

# LWB Education Foundation Document

## LWB Education Background

LWB Education (registered as Special Assistance Schools) are an essential part of the education system, providing opportunities for children and young people who benefit from adaptable and personalised educational approaches. The schools work collaboratively with families and community engaging and partnering to benefit both young people and local communities.

The young people who attend LWB Education have typically been disenfranchised by systemic barriers. They may have experienced one or more significant and complex educational, social, developmental, psychological, health, legal or family situations which demand unique responses. These responses are embedded within an education framework and involve learning, wellbeing, mental health, community, medical, multidisciplinary, disability, legal and/or social support network systems.

The schools offer educational pathways for young people in years 7-12 who are looking for an alternative to mainstream education. Using individualised and strength-based approaches the schools work with young people to engage in:

- Building academic skills
- Accredited learning pathways
- Social and emotional wellbeing
- Strong cultural ways of knowing, being and doing
- Future learning and employment pathways
- Connections with community and social purpose

The LWB Education school group consists of small schools with flexible timetabling, smaller learning groups, strong staff/young people relationships, and an emphasis on young person voice and agency, community engagement and relevant curriculum. This supports the delivery of creative teaching responses to (re-)engage young people in learning. Flexible learning choices are offered and characterised by:

- Every Individual supported
- Culturally responsive learning
- All belong to a learning community
- Learning that is critically reflective
- Promoting a culture of success

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*LWB Education is for young people of high school age looking for a different way of doing school.*

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## LWB Education Philosophy

Education is a human right and provides pathways to positive and equitable futures.

LWB Education aligns with The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) as follows:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

LWB's Education ensures that young people have equal access to educational opportunities by removing systemic barriers to education and providing the necessary resources and support for holistic learning success. Young people are at the centre of their learning journey, seeing themselves as learners and developing agencies, skills and talents for future pathways. Relationships held in an atmosphere of trust are key in LWB Education.

## Vision

Thriving, flexible, culturally responsive, inclusive, fun schools that are hubs of community connection and learning.

## Purpose

Hearing the voices of young people in all we do creates purpose for the school community. The school community responds by providing a quality, flexible, young person-centred education that celebrates every individual, fostering a sense of belonging, and providing the necessary resources for future pathways and success.

## Values

LWB Education values are the foundation of everything we do and help shape a positive school culture and environment where everyone feels safe and valued.

**Relationships:** Relationships are at the heart of the teaching and learning experience and we respect, support and build strong, positive connections between young people, staff, and the community.

**Respect:** We value diversity and individuality, creating a culture of respect where everyone is treated with kindness and unconditional positive regard. It is a privilege to journey with young people who choose the LWB Education community.

**Responsive:** We partner with families and community to find solutions. We are adaptable and attentive to the needs of young people and ensure young people's voice in their decisions.

**Imagination:** We embrace imagination in education, valuing student creativity and exploration as pathways to personal, more meaningful learning.

**Courage:** We have the courage to take risks and step out of our comfort zones walking alongside young people, to face challenges with confidence and resilience. We are a school community with a high expectations culture where young people are change leaders.

## Reconciliation

LWB Education are committed to taking meaningful action to advance reconciliation by working with Reconciliation Australia to implement Reconciliation Action Plans. LWB Education schools embed the Narragunnawali (Reconciliation in Education) RAP framework, driving reconciliation in education by building relationships, respect and opportunities in the classroom, around the school and with the community. Aboriginal and Torres Strait Islander perspectives and ways of knowing, being and doing will be woven through all aspects of the schools' culture, learning, relationships and governance.

# LWB Education Teaching and Learning Model

The LWB Education Teaching and Learning Model assists principals, school leaders, teachers, young people and parents/carers to work together in strong, safe and effective learning communities that create and sustain better outcomes for young people. The LWB Education Teaching and Learning Model consists of the following components:

## 1. LWB Education Vision

## 2. LWB Education Pedagogy

### 2.1 Learning Theory Model – Zone of Proximal Development

### 2.2 Common Ground Practice Model

#### 2.2.1 CARE

#### 2.2.2 WOW

### 2.3 Education Practice Model

- Teaching and Learning
- Wellbeing and Young Person Voice: From Belonging to Action
- Community and Stakeholder Engagement
- Leading: Improvement, Innovation and Change

## 3. Building Practice Excellence

Each component articulates how teaching and learning is shaped and how education is experienced by young people and delivered by educators.

## 1. LWB Education Vision

Thriving, flexible, culturally responsive, inclusive, fun schools that are hubs of community connection and learning.

The LWB Education Vision is a forward – looking declaration that captures the long-term goals and ideals for the schools under its care. It communicates a shared ambition for what kind of learning environments, outcomes and impact the schools aim to achieve, supported and enabled by the governing structure.

## 2. LWB Education Pedagogy

LWB Education pedagogy moves away from Eurocentrism and embraces a relational and culturally responsive approach, one that “actively value, and mobilise as resources, the cultural repertoires and intelligences that young people bring to the learning relationship” (University of South Australia, 2024). It is a goal-oriented

framework, and its success depends on the context, the educator's awareness, and the adaptability of the teaching practices.

Cultures are dynamic, multifaceted, and diverse. What is culturally responsive for one group of learners, or one context may not be appropriate for another. Cultures evolve over time, and individuals within a cultural group have varied experiences and identities. We constantly learn, adapt, and reflect to remain responsive to the evolving cultural needs of students.

We respect the self-determination and sovereignty of Aboriginal and Torres Strait Islander young people, focus on fostering meaningful relationships, embed culturally relevant practices, and create safe, inclusive spaces that honour their identities and aspirations. By doing so, we support young people in achieving improved learning outcomes while affirming their cultural strengths and knowledge systems.

## The LWB Education Pedagogy is grounded in three integrated models:

### 2.1 Learning Theory Model – Zone of Proximal Development

#### 2.2 Common Ground Practice Model

##### 2.2.1 CARE Practice

##### 2.2.2 WOW Practice

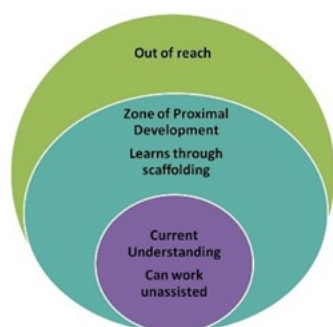
#### 2.3 Education Practice Model

- Teaching and Learning
- Wellbeing and Young Person Voice: From Belonging to Action
- Community and Stakeholder Engagement
- Leading: Improvement, Innovation and Change

Together they create a holistic approach to sustaining strong and safe school communities, to improve student engagement, participation, belonging, motivation and achievement.

### 2.1 Learning Theory Model

#### Zone of Proximal Development

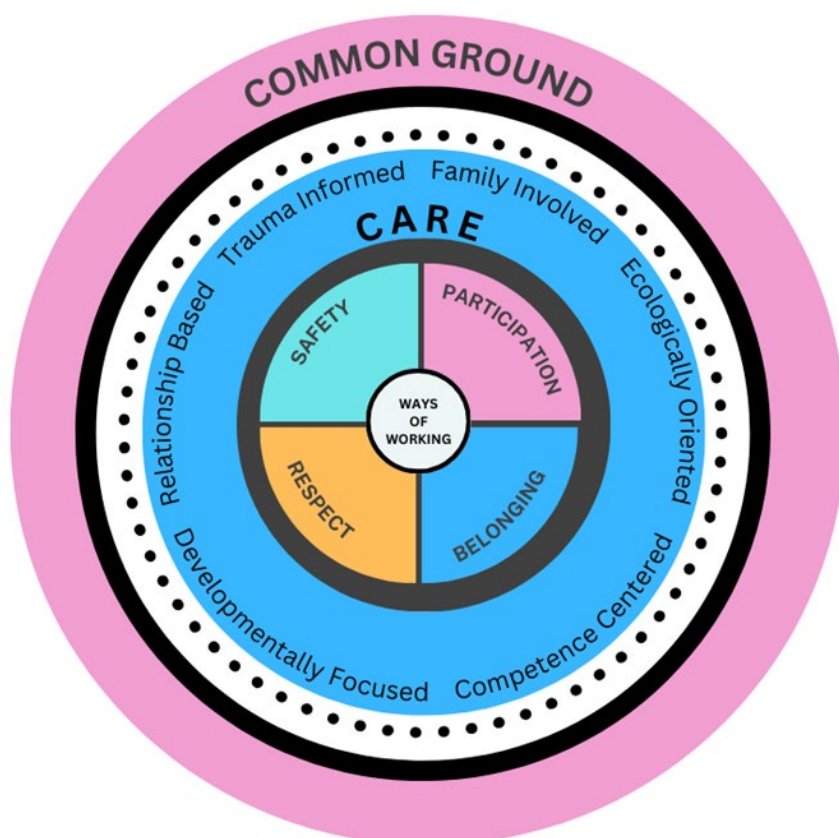


We teach and learn within the zone of proximal development - the space in which young people learn, practice, and achieve. We scaffold within the zone of proximal development to support student success and minimize unnecessary struggles, allowing young people to use their prior knowledge while receiving guidance and practice opportunities to construct new knowledge.

Scaffolded zone of proximal development learning engages learners more deeply and safely in learning, catering for young people's diversity.

## 2.2 Common Ground Practice Model

LWB Education embeds the values in daily practice through a whole school approach known as Common Ground. Common Ground describes the ways we are together in our school communities and is lived through two key practice models: CARE and Ways of Working (WoW).



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### Infographic Key:

*The Common Ground Practice model represents a holistic, interconnected approach to practice, with no hierarchy. At the core, the Ways of Working model supports transformational relationships. Surrounding this, the CARE model establishes trauma-informed conditions for change. The dotted layer represents the individual members of the school community, highlighting connection and collaboration. Encircling everything, Common Ground reflects the shared values and collective purpose that unify and guide the community.*

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## Common Ground Practice Model Elements

### 2.2.1 CARE – Creating Conditions for Change

CARE is an evidence-based, trauma-informed practice framework that guides staff interactions and professional practice in the school. CARE is sustained by embedding it in the school culture and data is used to inform practice and maintain congruency in applying the principles of CARE.

CARE creates the conditions for positive change in young people's lives, focusing on relationships to help young people build new competencies and guides our practice and interactions with young people.

CARE runs concurrently with the Therapeutic Crisis Intervention program for Schools (TCI-S). The ability of the school to respond effectively to staff and young people in

crisis situations is critical in establishing not only a safe environment but one that also fosters positive relationships and promotes growth and development.

The six evidence informed principles form the foundation of CARE. By being intentional in the daily interactions with young people, the CARE principles collectively guide the thinking and working together in the best interests of the young person and family. CARE informs staff professional practice knowledge strengthening ways of working on common ground.

#### **Relationship based**

Developmental relationships are the active ingredient of CARE. More than anything else we need relationships with others and the skills to build them

#### **Developmentally Focused**

Strategies for change are more effective when they match the young person's "zone of proximal development" presenting a challenge but not overwhelming

#### **Trauma Informed**

When we recognise the impact of trauma and lived experiences, we can provide trauma-sensitive responses that promote healing and growth

#### **Family Involved**

Actively involving families, community and culture achieves positive and sustainable change and promotes lasting connections

#### **Competency Centred**

Everybody needs a combination of skills, knowledge and attitudes to negotiate everyday life. Modeling, coaching, practicing skills and experiencing success build skills for life

#### **Ecologically Oriented**

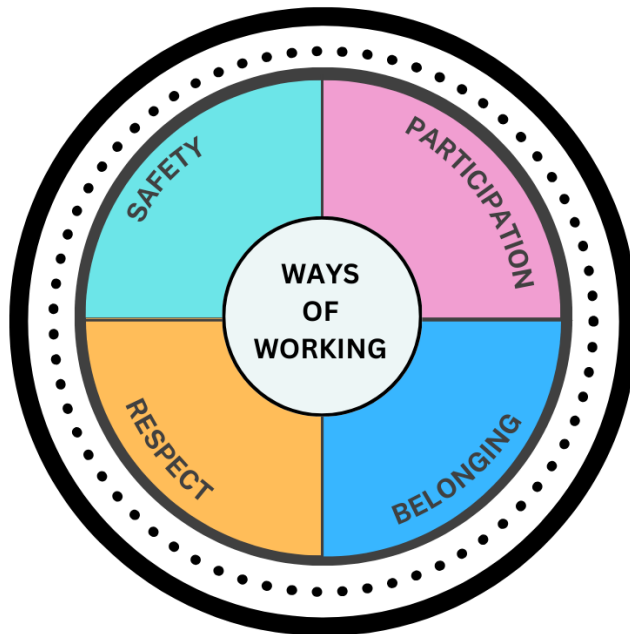
Caring and supportive environments help us do well; young people and families voices are heard and they feel safe, respected and connected

### 2.2.2 Ways of Working Practice

Common ground ways of working are at the heart of the school's culture. It is the way of being together where there is shared responsibility and decision making in the interests

of group cohesion and wellbeing.

The four ways of working (wows); Respect, Safety, Participation and Belonging, are used to guide relationships, interactions, and decisions within the school community. They ensure and build young people's voice and agency.



- **Respect** is respect for self, others and the environment.
- **Safety** is how we create physical and emotional safety.
- **Participation** is about having a go and the right to negotiate how we participate.
- **Belonging** is about fostering a place for everyone.

The four Ways of Working (wows) form the boundaries through which the community negotiates their learning and social spaces and are reflected in working agreements. These ways of working are negotiated in conversations between young people and adults. How they are described and used is dependent on the activity and situation. Through this practice, power is re-distributed and young people, families, community, and staff are equally responsible for their actions and contributions to the school community. The practice is fundamental to building school communities that are safe, predictable, and sustainable. The school community uses strategies to manage and negotiate individual and group boundaries and expectations including:

- working agreements
- restorative problem solving
- circling up to connect as a group, talk through and resolve any issues, celebrate successes and be present to each other.

## Respecting Common Ground's connectedness to First Nation Knowledges

*“Aboriginal culture acknowledges the importance of human relationships but also tells us that our responsibilities are far broader than to each other. We must also build relationships with our place and all things in our place.”*

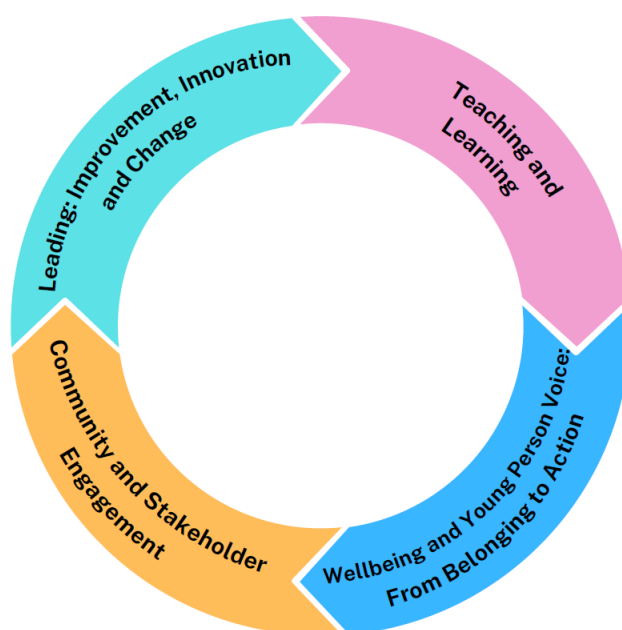
*Callaghan & Gordon (2022). The Dreaming Path. Pantera Press*

Aboriginal and Torres Strait Islander people have been living on common ground for many generations, across thousands of years and between clan and nation groups. Evidence of this can be found in Aboriginal and Torres Strait Islander ways of knowing, being and doing and is communicated through storytelling, song, dance, and art.

The circle holds deep significance in cultural practices, symbolising connection, unity, and the cyclical nature of life. In traditional meetings and ceremonies, the arrangement of people in a circle emphasises equality, with no hierarchy and everyone on the same level (common ground). This circle arrangement reflects the importance of community, inclusivity, and shared responsibility. In some Aboriginal and Torres Strait Islander communities' circles formed in the earth were referred to as BOUL (Stone circles). These arrangements are linked to the social and cultural context of each tribe.

## 2.3 Education Practice Model

The LWB Education practice model is outlined within four interrelated domains.



## Domain 1: Teaching and Learning

Intentional teaching and learning strategies are implemented across the school to achieve clearly defined goals that prioritise the engagement, wellbeing, and academic progress of all young people. These strategies are grounded in inclusive, high-impact practices and are designed to respond to the diverse and often complex needs of young people. A whole-school approach ensures consistency, responsiveness, and alignment between curriculum, pedagogy, assessment, and reporting. Through a focus on differentiated support, cultural responsiveness, and data-informed practice, teaching and learning environments are structured to promote safety, belonging, and meaningful participation. This approach ensures that all young people — regardless of background or prior experience — have access to learning that is relevant, challenging, and empowering.

Key quality teaching and learning practices that create inclusive and supportive learning environments include:

### *LWB Education Curriculum Framework*

The school's curriculum is guided by the relevant state or territory education authority, which oversees curriculum frameworks, assessment, and reporting. In Years 7–10, the school delivers the Australian Curriculum Version 9.0 across selected Key Learning Areas, as required by each jurisdiction. Developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Curriculum provides a national framework from Foundation to Year 12, which each state or territory adapts to reflect local needs and priorities.

For students beyond Year 10, the curriculum includes approved pathways such as Vocational Education and Training (VET).

### *Culturally Responsive Teaching and Learning*

First Nations perspectives are embedded across the curriculum to ensure teaching and learning is culturally responsive, locally relevant, and grounded in respect for Aboriginal and Torres Strait Islander histories, cultures, and knowledge systems. This approach is informed by frameworks that support authentic engagement with local communities and promote relational, place-connected, and narrative-driven pedagogies. These perspectives are not added on but are woven through the curriculum to meaningfully support identity, connection, and learning for all young people.

- Australian Curriculum V9: Cross-Curriculum Priority, Aboriginal and Torres Strait Islander Histories and Cultures. This priority aims to deepen an appreciation of the rich history, cultures, and ongoing significance of Aboriginal and Torres Strait Islander peoples. It emphasises the importance of understanding their connection to Country/Place, cultural practices, and the impact of colonisation.

- The FIRST Framework (Australian Curriculum, Assessment and Reporting Authority, 2024) informs and supports our engagement with local First Nations communities, so that our teaching and learning program is suited to local contexts, cultural identities, future aspirations and is engaging for young people, while aligning with a relational and culturally responsive pedagogy.



Source: First Framework, ACARA

- 8-Ways of Aboriginal Learning: Aboriginal Pedagogy Framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community. But these can change in different settings.

8 Ways Aboriginal Pedagogy Framework							
Story Sharing:	Learning Maps:	Non-verbal:	Symbols and Images:	Land Links:	Non-linear:	Deconstruct/Reconstruct:	Community Links:
Approaching learning through narrative.	Explicitly mapping/visualising processes.	Applying intra-personal and kinesthetic skills to thinking and learning.	Using images and metaphors to understand concepts and content.	Place-based learning, linking content to local land and place.	Producing innovations and understanding by thinking laterally or combining systems.	Modelling and scaffolding, working from wholes to parts (watch then do).	Centring local viewpoints, applying learning for community benefit.

### *Curriculum Delivery and Practice Framework*

LWB Education implements a consistent, school-wide approach to curriculum delivery, ensuring clear expectations and ongoing monitoring of learning outcomes. Systematic planning, moderation, and quality assurance processes support staff in delivering the curriculum with fidelity and clarity. This includes the following;

#### *LWB Education: Curriculum and Assessment Planning Review Process*

LWB Education takes a whole-school approach to curriculum and assessment, ensuring consistent, high-quality teaching that meets diverse learning needs. This approach fosters a culture of continuous improvement, sets high expectations, monitors progress through school-wide data analysis, and supports every student's achievement. Key practice and strategies include:

- Evidence based Teaching and Learning strategies
- Whole school Literacy and Numeracy

#### *LWB Education: Quality Assurance and Moderation Process*

LWB Education has a whole network approach to moderation called *Communities of Practice* (COPs). COPs provide an opportunity for teaching teams to collaborate and engage in professional dialogue to support the alignment of curriculum, pedagogy and assessment. COPs also ensure validity, accuracy and comparability of teacher judgement in relation to outcomes and provides opportunities to review and refine quality teaching and learning practices. Key practice and strategies include:

- Communities of Practice

#### *LWB Education: Differentiated Teaching and Learning Support Model*

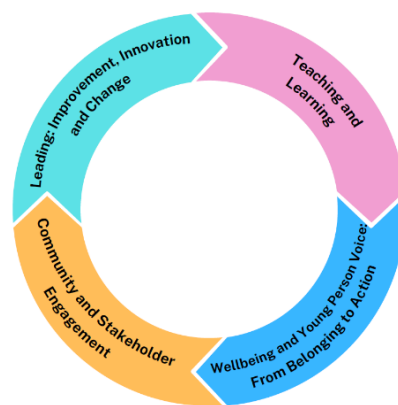
LWB Education has a whole school approach to differentiation, a whole school approach directs support to different levels of need.

The three levels in the *Differentiated Teaching and Learning Support Model* provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer – including increasing levels of adjustments, monitoring of young person learning and wellbeing and involvement of support staff.. Key practice and strategies include:

- Flexible Scheduling
- NCCD
- Personalised Learning Plans
- Cultural Support Plans

## Domain 2: Wellbeing and Young Person Voice: From Belonging to Action

As young people develop a sense of belonging within the learning community, they pay attention to and act on their learning. A school culture of unconditional positive regard means every young person feels valued, connected, and empowered. Through a holistic and inclusive approach, we foster high expectations, and ensure equitable opportunities for cultural safety, expression and dignity, personal growth (including mental and physical wellness), lifelong learning, and meaningful participation in society.



Key practice and strategies include:

### *Therapeutic Practice Models CARE and Ways of Working on Common Ground*

- Relational pedagogy
- Trauma informed practice
- Developmental and Competency centered
- Family Involved and Ecology
- Collaborative problem solving and restorative practice
- Working Agreements

### *Wellbeing Programs and Support*

- In class youth worker support
- Mental health programs and support
- Social-Emotional Learning

### *Culturally Responsive Practice*

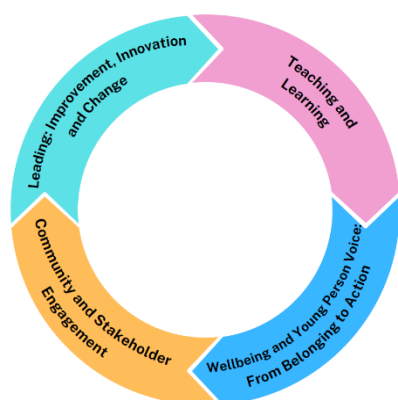
#### *Support for regular attendance*

- Transport assistance
- Meals
- Targeted Resources

### *Personalised Plans*

- Personal Learning Plans
- Cultural Plans
- Transition Plans

## Domain 3: Community and Stakeholder Engagement



We recognise a profound responsibility to the broader communities we serve and strive to contribute to their growth and cohesion. We are committed to actively engaging with local communities, ensuring that education is not only a service but a shared endeavor that reflects and respects the unique identity of each community. Education is a collaborative effort that brings together young people, families, educators and the community. Well-established community and

stakeholder engagement ensures shared responsibility and responsiveness to the education and future pathways for young people. Community collaboration provides a platform to collectively address challenges, ensure alignment to community needs, celebrate achievements and improve the learning and wellbeing of young people. Together, we build resilient, thriving communities where education serves as a cornerstone for shared success and well-being.

Key practice and strategies include:

### *Local Advisory Groups, Stakeholders and Connections*

- Parents, Carers and Family
- Elders and Traditional Owners
- Community cultural organisations and leaders
- Local businesses and organisations
- Local schools
- Pathway providers
- Community services

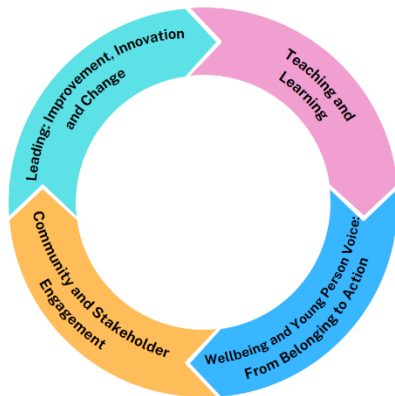
### *School Local Advisory Group Government and Education Authorities*

- National
- State

### *Life Without Barriers National Advisory Group*

- Cultural Governance Group

## Domain 4: Leading: Improvement, Innovation and Change



School leaders ensure the integrity and interconnectedness of each domain. They support an inclusive culture, promote continuous professional learning and collaboration among staff and lead ongoing school wide improvement practice. School leaders strive to see that all students have the resources and support to experience educational success.

Key practice and strategies include:

### *School Management*

- Equity, access and targeted resourcing
- Tools and database to organize and manage
- Stewardship of financial and operational resources

### *Compliance and LWB Education, State and Federal Government Education Policy and Procedures*

### *Governance*

- School Governance
- Cultural Governance

### *Development of Self and Others*

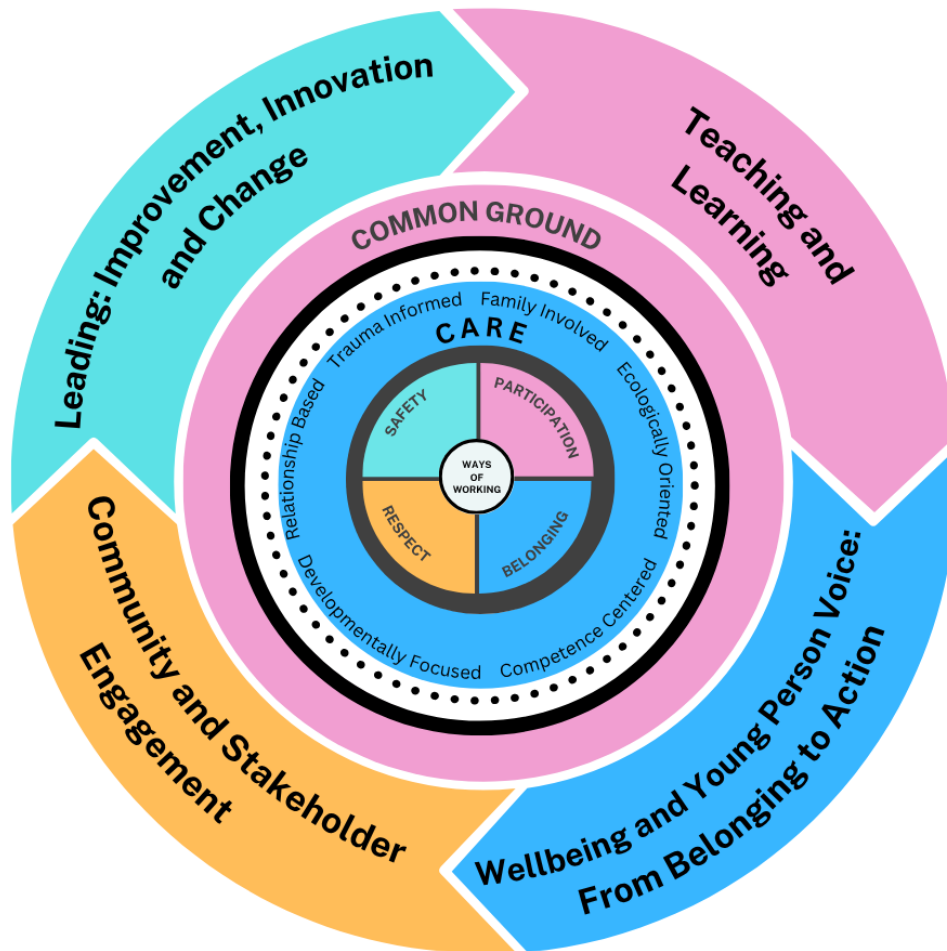
- Workforce development plans
- Professional development and learning plans
- Professional Supervision

### *School vision, values and strategic plan*

### *School Improvement Framework*

### *Child Protection and Safeguarding*

### *Reconciliation: Narragunawali RAP*



In summary, the LWB Education Pedagogy Model brings together *Vision*, the *Common Ground Practice Model* and the *Education Practice Domains*.

This integrated model emphasises the interconnectedness of effective education practice and the relational and trauma informed approaches of CARE and WoW to create a common ground where the school community learns together in a supportive, responsive and thriving educational environment.

### 3. Building Practice Excellence

Building Practice Excellence is embedded throughout the Education Pedagogy model in a range of strategies and practices including supervision, communities of practice, reflective practice and professional development.

Specifically for teaching staff, LWB Education implements the Australian Professional Standards for Teachers, developed by the Australian the Australian Institute for Teaching and School Leadership (AITSL). The Standards are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers.

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1 Know students and how they learn	2 Know the content and how to teach it	3 Plan for and implement effective teaching and learning	4 Create and maintain supportive and safe learning environments	5 Assess, provide feedback and report on student learning	6 Engage in professional learning	7 Engage professionally with colleagues, parents/carers and the community

Social Work, Youth Work and other multidisciplinary positions are similarly supported by their industry practice standards through relevant associations, for example:

- Australian Association of Social Workers (AASW)
- Community Work Australia
- Occupational Therapy Board of Australia
- Speech Pathology Australia

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