupled with the ability to live this out in a consistent, integrated way, and resilient, being prepared to show courage and persistence whilst demonstrating flexibility, durability and optimism

Caring, steadfast supporter and advocate

- Caring (kind, compassionate, thoughtful, gentle, helpful, considerate, loving, sensitive, concerned ...)
- Steadfast (committed, persistent, unwavering, dedicated, resolute, unfaltering, courageous ...)
- Advocate (guide, believer, campaigner, promoter, sponsor, one who pleads for, defends ...)
- Supporter (follower, adherent, exponent, helper, guardian, defender, champion, ally, servant ...)

Not only a supporter helping and defending others in their local and global communities but also an advocate, someone who can guide others and defend what is worthy and worth protecting whilst promoting what is valuable

acting with

compassion and love, gentleness and consideration, sensitivity and concern for others while also being steadfast, prepared to be persistent and committed and dedicated in serving others

APPENDIX 4

The Melbourne Declaration on Educational Goals for Young Australians alignment

The *Educational Goals for Young Australians* are multifaceted sitting across many parts of our Framework. The table below indicates where each goal primarily sits within our Framework: ethos, LQL and paradigms. It is evident upon reading the summary Declaration that it is well aligned.

Schools should read this section with the full Declaration before them. Below are named the two overarching goals, together with just a brief summary of their elaborations.

All ministers of education, federal, state and territory, have accepted and signed the Melbourne Declaration and schools who receive Commonwealth or state funding are bound to them. Following are the goals taken from the document:

1. Australian Schooling promotes equity and excellence.

Australian Governments, in collaboration with all school sectors, commit to promoting equity and excellence in Australian schooling.

This means that all sectors must

- ✓ Provide all students with access to high quality education ... free from discrimination
- ✓ Work with local communities in partnership and respect
- ✓ Ensure Indigenous students' learning outcomes match those of other students
- ✓ Ensure socio-economic disadvantage is no longer a determinant of educational outcomes
- ✓ Reduce the effects of other sources of disadvantage
- ✓ Ensure schooling contributes to a socially cohesive society
- ✓ Encourage high expectations for educational outcomes
- ✓ Promote a culture of excellence
- ✓ Promote personalised learning

✓ Confident and creative individuals

- Sense of self-worth, self-awareness and personal identity such that they can manage their emotional mental, spiritual and physical well-being
- Sense of optimism about their lives and future
- Enterprising, showing initiative and creativity
- Personal values and attributes such as honesty, resilience, empathy and respect for others
- Have the knowledge, skills and values to maintain healthy, satisfying lives
- Have the confidence and capability to pursue further education
- Relate well to others
- Well prepared for their potential life roles as family, community and workforce members
- Embrace opportunities, make rational informed decisions and accept responsibility for their actions

2. All young Australians become successful learners, confident and creative individual and active and informed citizens.

Australian Governments commit to working and collaborating with all school sectors to support young Australians to become

✓ Successful learners

- Play an active role in their own learning
- Have high literacy and numeracy skills and are creative and productive users of technology
- Can think deeply and logically
- Are creative, innovative, resourceful and problem solvers
- Can plan independently, collaborate and work in teams and communicate ideas
- Able to make sense of their world
- On a pathway of continued success in learning
- Motivated to reach their full potential

✓ Active and informed citizens

- Act with moral and ethical integrity
- Appreciate the nation's diversity and understand its government, history and culture
- Understand and acknowledge and respect the value of indigenous cultures
- Committed to national values of democracy, equity and justice
- Relate to and communicate across cultures especially Asian
- Work for the common good
- Responsible global and local citizens

Declaration	Ethos	LQL	Paradigms
Equity and excellence			
Successful learners			
Confident and creative individuals			
Active and informed citizens			

The four aspects are explicitly supported by our Framework. Where the aspect dominates is highlighted above.

APPENDIX 5

The Australian Curriculum

The Federal Government together with State and Territory Governments has committed to the development of an Australian Curriculum. The Curriculum is being developed by the Australian Curriculum Assessment and Reporting Authority (ACARA) and subjects are being progressively released on www.acara.edu.au

The Australian Curriculum describes a learning entitlement for each Australian student. It sets out **what young people should be taught** (through the specification of curriculum content from learning areas, general capabilities and cross-curriculum capabilities) **and an expectation of the quality of their learning** (depth of understanding and sophistication of skills described through achievement standards).

The Australian Curriculum (AC) has a three dimensional design:

- Discipline-based learning areas - knowledge, skills, understanding
- General capabilities – knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum
- Cross-curriculum priorities – contemporary issues about which young Australians should learn

Learning areas, and the disciplines from which they are drawn, are being developed as set out in the *Melbourne Declaration*:

- *English
- *Mathematics
- *Science
- *Languages,
- *Health and Physical Education
- *Technologies (comprising ICT and Design and Technology)
- *Humanities and Social Sciences (History, Geography, Civics and Citizenship, and Business and Economics),
- *The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts)

General Capabilities

The Australian Curriculum defines seven general capabilities (GC) that derive from the *Melbourne Declaration*. They include:

- *Literacy
- *Numeracy
- *Information communication technology competence
- *Ethical behaviour
- *Personal and social competence
- *intercultural understanding
- *Critical and creative thinking

Cross-curriculum priorities

In line with the *Melbourne Declaration*, special attention is given to three priorities (CCP) relevant to the lives of students and which address contemporary issues they face:

- *Aboriginal and Torres Strait Islander histories and cultures
- *Asia and Australia's engagement with Asia
- *Sustainability

The Lutheran Framework

Not all of the general capabilities and cross-curriculum priorities are specifically addressed within the Framework.

Those that are strongly supported by all of or elements of the Framework include:

- Ethical behaviour (GC) – by all three elements of the LLQ
- Personal and social competence (GC) - by all three elements of the LLQ
- Intercultural understanding (GC) – by the attributes and abilities of the LLQ
- Critical and creative thinking (GC) – by the paradigms and the attributes and abilities of the LLQ
- And less directly, sustainability (CCP) – by the values and core especially

The three Framework paradigms (about learners, learning and learning communities) strongly support the GC and CCP of the AC. Out of our entire Framework comes service learning, pastoral care and other elements of Lutheran education which together enrich the GC and CCP.

The Vision, in summary, permeates all we do and are in Lutheran education. It is the lens through which we examine and implement other curricula. It is interpreted for each context, and so while the “edges” are fluid, the “heart” remains constant.

APPENDIX 6

Attributes and Abilities: alignment with *pedagogical frameworks*

Schools are well advised to have a pedagogical framework which brings a cohesiveness to practice within their particular schools. Some schools have taken the International Baccalaureate as their framework, others use State or Territory developed frameworks, some have devised their own.

This Framework does not prescribe a pedagogical framework. It strongly recommends that the framework your school has is evaluated for alignment with the Framework.

Productive Pedagogies (Luke et al., 1998) are the culmination of international, national and state research aimed at discerning the pedagogies which best facilitate lifelong learning. They are presented as an example of a pedagogical framework and how it can be evaluated for alignment with the Framework.

Note that the assignment of productive pedagogy strategies and elements is somewhat arbitrary, however, the intention is to demonstrate how adoption of attributes and abilities can facilitate improved pedagogy. Indeed, it is very difficult to nurture these attributes and abilities without also using explicit pedagogies.

It can be strongly argued that it is not possible, for example, to nurture open and responsive communicators and facilitators if there is not evidence of substantive conversations, metalanguage and narrative within classroom practice. While all productive pedagogies may not be utilised within one lesson or unit, if a teacher has chosen to focus on a particular lifelong attribute and ability in a unit of work, then one would expect to see appropriate, aligned pedagogical strategies.

Self-directed, insightful investigators and learners	Discerning, resourceful problem solvers and implementers	Adept, creative producers and contributors	Open, responsive communicators and facilitators	Principled, resilient leaders and collaborators	Caring, steadfast supporters and advocates
<ul style="list-style-type: none"> • Background knowledge • Student direction • Self regulation • Deep understanding • Academic engagement 	<ul style="list-style-type: none"> • Higher order thinking • Deep knowledge • Knowledge as problematic • Knowledge integration 	<ul style="list-style-type: none"> • Explicit quality performance criteria • Problem based curriculum 	<ul style="list-style-type: none"> • Substantive conversations • Metalanguage • Narrative 	<ul style="list-style-type: none"> • Cultural knowledges • Group identity • Inclusively 	<ul style="list-style-type: none"> • Connectedness with the world • Social support • Active citizenship

APPENDIX 7

Lifelong Qualities for Learners: alignment with *Six Challenges: Six Mysteries*

The LEA professional development resource, *Six Challenges: Six Mysteries*, summarises a number of issues, identified during ACLE 2004 that challenge Lutheran schools as they work towards creating a preferred future. As Lutheran schools implement LQL, they will find opportunities to make conceptual connections with *Six Challenges: Six Mysteries*.

<i>Six Challenges: Six Mysteries</i>	LQL Core Statement	LQL Value Statement	LQL Attributes and Abilities
Learner centred Creatio continua	... 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	Love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation	All six elements
Spirit sensitive Spiritus sanctus	... 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	Hope, humility, love, appreciation	Self-directed insightful investigator and learner Open, responsive communicator
Planet conscious Finitum capax infiniti	... 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	Love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation	All six elements
With a conscience Theologia crucis	... living according to a cohesive worldview	Love, justice, hope, compassion, humility, forgiveness, service, courage	All six elements
With a heart Deus crucifixus	... nurture individuals, who are aware of their humanity ... living according to a cohesive worldview	Love, compassion, service, forgiveness	Open, responsive communicator Caring, steadfast advocate
And a dual heritage Was Christum treibet	... 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	Appreciation, humility, hope, courage, quality, justice, compassion, love, forgiveness	All six elements

APPENDIX 8

More about IQ and EQ

Goleman (1995) has written about the notion of emotional intelligence (EQ) suggesting that this is the element which in the long term matters more than a person's intellectual quotient (IQ) by allowing them to interact appropriately and live productively in community and lead satisfying and profitable lives. 'EQ includes self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness ... these are also the hallmarks of character and self-discipline, of altruism and compassion' (Goleman, 1995).

EQ is the facility required to interact with others, to show empathy and understanding of others, to pick up on the nuances and nonverbal communications that surround any interactions between individuals. Goleman proposes that while it may be the raw IQ that 'gets the job', it is the level of EQ that allows a person to advance and make a positive contribution to that 'job'. Moreover, he proposes that people with high EQ are likely to live more effectively in community, that is, living in relationship with others.

None of this is to deny the place of IQ (the pace at which one can learn) but it is to say that IQ is only part of the story. The framework that has been developed intentionally balances these two, with three elements that are predominantly EQ in nature and a corresponding number that are predominantly IQ in nature.

While there are simple skills to be learnt about 'communicating' (spelling, grammar, punctuation), there are different things at play in making an open, responsive communicator – someone who picks up on the unspoken tacit messages as well as the overt. Consequently, communicating involves predominantly EQ elements, underpinned by IQ. Conversely, contributors are predominantly IQ, with contributors needing particular skills and knowledge. However, effective contributors also require some elements of EQ: contributors are of most value when they have a perception of what might be needed and what might improve the quality of life for others.

The five elements of emotional intelligence at work

Self-awareness	Definition	Hallmark
	The ability to recognise and understand your moods, emotions and drives, as well as their effect on others	Self confidence Realistic self-assessment Self-deprecating sense of humour
Self-regulation	The ability to control or redirect disruptive impulses and moods	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status. The propensity to pursue goals with energy and persistence.	Strong drive to succeed Optimism even in the face of failure Organisational commitment
Empathy	The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social skills	Proficiency in managing relationships and building networks. The ability to find common ground and build rapport.	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

[Goleman, 2004]

Bibliography

- Barrow, R. (1975). *Moral Philosophy for Education*, London, Allen and Unwin
- Bartsch, M. (2001). *Why a Lutheran School?* Adelaide, Board for Lutheran Schools
- Beare, H. (1999). *Designing a Break-the-Mould School for the Future* ACEA Virtual Conference
- Beare, H. (2001). *Creating the Future School*, London, Routledge Falmer
- Begley, P.T. (1999). *Values and Educational Leadership*, New York, State University of New York Press
- Bell, J. and Harrison, B. T. (1996) *Vision and Values in Managing Education*, London, David Fulton
- Chesterton, G.K (1924) Retrieved 23 February 2006 from <http://www.river.org/~dhawk/gkc-quotes.html>
- DEST (2005). *National Framework for Values Education in Australian Schools*. Canberra
- Education Queensland. (1999) *The Changing Nature of Work*, Brisbane
- Ellyard, P. (2002) *Preparing for thriving in a planetist future: a new learning culture for education* (National Lutheran Primary Principals' Conference) Melbourne
- Farrer, F. (2000) *A Quiet Revolution: Encouraging Positive Values in Our Children*, London, Random House
- Foundations for the Future (1997), (2002) *EducationReview*, April/May, 24.
- Goleman, D. (1995) *Emotional Intelligence: Why It Can Matter More Than I.Q.*, London, Bloomsbury
- Goleman, D. (2004) Inside the mind of the leader, *Harvard Business Review*, January 2004
- Groome, T. (1996) What Makes a School Catholic? In *The Contemporary Catholic School* (Ed, T.H.McLaughlin) Falmer Press, London.
- Hargreaves, D. (2000) *Education for the Future*. Paris: OECD
- Hill, B. (2005) *What is values education?* Paper presented at DAN, Sydney
- Kloeden, S. (2001) *Developing Lifelong Qualities* (Masters paper)
- Kloeden, S. (2002) *Pathways* Brisbane, Lutheran Education Queensland
- Luke, A., Ladwig, J., Lingard, B., Hayes, D. and Mills, M. (1998) *School Reform Longitudinal Study*, University of Queensland, Brisbane
- LCA. (1999). *The Lutheran Church of Australia and Its Schools*. Adelaide
- LCA. (2004). *Policy Statement for Lutheran Early Childhood Education and Care*. Adelaide
- LEA. (1999) *Life: School Planning Folder*, Adelaide:Board for Lutheran Schools
- LEA. (2002) *What makes a Lutheran school distinctive?* (Publicity brochure)
- Mackay, H. (1999) *Turning Point: Australians Choosing Their Future*, Sydney, Macmillan
- Marginson, S. (1997) *Public Education and the Market: Where Do We Go from Here?* University of South Australia The Henry Penny lecture, Centre for the Study of Public Education
- Marks, I. (2001) *Cultural dimensions of Queensland Lutheran Schools* (Doctoral thesis)
- MCEETYA. (2008) *The Melbourne declaration on Educational Goals for Young Australians*. Retrieved 21 August 2013 from http://www.mceecdy.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf
- Middleton, M. (1996) *Changing schools*. Melbourne, Hawker Brownlow
- Middleton, M. (2000) *Curriculum Frameworks: Some Options*, Brisbane, Lutheran Education Queensland
- Schiller, N. (2001) *Building Lutheran Community* (Masters thesis)
- Schwahn, C. (2001) *Why Schools Need to Change Their Thinking for the 21st Century*, Education update, 23.
- Scroope, M. (2005) *Growing a spiritual community, an Ignatian perspective* (National Lutheran Principals' Conference, Buderim)
- Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organisation*, NY, Doubleday
- Senge, P. (2000) *Schools that learn*. London, Nicholas Brearley
- Skinner, B.F. (1964). *New Scientist*, May 21, 1964
- Spady, W. (1998) *Total leaders*. Arlington, AASA
- Spady, W. (2001) *Beyond Counterfeit Reforms: Forging an Authentic Future for All Learners*, Lanham, The Scarecrow Press Inc
- Stone, N. (2001) *Essential Abilities Revisited*, EQ Australia, 44-46.
- Taking of Values: Encouraging a National Conversation (2001) In *Life Matters* (Ed, Doogue, G.), Australian Broadcasting Corporation
- Thornburg, D. (2002) *The New Basics: Education and the Future of Work in the Telematic Age*, Alexandria, ASCD
- Townsend, T. and Otero, G. (2000) *The Global Classroom, Cheltenham*, Hawker Brownlow Education
- Tyler, L., L and Goodlad, J. I. (1979) *The Personal Domain: The Study of Curriculum Practice*. In *Curriculum Inquiry: The Study of Curriculum Practice* (Ed, Goodlad, J. I.) McGraw Hill, NY.
- Wiltshire, K. (1994) *Shaping the Future: Review of the Queensland School Curriculum*, Brisbane

