



CATHOLIC
EDUCATION
WESTERN AUSTRALIA

VISION FOR Learning



Teaching and Learning Directorate

In seeking to develop the whole person, we commit to a Catholic Vision for Learning, ensuring that along with strong academic skills, young people will be able to collaborate, create, innovate, appreciate and think critically to be a positive influence in a rapidly changing world.

Vision for Learning

The Vision for Learning (2019) has been revised to ensure the provision of Quality Catholic Education through continuous review and improvement. Its foundation is Catholic Education Western Australia's (CEWA's) Vision of a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel. The Vision aligns with the Catholic Education Commission of Western Australia's (CECWA) Strategic Initiatives 2030, aspiring for Excellence for Success through high quality, evidence-based learning and teaching.

This revision, informed by current research, responds to an evolving educational landscape characterised by rapid technological and social change. It recognises the importance of integral human development, agency, inclusivity and diversity of all children and young people.

Quality Catholic Education commits all leaders and educators to bringing CEWA's Vision for Learning to life in Catholic schools throughout the state.

Mandy Connor

Director Teaching and Learning

A Catholic Vision for Learning

The Vision for Learning in Catholic Education Western Australia is grounded in the Church's enduring mission to nurture the formation of each person and the whole person. This vision embraces the full ecosystem of the learner – spiritually, religiously, culturally, intellectually, socially, emotionally and physically – recognising that true human flourishing occurs in harmony with God, self, others and all creation.

Catholic Education Western Australia offers a Vision for Learning "...imbued with the spirit of Christ" (CCE 13), which affirms the sacred dignity of every individual, created in the image and likeness of God (Genesis 1:27). It is a vision that seeks not merely academic achievement or material progress, but the fullness of life promised by Jesus: "I came that they may have life and have it to the full." (John 10:10).

The Church's work of education "aims not only to ensure the maturity proper to the human person, but above all to... become more aware of the gift of faith" (CCE 13). Therefore, Catholic schools must be communities of faith and learning, called to accompany students, staff and families in discerning their identity and purpose in light of the Gospel. This accompaniment is at the heart of a child-focused, pedagogical approach to learning and the holistic formation of each person.

Catholic education fosters a lifelong love of learning, enriched by a deep understanding of faith and a strong commitment to moral growth. Through academic excellence and the cultivation of capabilities – such as collaboration, creativity, innovation, appreciation and critical thinking – young people are empowered to discover their vocation, their unique calling from God and to contribute meaningfully to society as stewards of creation. Catholic schools are communities of learning "...designed not only to develop with special care the intellectual faculties but to also form the ability to judge rightly, to hand on the cultural legacy of previous generations, to foster a sense of values, to prepare for professional life" (CCE 19). This journey is supported by personalised care that honours the distinct gifts and potential of each learner.

Contents

| | |
|--|----|
| Foreword..... | 4 |
| Our Commitment | 5 |
| Strategic Overview | 6 |
| Vision for Learning | 7 |
| Vision for Learning Conceptual Model | 9 |
| Beginning the Learning Journey in Catholic Education | 10 |
| Excellence Through Equity in Learning..... | 11 |
| Quality Catholic Learning and Teaching | 12 |
| Quality Catholic Learning and Teaching - Practices and Strategies..... | 13 |
| Learning Cultures and Communities of Practice..... | 15 |
| Excellence for Success..... | 17 |
| Enacting the Vision | 22 |
| Multi-tiered System of Support | 23 |
| Foundation of the Vision for Learning..... | 24 |
| The Teaching and Learning Ecosystem of Support..... | 27 |
| References | 28 |
| Acknowledgement of Contributors | 30 |

Front cover: John Paul College, (Kalgoorlie), St Joseph's School (Boulder) and St Mary's Primary School (Kalgoorlie)

Catholic Education Western Australia (CEWA) acknowledges and pays deep respect to the Traditional Custodians of the many lands across Western Australia on which our communities, parishes, schools and offices are located.

We acknowledge First Nations peoples as the first teachers and storytellers of this land. For tens of thousands of years, they have passed on knowledge and learning through language, culture, story and connection to Country, teaching through observation, experience and deep listening.

As educators, we are called to listen deeply and embrace the opportunity to learn from the oldest living continuing culture in this world. It is through understanding, acknowledgment and truth telling that we move forward in unity and reconciliation.

Foreword

“ I have come so that they may have life and have it to the full. ”

John 10:10

The Vision for Learning is an aspiration for Catholic education to support the integral human development of all children and young people with Christ-centred, child-focused pedagogy.

Underpinned by the Bishop's Mandate and informed by Quality Catholic Education (QCE), it provides a shared understanding and common language of learning for Catholic schools.

The Vision for Learning recognises parents and caregivers as a child's first and most influential educators. Families are welcomed, respected and encouraged to be partners with the school in enhancing their child's learning.

The Vision for Learning demonstrates our ongoing commitment to excellence through quality learning and teaching and to continuous improvement using research informed, highly effective pedagogical practice. Educators play a significant role in supporting the development of the whole person, ensuring that along with strong academic skills, young people are able to collaborate, create, innovate, appreciate and think critically to positively influence a rapidly changing world.

CEWA appreciates the valuable contributions of Professor Michael Fullan, Laureate Professor John Hattie, Lyn Sharratt, CEWA leaders, teachers and students which have provided a strong foundation for CEWA's Vision for Learning.



Annette Morey
Executive Director



Corpus Christi College (Bateman)



Our Commitment

The Alice Springs Declaration

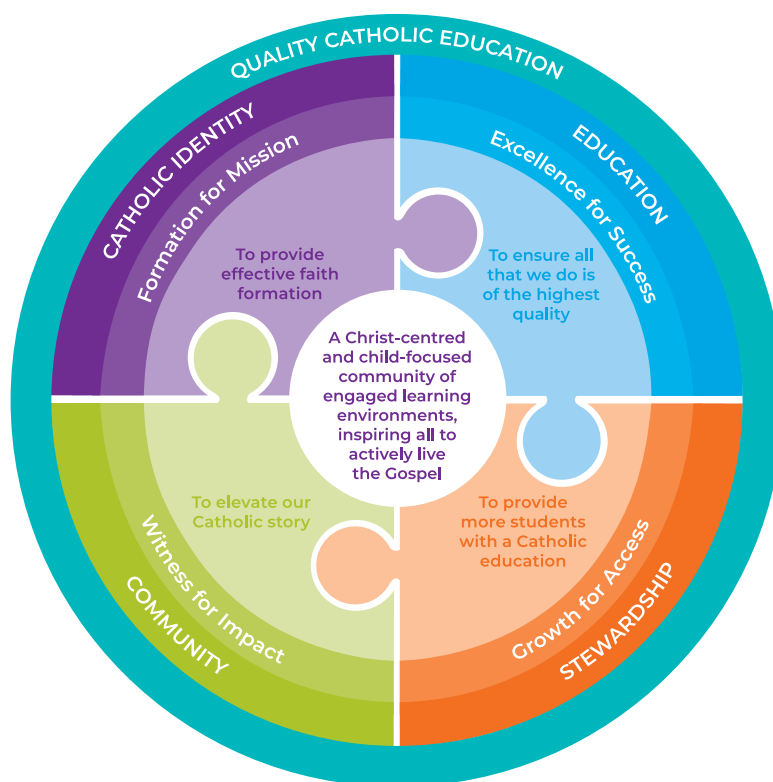
The Alice Springs (Mparntwe) Education Declaration (2019) sets out a vision for a world-class education system in Australia. Quality Catholic Education complements this Declaration through promoting excellence and supporting all students to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

CECWA Strategic Initiatives

Bold Goal - Excellence for Success

By 2030, Catholic Education Western Australia's students and staff will thrive in their faith development, learning growth and [wellbeing](#).

The bold goal, Excellence for Success, challenges us to ensure that all we do is of the highest quality.



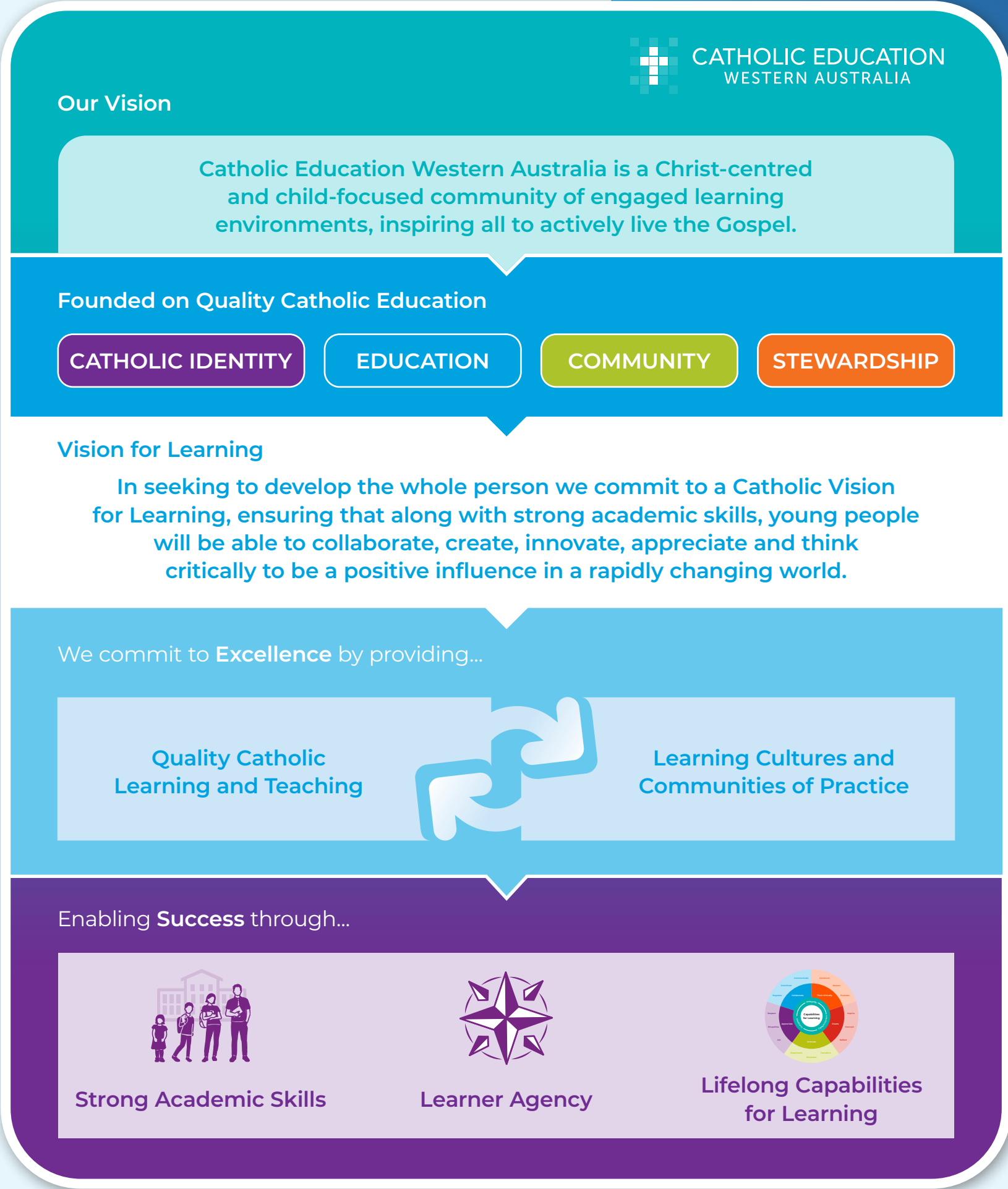
Sacred Heart Catholic School (Goomalling) and St Joseph's School (Northam)



Strategic Overview

Quality Catholic Learning and Teaching
The practices and strategies that emphasise child-focused pedagogy and instruction.

The **Vision for Learning** is an aspiration for Catholic education to support integral human development of all young people with Christ-centred, child-focused pedagogy.



Learning Cultures and Communities of Practice ensure CEWA's commitment to reflection and improvement, emphasising the shared responsibility of school leadership, educators, parents, caregivers and students.

Vision for Learning

In seeking to develop the whole person we commit to a Catholic Vision for Learning, ensuring that along with strong academic skills, young people will be able to collaborate, create, innovate, appreciate and think critically to be a positive influence in a rapidly changing world.

The Vision for Learning is guided by a Catholic worldview with an unwavering commitment to Christ-centred, child-focused education. It recognises the importance of every young person acquiring the knowledge, skills and capabilities to develop agency in their learning and life, enabling them to successfully navigate and positively contribute to a dynamic global society. The Vision for Learning advocates for equitable, inclusive access to quality Catholic education for all students.

“...with the continuous technological transformations and the pervasiveness of digital culture, professional expertise needs to be equipped with ever newer skills throughout life in order to respond to the needs of the times without, however, ‘losing the synthesis between faith, culture and life, which is the keystone of the educational mission’.”
CCE, 29

Child-focused pedagogy and instruction

Child-focused pedagogy in Catholic Education Western Australia places the individual needs, interests and abilities of each student at the centre of the learning. It requires high quality, proactive and responsive teaching. This multifaceted pedagogical approach is founded on the quality of the relationship between the educator and child. At its heart is a belief by each educator that every child can succeed, is gifted and unique and has a right to a personalised educational experience that nurtures their holistic development.

Educators commit to fostering a love for learning by engaging students in meaningful and authentic learning experiences. They are challenged to understand each student’s developmental needs and use

this knowledge to tailor their practice. This approach enables every student to “progress in their learning regardless of their background, abilities, start point or capabilities” (Gonski et al., 2018). Child-focused pedagogy should not be confused with ‘laissez-faire’ or ‘hands off’ teaching practice. On the contrary, child-focused pedagogy requires a high level of skill where educators must “move beyond simplistic teaching dichotomies to embrace the full complexity of teaching” (OECD, 2025).

CEWA educators must continue to deepen and broaden their instructional toolkit through continued professional learning and development. Planning for instruction is of paramount importance; teachers must aim first for high quality classroom practice for all students. This includes instructional approaches that ensure opportunities to deepen curriculum knowledge and develop



St Mary MacKillop College (Busselton), Our Lady of the Cape Primary School (Dunsborough) and St Thomas More Catholic Primary School (Margaret River)

mental models by connecting knowledge to long-term memory, providing the conditions for students to retain and recall this information. Optimising the cognitive load of students is key, providing spaced and varied practices that consolidate learning provides students with appropriate challenge and the opportunities to apply, extend and demonstrate mastery of their learning (AERO, 2023).

Research indicates that student learning is significantly enhanced when planning is data-informed, sequenced, and structured, and when learning intentions and success criteria are clearly defined and transparently communicated. Breaking down complex skills and knowledge into smaller instructional tasks, developing knowledge and skill acquisition, checking for understanding, effective feedback,

opportunities for learner practice and employing metacognitive strategies throughout the learning experience are key elements of Quality Catholic Learning and Teaching (QCLT). The five practices and 20 strategies emphasise learner-centred instruction, adaptability and high expectations, enabling every student to progress, regardless of their start point or capabilities (Gonski et al., 2018).

School leaders and teachers are required to implement the CEWA Religious Education Curriculum and the Western Australian (WA) Curriculum. These must be embedded into the instructional process and where appropriate, selected resources should be aligned with the curriculum to support the learning experience. Resources should not replace the mandated curriculum.

“ ...they (teachers) must aim to build an educational relationship with each student, who must feel accepted and loved for who he or she is, with all of his or her limitations and potential. ”

Pope Francis

Vision for Learning

In seeking to develop the whole person, we commit to a Catholic Vision for Learning, ensuring that along with strong academic skills, young people will be able to collaborate, create, innovate, appreciate, and think critically to be a positive influence in a rapidly changing world.

We commit to **Excellence** by providing...

Quality Catholic Learning and Teaching



Learning Design

- Deep curriculum knowledge
- Lesson planning and sequencing
- Differentiation
- Educative assessment and feedback



Quality Relationships

- Christ-like relationships
- Belonging
- Inclusivity
- Partnerships with families



Instructional Range

- Explicit teaching
- Metacognition
- Collaborative learning
- Inquiry learning



Engagement

- Psychological and physical safety
- High expectations
- Active engagement
- Authentic learning



Place, Space and Technology

- Belonging and connection
- Inclusive learning environments
- Digital capability
- Intentional technologies

Child-focused

Enabling **Success** through...



Strong Academic Skills

- Rich curriculum knowledge, skills and understanding
- Proficiency in literacy
- Proficiency in numeracy
- Learning growth - year on year



Learner Agency

- Active participation in the learning
- Positive influence on own life and the world around them
- Development of goals, reflection and actions to effect change
- Opportunity for responsible decisions and choices



Lifelong Capabilities for Learning

- Collaborate
- Create
- Innovate
- Appreciate
- Think critically

LEARNING CULTURES
COMMUNITIES OF PRACTICE



Christ-centred

Beginning the Learning Journey in Catholic Education

The child's first experience of education is pivotal.

From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly within families, who are children's first and most influential educators' (EYLF, 2022).

The role of the educator in these early developmental stages is integral, and:

when educators establish respectful relationships with children and their families, they are able to work together to use relational and place-based pedagogies that assist in developing curriculum relevant to children in their local context (EYLF, 2022).

Being, becoming and belonging is fundamental to the Early Years Learning Framework (EYLF, 2022). Facilitating holistic learning approaches that inspire confident, creative and successful lifelong learners is a key outcome of the EYLF. Supporting children to make sense of their world in the here and now builds upon their current capabilities and dispositions. Within the early years of schooling, children's learning, holistic development and wellbeing are enhanced when educators use their professional knowledge and adopt child-centred practices that value children's ideas, curiosities, interests and cultural diversity.

School leaders and educators create conditions and opportunities to enable learners to be more deeply connected to God, themselves, others and the world.

Liwara Catholic Primary School (Greenwood)



Excellence Through Equity in Learning

At Catholic Education Western Australia we believe that a truly vibrant learning community is one where every student feels seen, valued and empowered to thrive.

Diversity is not simply acknowledged – it is celebrated as a source of strength and growth. Our schools are places where students from all backgrounds, abilities and experiences come together to learn with and from one another, fostering a culture of mutual respect and cultural understanding.

An inclusive learning community is one that actively embraces equity. We recognise that students from equity cohort groups bring unique perspectives and strengths that enrich the educational experience for everyone.

Our Vision for Learning is grounded in the belief that high expectations and inclusive pedagogies promote academic success, social cohesion and a sense of belonging. Research and experience show that when students learn together in diverse settings they develop stronger social skills, greater resilience and a more profound appreciation for the dignity of every person. Teachers must aim to foster learning communities where diversity is a gift, inclusion is a practice and excellence is achieved through equitable learning opportunities.

The Organisation for Economic Cooperation and Development's (OECD) Strength through Diversity Project defines equitable education systems as being:

those that ensure the achievement of educational potential is not the result of personal and social circumstances,

including factors such as gender, ethnic origin, Indigenous background, immigrant status, sexual orientation and gender identity, special education needs and giftedness (Cerna et al., 2021; OECD, 2017).

The Better and Fairer Schools Agreement 2025–2034 provides the term 'priority equity cohorts'. These cohorts have been identified as including:

- First Nations students
- Students living in regional, rural and remote locations
- Students with disability
- Students from educationally disadvantaged backgrounds

Catholic education reflects the Church's deep commitment to justice, inclusion and the dignity of every person. Drawing on Pope Francis' *Fratelli Tutti*, educators are called to lift up those on the peripheries – those who are often overlooked or disadvantaged due to social, economic, or cultural barriers (Francis, 2020). Pope Francis reminds us that true fraternity means creating systems that do not merely include the marginalised but actively empower them

The CEWA [Academic Talent Development Framework](#) draws upon current research to provide leaders and teachers with a comprehensive understanding of giftedness and talent, in order to offer effective practices tailored to support and extend all students.






“ Catholic schools are communities of learning designed not only to develop with special care the intellectual faculties but also to form the ability to judge rightly, to hand on the cultural legacy of previous generations, to foster a sense of values, to prepare for professional life. ”

CCE, 19

We commit to Excellence by providing...

Quality Catholic Learning and Teaching

Practices and strategies

| | | | | |
|---|---|---|---|--|
|  Modelling and Building Quality Relationships |  Intentional and Purposeful Learning Design |  Broadening and Deepening Instructional Range |  Supportive and Stimulating Engagement |  Creating and Embracing Place, Space and Technology |
| Modelling Christ-like relationships between students and educators supporting all to grow in the image of God. Building the conditions for students to feel a sense of belonging. Genuine opportunities for student voice, along with partnering with families to foster safe environments and inclusive cultures are paramount to the learning and wellbeing of all. | Creating experiences to optimise student learning and growth. Intentional curriculum planning and assessment cycles that incorporate learner-centred approaches help enhance individual growth and progress through purposeful learning design. | Effectively responding to the holistic learning needs of every student. A broad instructional repertoire, applied through adaptive and responsive strategies, ensures that every learner is supported in developing and mastering essential skills, content and capabilities. | Supporting active participation of students in their learning and growth. Supporting engagement through motivation, attention, effort, connection and perseverance stimulates students to be on and in task. Maintaining high expectations and creating meaningful opportunities for collaboration in learning develops learner agency. | Enhancing the physical and abstract elements of the learning environment to connect, inspire and scaffold learning for each student. Cultivating place, space and technology creates personal connection where learners belong spiritually, socially and culturally in dynamic and inclusive environments. |
| Christ-like relationships | Deep curriculum knowledge | Explicit teaching | Psychological and physical safety | Belonging and connection |
| Belonging | Lesson planning and sequencing | Metacognition | High expectations | Inclusive learning environments |
| Inclusivity | Differentiation | Collaborative learning | Active engagement | Digital capability |
| Partnership with families | Educative assessment and feedback | Inquiry learning | Authentic learning | Intentional technologies |

The OECD (2025) report [Unlocking High Quality Teaching](#) articulates the importance of teachers opening up to a wider range or repertoire of practices with which to draw upon.

Quality Catholic Learning and Teaching

“ Catholic schools are characterised by welcoming pupils from different cultural backgrounds and religious affiliations. ‘What is required... is courageous and innovative fidelity to one’s own pedagogical vision’ which is expressed in the capacity to *bear witness*, to *know* and to *dialogue* with diversity. ”

CCE, 29



Principals lead learning, they have high aspirations and inspire the same in students, staff and parents. They establish systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and share successful practices and strategies with the school community. In addition, they encourage staff to contribute to education networks, supporting the learning of others and development of pedagogy (AITSL, 2011).

Quality Catholic Learning and Teaching (QCLT) is CEWA's pedagogical model for school leaders and educators. These evidence based teaching practices support teachers in deepening and broadening their instructional repertoire (OECD, 2025).

The five broad practices of Quality Relationships, Learning Design, Instructional Range, Engagement and Place, Space and Technology, along with the 20 accompanying high impact strategies, support the development of school wide pedagogical approaches that foster learner growth and agency.



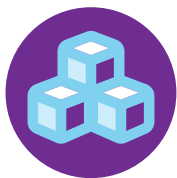
Quality Relationships

Modelling Christ-like relationships between students and educators supporting all to grow in the image of God.

Modelling Christ, building belonging and creating genuine opportunities for student voice are essential aspects of Quality Catholic Learning and Teaching. Partnering with families to foster safe environments and inclusive cultures is paramount to supporting the learning and wellbeing of all.

AITSL Standards

- Know students and how they learn



Learning Design

Creating experiences to optimise student learning and growth.

Learning design, through curriculum planning and assessment cycles, incorporates learner-centred approaches to support individual growth and progress.

AITSL Standards

- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Assess, provide feedback and report on student learning



Instructional Range

Effectively responding to the holistic learning needs of every student.

Instructional range through the application of a repertoire of adaptive and responsive strategies supports every learner in the development and mastery of skills, content and capabilities.

AITSL Standards

- Plan for and implement effective teaching and learning
- Engage in professional learning
- Engage professionally with colleagues, parents/carers and the community



Engagement

Supporting active participation of students in their learning and growth.

Engagement through motivation, attention, effort, connection and perseverance supports students to be on and in task. Maintaining high expectations and creating meaningful opportunities for collaboration in learning develops learner agency.

AITSL Standards

- Create and maintain supportive and safe learning environments



Place, Space and Technology

Enhancing the physical and abstract elements of learning environments to connect, inspire and scaffold learning for each student.

Place, space and technology create personal connection where learners belong spiritually, socially and culturally in dynamic and inclusive environments.

AITSL Standards

- Know students and how they learn
- Know the content and how to teach it
- Create and maintain supportive and safe learning environments

Learning Cultures and Communities of Practice

Our reflective Catholic learning culture and unwavering commitment to dynamic and collaborative communities of practice are the foundations for excellence.

Our Catholic culture, rich in diverse traditions, practices and values, shapes the communal life of our Church. This culture is lived out in our schools through a reflective learning approach that is grounded in:

- a shared vision and commitment;
- high expectations and agreed norms;
- a deep commitment to collaboration; and
- a steadfast focus on learning.

In this way our schools bring CEWA's Vision for Learning to life.

CEWA's reflective learning cultures support our commitment to reflection and improvement, emphasising the shared responsibility of school leaders, educators, parents and caregivers, and students. By embedding beliefs, values and practices that support ongoing enhancement of learning and teaching for every individual, group and the entire school community.

Through these efforts we ensure that our educational practices are not only effective but also aligned with the core principles of the Catholic faith and community. CEWA leaders work with others to create a learning and development culture where every person can learn, grow in faith, improve their practice and reach their God-given potential ([Everyone Leads: A whole-system leadership framework, 2021](#)).

Communities of Practice

Our communities of practice are pivotal in empowering schools and their educators to bring the Vision for Learning to life. Communities of practice are founded on trust, collaboration, shared accountability and research informed practice. Underpinned by a rich learning culture, data informed decision making and high impact support structures, effective communities of practice not only boost educator motivation and professional collective efficacy but also build a strong sense of collegiality and support amongst educators, significantly benefiting both student learning and the overall learning culture. Through a commitment to ongoing professional development and collaboration, our communities of practice ensure that educators receive tailored support, constructive feedback, and ample opportunities for practice and reflection to enhance teaching quality and student outcomes.

“ Professional learning will be most effective when it takes place within a culture where teachers and school leaders expect and are expected to be active learners, to reflect on, receive feedback on and improve their pedagogical practice and, by doing so, to improve student outcomes. ”
(AITSL, 2012)

Leadership

Leaders in Catholic schools play a pivotal role cultivating the learning culture and building their communities of practice. They embrace their ecclesial and pastoral mission, fostering a culture of dialogue and mutual recognition among diverse cultures. Leaders believe that everyone has the ability to learn. They use data to inform practices to enable every student to make progress in their learning. By promoting excellence and shared accountability, leaders collaborate with others to drive improvement, innovation and change. School leaders significantly impact student outcomes by fostering a culture focused on growth and equity, ensuring that everyone in the school community is a learner. This approach not only enhances learning and achievement but also supports the wellbeing of students, staff and the broader community.

Educators

Educators in Catholic schools play a crucial role in building the learning culture of their school and positively contributing towards their communities of practice. Educators embody the disposition of lifelong learner and grow their Capabilities for Learning by continuously reflecting on and improving their teaching practices. By fostering a positive learning culture, educators contribute to an environment where learning is valued and celebrated. They engage in professional learning that is relevant to their needs, the needs of the school and the needs of their students. Through Quality Catholic Learning and Teaching practices, teachers build trust and agency within their students,

and tailor their pedagogy to support the ongoing growth of their community. Supported by school leaders, colleagues, mentors and caregivers, educators identify areas for improvement and professional growth, ultimately enhancing student outcomes and contributing to a thriving learning community.

Parents and Caregivers

Parents and caregivers play a vital role in Catholic schools. Recognised as the first educators, parents and caregivers are crucial partners in the learning journey of their child, fostering positive student-teacher relationships. Through shared high expectations and a supportive environment parents and caregivers help their children develop agency, resilience, trust and a love for learning. Working together with educators and school leaders, parents and caregivers contribute significantly to creating a nurturing and inclusive learning environment that promotes student engagement, growth and overall academic success.

Students

As students develop agency and strengthen their capabilities for learning, they contribute to a positive learning culture within their school. In this context we reflect on the following provocations as we bring the Vision for Learning to life.

- What do you notice about the activity of the learners in your school?
- What does skilful learning look like for your students?

“ Teaching is a serious commitment that only a mature and well-balanced person can undertake. Such a commitment can be intimidating, but remember that no teacher is ever alone: they always share their work with other colleagues and the entire educational community to which they belong. ”

Pope Francis

Excellence for Success

In aspiring for excellence CEWA commits to implementing a Catholic vision for learning, ensuring that along with learning strong academic skills, young people will be able to collaborate, create, innovate, appreciate and think critically in order to positively influences a rapidly changing world.

| <div></div> <div>Strong Academic Skills</div> | <div></div> <div>Learner Agency</div> | <div></div> <div>Lifelong Capabilities for Learning</div> |
|--|--|--|
| Rich curriculum knowledge, skills and understanding | Active participation in the learning | Collaborate |
| Proficiency in literacy | Positive influence on own life and the world around them | Create |
| Proficiency in numeracy | Development of goals, reflection and actions to effect change | Innovate |
| Learning growth - year on year | Opportunity for responsible decisions and choices | Appreciate |
| | | Think critically |

Birlirr Ngawiyiwu Catholic School (Ringer Soak / Yaruman)





Strong Academic Skills

The Vision for Learning calls us to support students to develop strong academic skills; as such, CEWA aims to develop each child's academic strength and capacity regardless of their starting point or capabilities.

Strong academic skills provide the foundation for students to engage deeply with their learning, enabling them to navigate challenges and contribute meaningfully to society. Strong academic skills encompass:

- Rich curriculum knowledge, skills and understanding
- Proficiency in literacy
- Proficiency in numeracy
- Learning growth - year on year

By fostering these outcomes CEWA schools ensure that students are well prepared to succeed in their personal and professional lives.

Student growth is a measure of the individual progress a student makes over time. When educators explicitly support, communicate and regularly celebrate the progress a student makes; they feel a sense of confidence, self-efficacy and success in their learning.

Measuring progress requires high-quality data. This enables teachers to evaluate the impact of their classroom practice on learning, supports educators in accurately identifying learners' achievement and growth, and helps further design individualised learning experiences that meet students at their point of need.

CEWA educators have access to a rich academic data ecosystem. Resources such as [Learning Insights](#) and the [Student Learning Journey](#) enhance the information available to support child-focused pedagogy and instruction.

Whilst academic data is one part of the student's story, it is essential that school leaders and teachers dedicate time to analyse student achievement and progress reports and triangulate them with other formative data sources. Educators must use these insights to determine targeted teaching strategies and plan meaningful and purposeful learning experiences.

“ In order to reach their full potential, students must be equipped with a sophisticated repertoire of knowledge, skills and general capabilities spanning the breadth of the curriculum. Supporting students to access and attain core literacy and numeracy skills is crucial to their ability to develop this wider repertoire. ”
(Improving Outcomes for All, 2023)

St Denis School (Joondanna)





Learner Agency

The Vision for Learning calls us to support students to positively influence a rapidly changing world.

Learner agency is a vital expression of the Catholic Mission. It honours the dignity of each child as a unique creation of God, capable of making meaningful choices in their learning. By fostering agency, educators empower students to become active participants in their formation – spiritually and socially reflecting the Gospel call to act thoughtfully, responsibly and foster environmental, social and economic wellbeing.

There is no global consensus on the definition of ‘student agency,’ however, in the context of the OECD Learning Compass 2030, student agency is grounded in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others (OECD, 2019).

When students are agents in their learning, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also

more likely to have ‘learned how to learn’ – an invaluable skill that they can and will use throughout their lives.

Providing students with opportunities to take meaningful initiative that influences their world is at the heart of Catholic education. These lived expressions, such as CEWA’s [Laudato Si’ Sustainability Strategy 2025–2030](#) – enable Catholic Education Western Australia to fulfil its obligations as a Catholic organisation, as outlined in Pope Francis’ *Laudato Si’*.

Through learner agency we can prepare students for jobs that have not yet been created, to tackle societal challenges that we can’t yet imagine and to use technologies that have not yet been invented. We can equip them to thrive in an interconnected world where they need to understand and appreciate different perspectives and worldviews, interact respectfully with others and take responsible action.

When child empowerment is done well, when children have authentic opportunities to participate in crafting things like school policies and practices, they tend to be better suited to contribute positively to school climates and social cohesion (OECD, 2024).



Student agency is not a personality trait; it is something malleable and learnable. The term ‘student agency’ is often mistakenly used as a synonym for ‘student autonomy’, ‘student voice’ and ‘student choice’; but it is much more than these concepts.

(OECD, 2019)



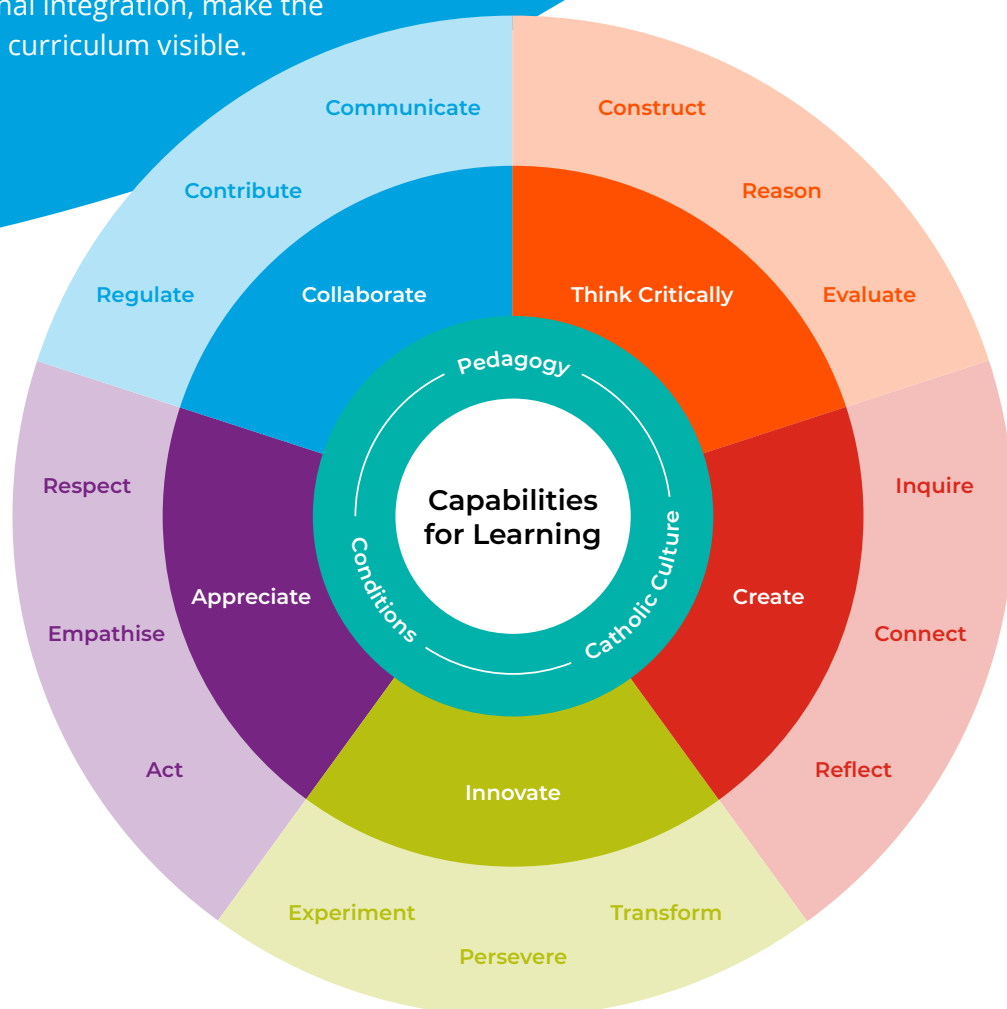


Capabilities for Learning

Capabilities for Learning are the skills, knowledge, behaviours and dispositions that provide a holistic lens for transformative education in which curriculum and pedagogy support integral human development.

Learning designed around capabilities provides children and young people with agency and a sense of purpose. Creating learning opportunities for them to develop the skills and competencies supports them to shape their lives, adapt to the evolving and unpredictable demands of our society and to contribute meaningfully to the lives of others.

Successful integration of capabilities in the learning environment is dependent on relational pedagogy and promotion of learner agency. Capabilities for Learning are able to be taught, practised and evidenced by teachers and therefore can inform the planning, delivery and assessment of learning and teaching. Meaningful, authentic learning experiences are created using the lens of capabilities to enhance curriculum content and skills. Capabilities for Learning are the ‘how’ of curriculum delivery and with intentional integration, make the invisible curriculum visible.



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CATHOLIC
EDUCATION
WESTERN AUSTRALIA

Click to play video on Vimeo



St Joseph's Catholic College (Northam)

Framework and Resources

[Access here](#)

Enacting the Vision

Developing Quality Catholic Learning and Teaching practices and whole school pedagogical practices involves a comprehensive and structured approach. This process has been drawn from CEWA's Quality Catholic Education School Review guidelines to ensure consistency across improvement processes and is visually represented through four key phases: situational analysis, creating the strategy, enacting the strategy and enabling a professional learning team. By engaging in these phases, schools can ensure continuous improvement and alignment with educational goals.

Embedding (enabling a professional learning team)

Establishing a culture of continuous pedagogical improvement where staff and stakeholders have a shared commitment to working together to create child-focused, effective and engaging learning experiences.

Effective embedding requires strong leadership, clear goals, high expectations and a commitment to ongoing reflection and evaluation of learning and teaching.

Questions

- How will we sustain the pedagogical improvement?
- What data will we continue to use to monitor the progress and impact on student learning?

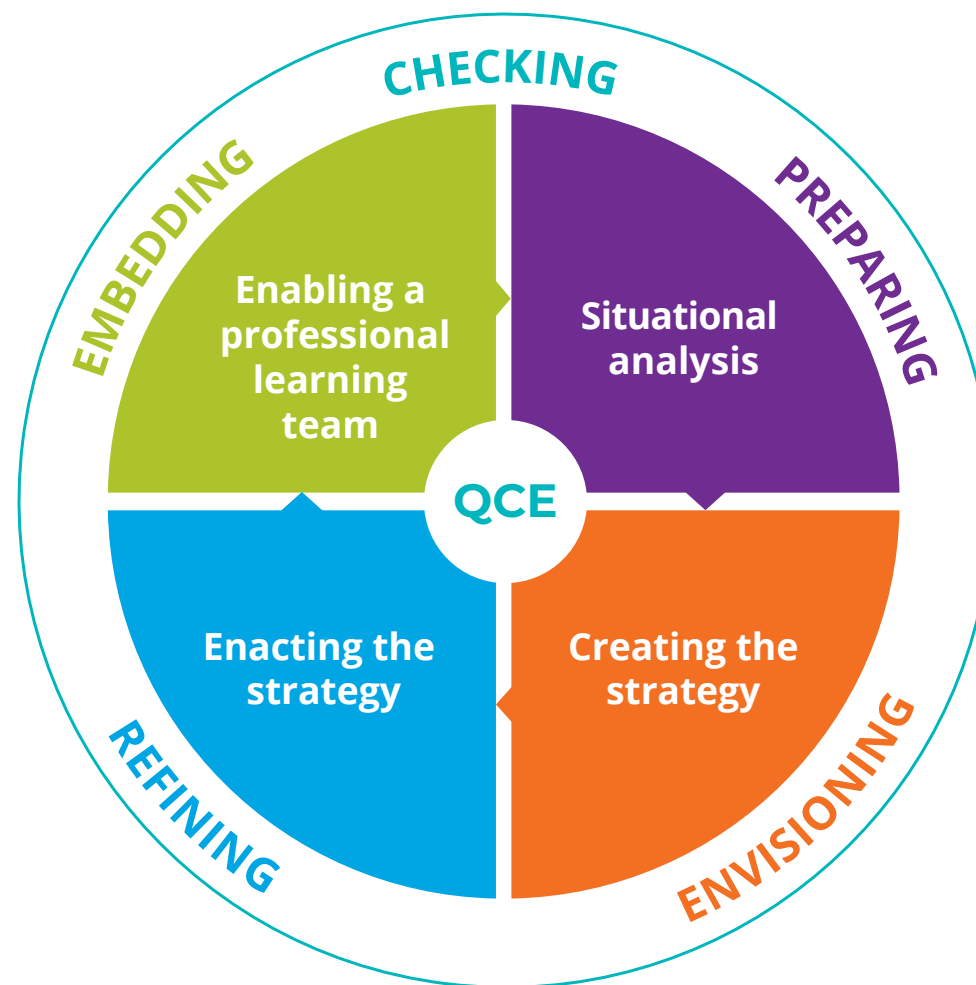
Refining (enacting the strategy)

Collaborating to continuously enact, evaluate and adjust the pedagogical approaches ensuring the school is making progress towards the priority focus area.

This process involves key stakeholders collaborating to gather and analyse learning and teaching data to monitor progress and make evidence informed decisions about adjusting the pedagogical approaches to meet the needs of the learners.

Questions

- How will we create the conditions for professional collaboration to occur between educators centred on the impact of student learning?
- How are we using evidence to monitor student learning progress over time?
- Do we need to adjust our pedagogical practices and strategies to meet the needs of the learners?



Preparing (situational analysis)

Analysing internal and external learning and teaching factors that affect a school's performance so as to gain a comprehensive understanding of the current pedagogical context, affirming its strengths, identifying areas that require improvement and determining a priority focus area.

Questions

- What is our understanding of CEWA's Vision for Learning and have we made a contextual connection to the system vision?
- What data will we use to identify our current strengths and priorities for development in teaching and learning?
- What are students saying about their learning experience?

Envisioning (creating the strategy)

Informed by the situation analysis, planning takes place to identify the specific actions, resources and timelines needed to achieve the desired pedagogical improvement.

This planning should provide a clear roadmap for the learning community to follow in order to achieve the priority focus areas identified in the situational analysis.

Questions

- Do we have a clear professional learning plan that builds the capacity of educators in the identified priority focus area?
- Do we have specific actions, resources and timelines to achieve the teaching and learning goal?
- What mechanisms are in place to monitor progress or adjust the plan when needed, ensuring fidelity to the professional learning community of practice?

Multi-tiered System of Support

A multiple tiered system of support (MTSS) is an important structure to guide school leaders and teachers in enabling all students to receive the appropriate level of support and instruction to thrive academically, socially and emotionally. A multi-tiered system of support is a proactive and preventative framework that integrates data and instruction to maximise student success.

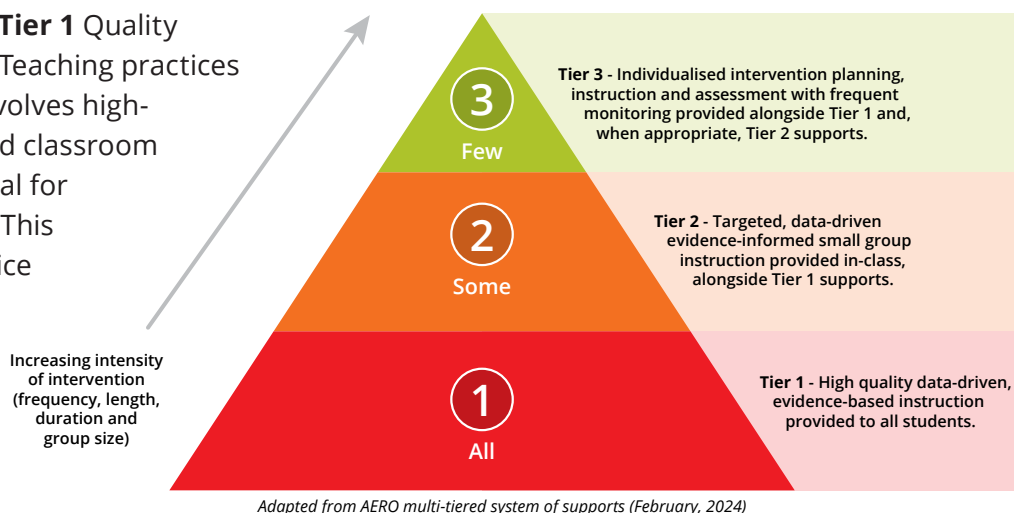
At the core of MTSS is **Tier 1** Quality Catholic Learning and Teaching practices and strategies. This involves high-quality, evidence-based classroom practice that is essential for all students to access. This initial classroom practice is vital because it lays the foundation for learning and helps identify students who may need additional support.

Tier 1 refers to

evidence-based instructional practices and supports delivered to all students in CEWA classrooms. These practices are designed to facilitate achievement of the learning outcomes defined in the WA Curriculum. By ensuring that every student receives high-quality instruction from the outset, CEWA educators establish a strong foundation for learning.

Tier 2 is data informed, evidence-based intervention designed to provide additional support to small groups of students, building on the high-quality instruction that all students receive at Tier 1. These interventions are not a replacement for Tier 1 instruction but rather a supplement to it, ensuring that every student has the opportunity to succeed. Tier 2 instruction includes the same evidence-based, high-quality practices as Tier 1, with a focus on addressing specific knowledge and skills gaps that align with the WA Curriculum taught in Tier 1. Progress is closely monitored to ensure that the interventions are effective and responsive to student needs. Decisions about the intensity and duration of Tier 2 supports are guided by ongoing analysis of student data, allowing for timely adjustments that reflect each learner's progress.

In **Tier 3**, students receive more intensive support through increased frequency of intervention sessions, longer session durations and smaller instructional group sizes. This allows for more personalised attention and targeted instruction to meet the unique needs of each student. Additionally, progress is closely monitored to ensure that the interventions are effective and that students are making the necessary gains. Progress data plays a critical role in shaping Tier 3 supports, with frequent and detailed monitoring used to tailor instruction, evaluate responsiveness and inform instructional adjustments.



Foundation of the Vision for Learning

Quality Catholic Education: The Pillars

Quality Catholic Education is built on the four pillars of Catholic Identity, Education, Community and Stewardship. While the Vision for Learning is a key part of the Education pillar, success in learning is dependent on excellence in each of the four pillars, which are inextricably linked.

Catholic Identity

“ Catholic schools are called to be Christian prophetic communities, fostering the ‘new life in Christ’ and growth in Christian values, as proclaimed by the Catholic Church. This includes helping students to integrate faith and culture, to be encouraging of all that is good in society – as well as to challenge all that is contrary to Christ’s message. ”

Bishops’ Mandate #89

Catholic Identity is the lived expression of our Vision and Mission. The responsibility to provide an education that integrates faith, life and culture, with the formation of Christian conscience and virtue at the forefront is the priority for all Catholic school communities.

All in Catholic education are called to relate personally with Jesus Christ by modelling Christ through a faith lived out in words, actions, relationships and values. The ethos of the Catholic school contributes to the evangelisation of children and young adults as they develop a Catholic world view and learn to live a Gospel-inspired life. Jesus’ teachings and Gospel values are the educational norms that permeate Catholic school life as each member of the community strives to give Christian witness. School leaders and educators’ decisions are Christ-centred, transparent, evidence-based and place the child as the focus.



Lumen Christi College (Martin)

Education

“ The Catholic school will be concerned with the development of students as responsible, inner-directed individuals of Christian virtue, capable of free choice and of making value-judgements enlightened by formed Christian conscience. ”

Bishops' Mandate #19

The Bishops' Mandate and Catholic Congregation of Education outlines a responsibility to enhance learning and teaching for all students through best practice and innovation aligned with the context and aspirations of the school community. School leaders and educators bear witness to their vocation in teaching creating a learning culture for continuous improvement through inquiry, innovation and exploration. Learning to integrate faith, life and culture will enable children and young adults to develop a Gospel vision of the Australian and global communities. This integration of faith, life and culture is possible when schools integrate the truths and values of the Gospel in educationally appropriate ways into everything students learn and experience.

Mother Teresa Catholic College (Baldivis)



Community

“ Students need to feel loved by their teachers and by other school staff, just as his disciples felt loved by Jesus. Positive relationships enable students to understand what is involved in living as Christians in Australia today. ”

Bishops' Mandate #38

Quality relationships are at the heart of Catholic faith and education. As a system the intention is to cultivate a collaborative culture and build coherence by increasing clarity of goals and fostering a relentless focus on student learning (Fullan & Quinn, 2016).

School leaders and educators partner with parents, caregivers and students to create opportunities and conditions for children and young people to be agents in their own learning and development (Gonski et al., 2018). A deep relationship with Christ for all members of school communities is fundamental and maintaining a strong connection with the local parish is essential (CCE, 56).

Educators collaborate with parents and caregivers as primary educators and support personalisation of learning design to support individual development. Similarly, quality relationships with peers, collaboration and the sharing of expertise supports children and young people to flourish.

“ Just as each of us has various parts in one body, and the parts do not all have the same function: in the same way, all of us, make up one body in Christ, and as different parts we are all joined to one another. ”

Romans 12:4

Stewardship

“ As a privilege and gift from God, new learning needs to be accompanied by the development of a matching sense of social responsibility. The gift of knowledge is not meant for self-centred purposes. ”

Bishops' Mandate #72

In Catholic schools, stewardship means that staff, children and young people receive God's gifts gratefully, cultivate them responsibly, share them lovingly in justice with others and contribute to the development of society. Catholic schools promote stewardship through child-focused education as a “a precondition for becoming a person capable of building a society based on justice and solidarity, which are prerequisites for a peaceful life among individuals and peoples” (CCE, 19).

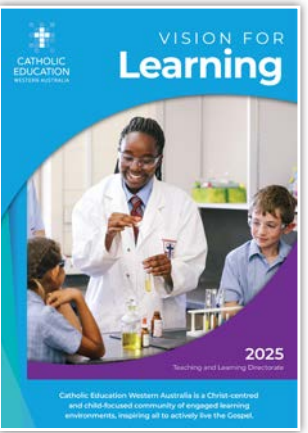
“ Children, our love must be not just words or mere talk, but something active and genuine. ”

John 3:18

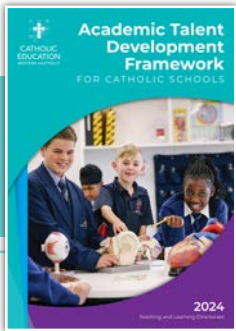
The Teaching and Learning Ecosystem of Support

A snapshot of Teaching and Learning support documentation

Vision for Learning



Academic Talent and Development Framework



Learning Insights



Student Learning Journey



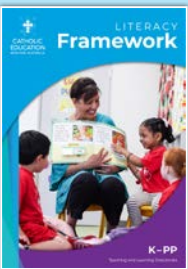
Curriculum Planning Guidelines



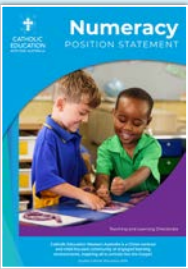
Curriculum SharePoint



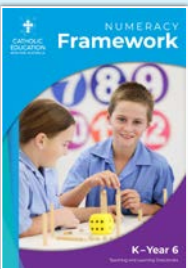
LITERACY
POSITION STATEMENT



LITERACY FRAMEWORKS
K-PP | YEARS 1-2 | YEARS 3-6



NUMERACY
POSITION STATEMENT



NUMERACY
FRAMEWORK
K-6

Early Childhood
Education
SharePoint



EARLY YEARS LEARNING
AND CARE POSITION
STATEMENT



LEADERS HANDBOOK
FOR THE NATIONAL
QUALITY STANDARD

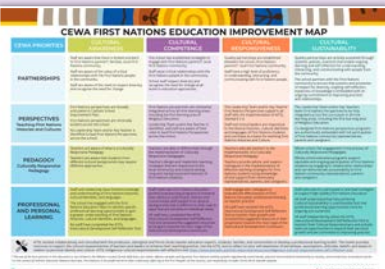
First Nations
Education SharePoint



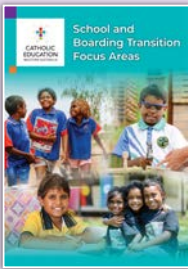
ATA GUIDELINES



ON COUNTRY
GUIDELINES

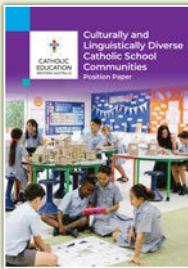


FIRST NATIONS EDUCATION
IMPROVEMENT MAP



FIRST NATIONS
STUDENTS IN
BOARDING

EAL/D
SharePoint



CaLD POSITION
PAPER



INTENSIVE ENGLISH
CENTRE GUIDELINES

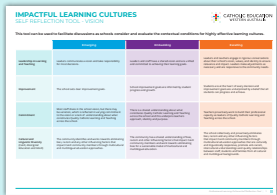
School Support
SharePoint



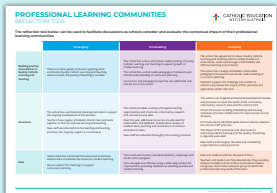
QUALITY CATHOLIC
TEACHING AND LEARNING



CAPABILITIES
FOR LEARNING



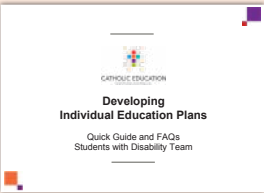
LEARNING
CULTURES



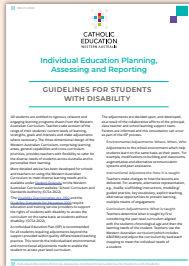
COMMUNITIES
OF PRACTICE

Students with
Disability SharePoint

INDIVIDUAL
EDUCATION PLAN

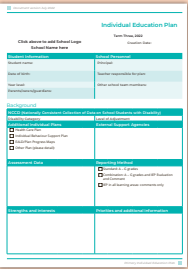


IEP QUICK GUIDE

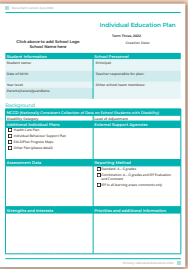


IEP ASSESSMENT AND
REPORTING GUIDE

INDIVIDUAL TRANSITION PLANS



PRIMARY IEP
TEMPLATE



SECONDARY IEP
TEMPLATE



TRANSITION TO
ADULT LIFE
ONLINE RESOURCES



TRANSITION
PLANNING PRIMARY
TO SECONDARY
ONLINE RESOURCES

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Research Resources

[CEWA Research Repository](#)

[Evidence for Learning](#)

[Australian Education Research Organisation](#)

Acknowledgement of Contributors

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Nick Smith (*Team Leader, School Support*)

Kylie Day (*Pedagogical Practice Coordinator*)

Peggy Fitzgerald (*Pedagogical Practice Consultant*)

Jette Oskis (*Pedagogical Practice Consultant*)

Emma Janeczko (*School Support Consultant*)

Ben Bull (*Senior Team Leader Religious Education*)

School Support Team

Teaching and Learning Directorate

Leaders and educators from the following Catholic schools:

Christ the King School, Beaconsfield

Corpus Christi College, Bateman

Good Shepherd Catholic School, Lockridge

Hammond Park Catholic Primary School, Hammond Park

Kolbe Catholic College, Rockingham

Leschenault Catholic Primary School, Australind

Lumen Christi College, Martin

Mary's Mount Primary School, Gooseberry Hill

Mercy College, Koondoola

Mother Theresa Catholic College, Baldivis

Nagle Catholic College, Geraldton

Orana Catholic Primary School, Willetton

Our Lady of Mount Carmel School, Hilton

Our Lady of Grace, North Beach

Prendiville, Catholic College, Ocean Reef

Sacred Heart College, Sorrento

St Augustine Primary School, Rivervale

St Joseph's College, Albany

St Norbert College, Queens Park,

St Paul's Primary School, Karratha

St Vincent's School, Parmelia

Ursula Frayne Catholic College, Victoria Park

Whitford Catholic Primary School, Cragie

Students from the following Catholic schools:

Aranmore Catholic College, Leederville

Aranmore Catholic Primary School, Leederville

Birlirr Ngawiyiwu School, Ringer Soak

Holy Rosary School, Derby

Leschenault Catholic Primary School, Australind

Mater Christi Catholic Primary School, Yangebup

Mother Theresa Catholic College, Baldivis

St Mary MacKillop College, Busselton

Mandy Connor

Director Teaching and Learning



For further information please contact CEWA
Director Teaching and Learning on **9380 1800**

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