Learning Architecture

ALIGNING YOUR LEARNING ASPIRATIONS,
LANGUAGE & PRACTICES



Welcome



It’s a pleasure to welcome you to Concordis.

Our mission is to unite your school in learning by building clarity, coherence and consistency in your programs and pedagogy.

Partnering with you to develop your learning architecture will see you take confident leaps forward in developing a strong culture of learning.

The pages that follow explain why having a learning architecture matters and how we will co-create it at your school.

David Whitehead
Director

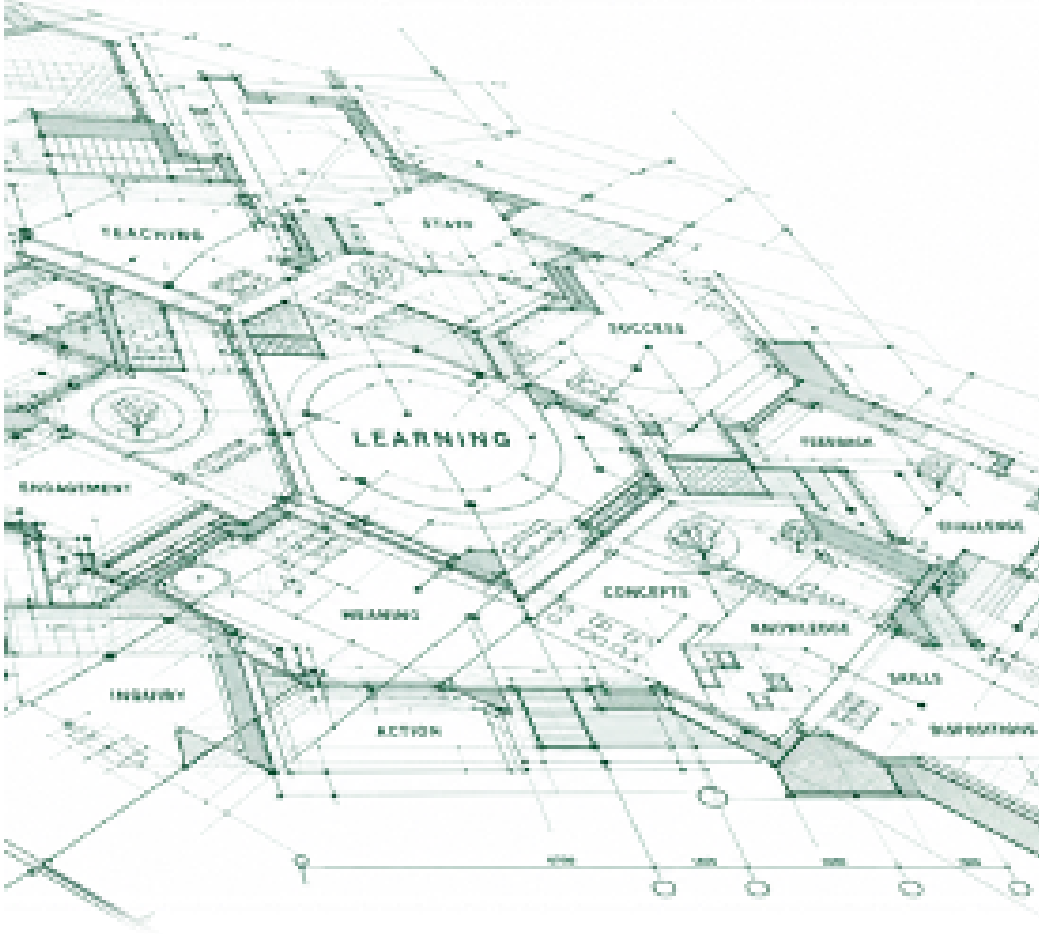
What is a Learning Architecture?

A school's learning architecture refers to the set of foundational systems that must work together for high-quality teaching and learning to be possible at scale.

The concept of a learning architecture rose out of thousands of conversations with students, teachers and leaders who would describe high levels of inconsistency present in their school- and how this inconsistency impacts on teaching, learning and leading.

Just as buildings rely on carefully designed structural systems to ensure strength and stability, schools require a coherent set of interdependent elements that support effective learning. Rather than focusing on isolated strategies or initiatives, a learning architecture helps schools consider the underlying systems and beliefs that support learning across the entire organisation.

Whilst some leaders have a strong mental model of their school's learning architecture, very few make that visible so that their staff can see the alignment from beliefs about learning, to how learning is designed and finally to how learning should be enacted.

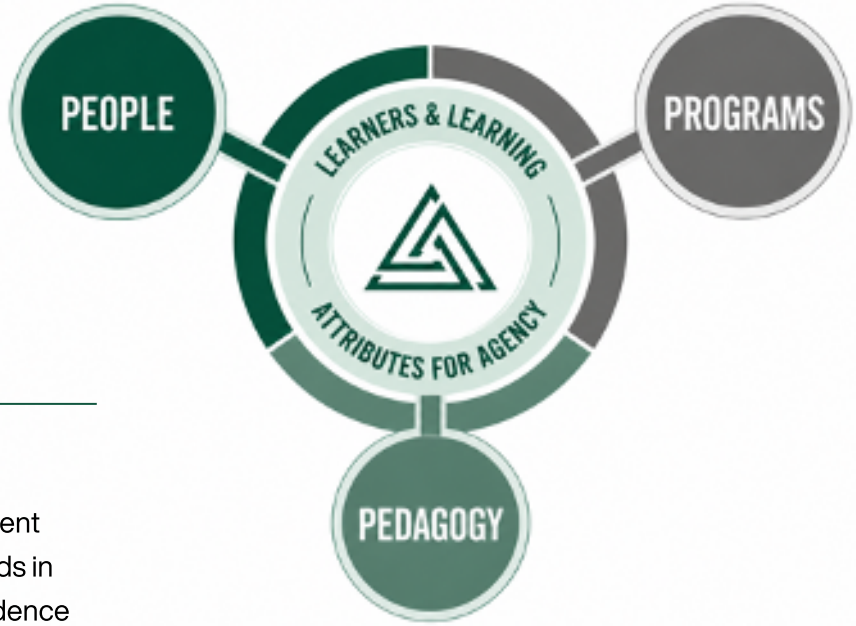


It's vital that leaders have clarity about their learning architecture.

This must be visible to teachers and be used as the basis for how learning is designed and enacted across the school.

Consistent outstanding practice comes from having shared understandings about learners and learning, a shared language of learning across the school, and a strategic commitment to developing the key change agents: the staff.

The Concordis Learning Architecture



Educational research increasingly recognises that learning is shaped by multiple interacting influences rather than isolated initiatives. One theme which echoes strongly within the literature -and yet is regularly overlooked- is the concept of coherence. Work by scholars such as Michael Fullan, John Hattie, Dylan Wiliam, and Helen Timperley highlights the importance of aligning instructional practice, professional learning, and curriculum design. Similarly, research on professional learning communities (DuFour, Stoll) and collective teacher efficacy (Bandura; Donohoo) demonstrates that improvements in teaching practice occur most effectively when educators work together within coherent systems. In many contexts, schools lack a clear structure that connects their work on teaching, curriculum, and learner development.

The Concordis Learning Architecture provides a way for leaders to be confident that they are channelling focus and funds in the right places; it gives teachers confidence about the what and why regarding pedagogical expectations; it helps the entire staff build deep and impactful professional relationships; it ensures that students are routinely challenged and engaged in the most effective ways; and ultimately, it leads to a school having a sustainable culture of learning.

At its highest ideal, schools will use the Concordis Learning Architecture as a frame to align their aspirations, language and practices.

The Concordis Learning Architecture has been designed to help schools gain clarity about how their beliefs about learners and learning are translated into what they do, how they do it, and how they know what impact they have had.

The Central Ideas

LEARNERS & LEARNING





At the heart of the model is a shared understanding of what effective learners are like and how learners think, act, and engage in learning.

This clarifies how learning is approached and becomes a reference point for designing learning experiences that support independence and sustained learning across contexts. These definitions are expressed in a unifying statement about learning that serves as a consistent reference point for how learning is enacted in the classroom and the staffroom.

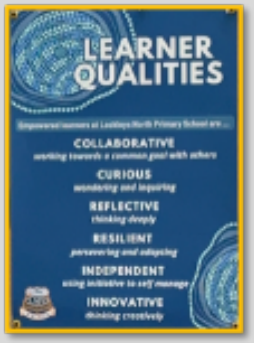
ATTRIBUTES FOR AGENCY

The shared understanding about learners and learning is lived out through a set of clearly articulated learner attributes. Co-developed with the school, these attributes for agency are explicitly taught, modelled and celebrated by leaders and teachers, and invite students to consider which aspects of being an effective learner they are demonstrating or need to further develop.

Unlike school values or codes of behaviour, these attributes are strictly related to learning and what it means to be 'in learning'. The value brought to the school community as a result of effective implementation is visible to all.

Schools who engage with this work deeply will have a balanced, research-informed profile. These are accompanied by clear definitions, a school-wide continuum and stage-based progressions

Beginning with these central ideas is foundational to building a strong, coherent learning architecture- and where all schools will begin their journey.



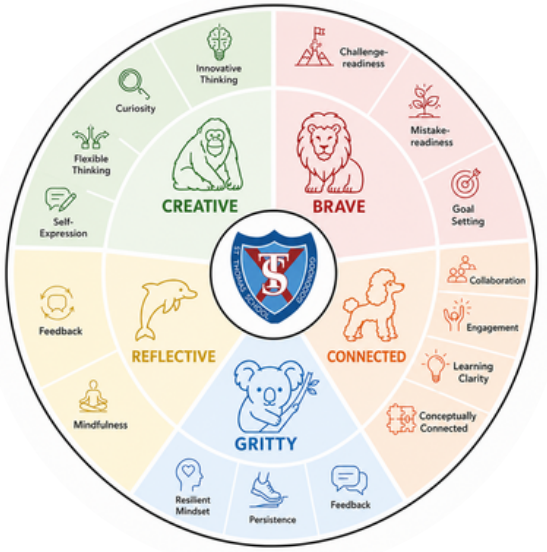
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Erindale College
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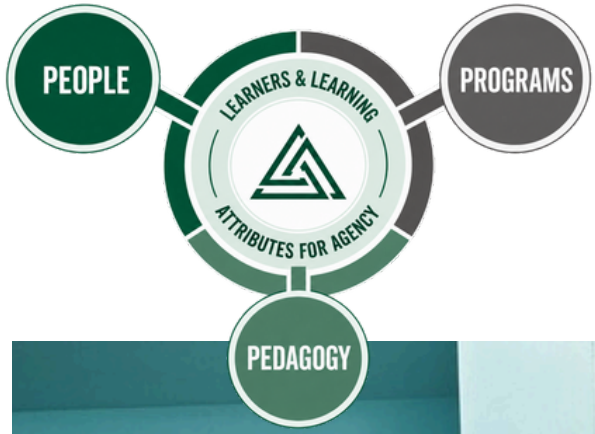


St Raphael's School
SA



St Thomas School SA

3Ps: People, Programs & Pedagogy



PEOPLE

this refers to the systems, structures, and practices through which a school develops the capability of its staff, both collectively and individually. It focuses on how educators learn, refine their practice, and build shared expertise over time, recognising that the quality of teaching that students experience is directly shaped by the quality of professional learning adults engage in.

PROGRAMS

this refers to how learning is intentionally designed and structured over time. It translates shared intentions about learning into coherent designs that guide teaching and learning across classrooms so that learning is clear, challenging, significant and relevant for students.

PEDAGOGY

this refers to how teaching is enacted and how learning experiences are facilitated in practice. It includes instructional approaches, routines, norms, and the learning environments in which learning occurs.

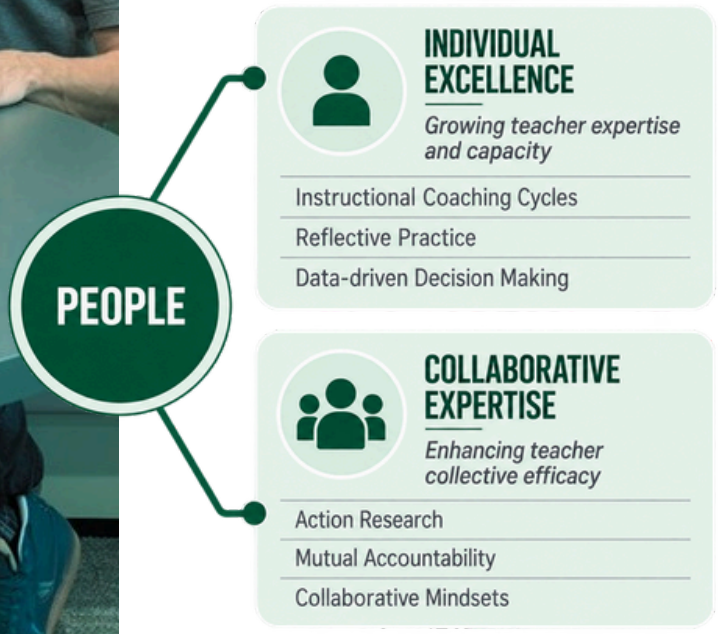




People

Investing in your greatest asset

The People pillar exists to increase consistency in teaching quality, develop unity of practice, optimise professional learning and reduce over-reliance on individual expertise.



Individual Excellence focuses on the ongoing refinement of teaching practice through feedback and coaching. Instructional coaching cycles provide opportunities for teachers to examine their practice, receive targeted feedback, and experiment with new approaches in a supportive professional environment.

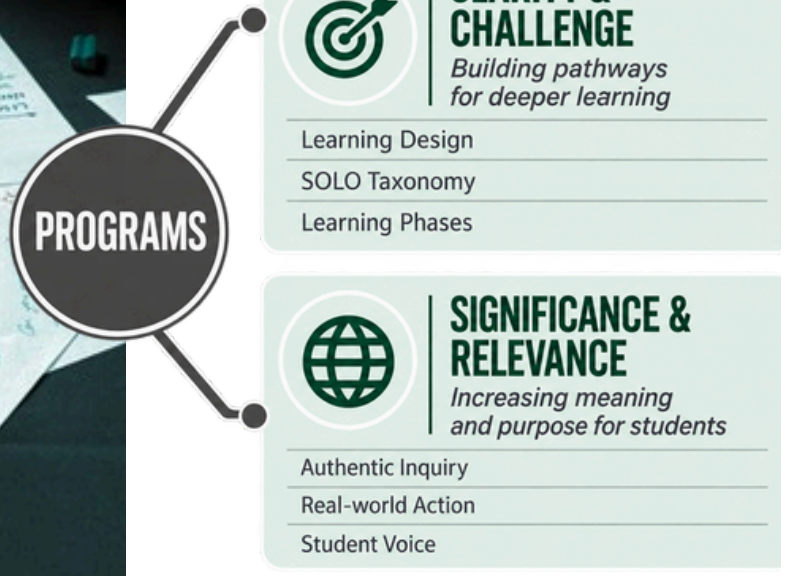
Collaborative Expertise refers to the school's capacity to learn together. These collaborative processes support teachers to move beyond individual experimentation toward collectively developed practices that can be enacted consistently across the school.



Programs

Designing learning that is clear, challenging and meaningful

Investing in alignment across teaching programs addresses fragmentation in learning design, ambiguity about learning intent, overemphasis on content coverage, and inconsistent learner experiences.



Clarity and Challenge focus on making learning visible and intellectually demanding. Learning intentions and success criteria help teachers and learners understand what is being learned and how progress can be recognised. Conceptually driven learning encourages students to explore ideas, make connections, and deepen their understanding rather than simply complete tasks.

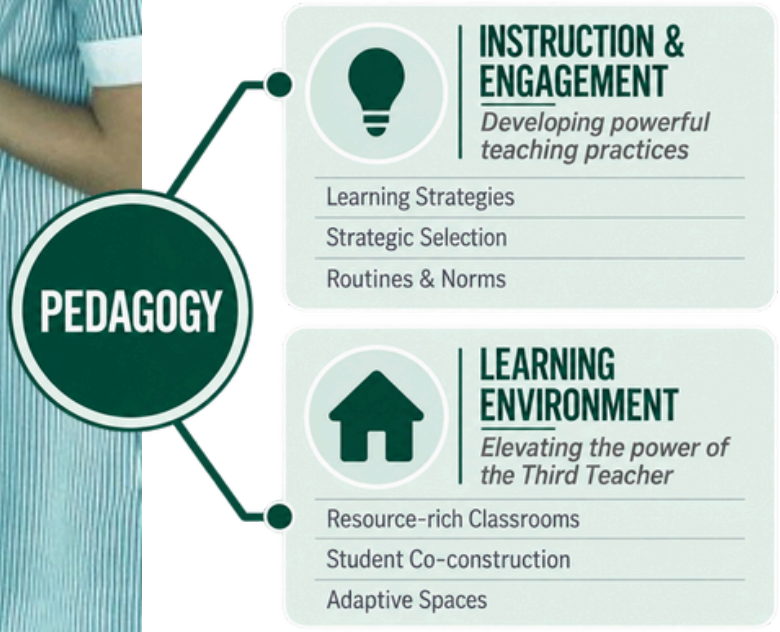
Significance and Relevance ensure that learning connects meaningfully to learners and to the wider world. When students see purpose in their learning, they are more likely to engage deeply and persist through challenge. Approaches such as student voice and choice, inquiry-based learning, and action-oriented learning help learners see how knowledge can be applied and extended beyond the classroom.



Pedagogy

Where the Learning Happens

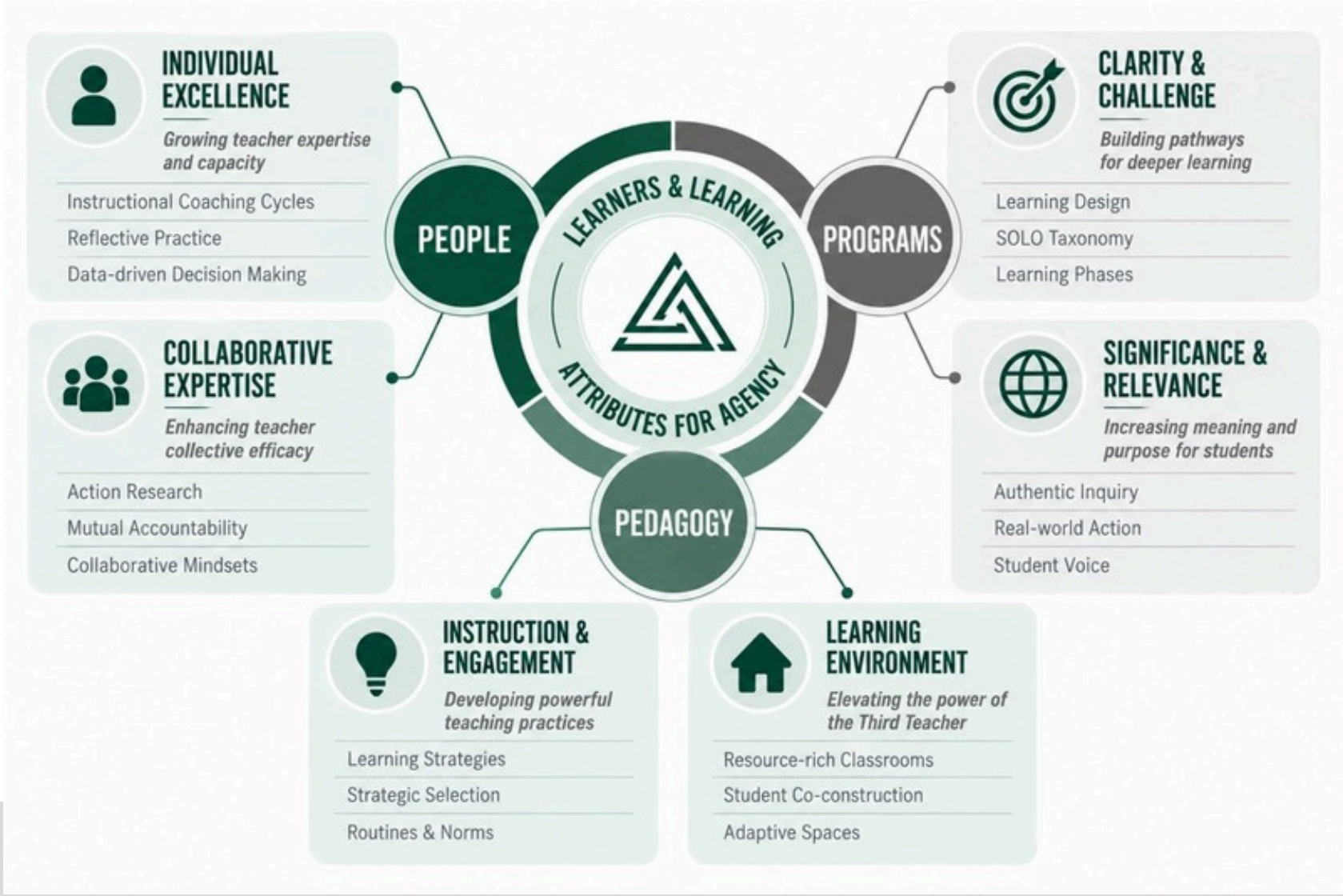
The Pedagogy pillar focuses on the instructional approaches, patterns of interaction, and learning environments that shape students' experiences of learning.



Instruction and Engagement refer to how teachers guide learning through explanation, questioning, modelling, and structured interaction.
This includes the phases of learning, the ways learners engage with tasks, and the routines and norms that support productive participation in learning.

The Learning Environment refers to the conditions that support learning. Effective environments are co-constructed with learners, responsive to their needs, and adaptable as learning evolves.
The concept of the environment as the "third teacher," drawn from the Reggio Emilia approach to education, highlights the powerful role that space, resources, and classroom culture play in shaping learning experiences.

The Complete Learning Architecture



Clarity - Coherence - Consistency

A strong learning architecture ensures you have shared understandings about learners and learning, a shared language of learning across the school, and a strategic approach to valued practices in every classroom.



Unite the School - Ignite the Learning



Concordis Partnerships

From Architecture to Implementation

The **Concordis Implementation Process** is a research-informed roadmap that guides schools through effective, sustainable change.

We set clear aims, timelines and success criteria, so all staff are aware of where we are going, how we are doing and what our next steps are.



Our Process

Your First 12 Months

1 Determine vision for learners and learning

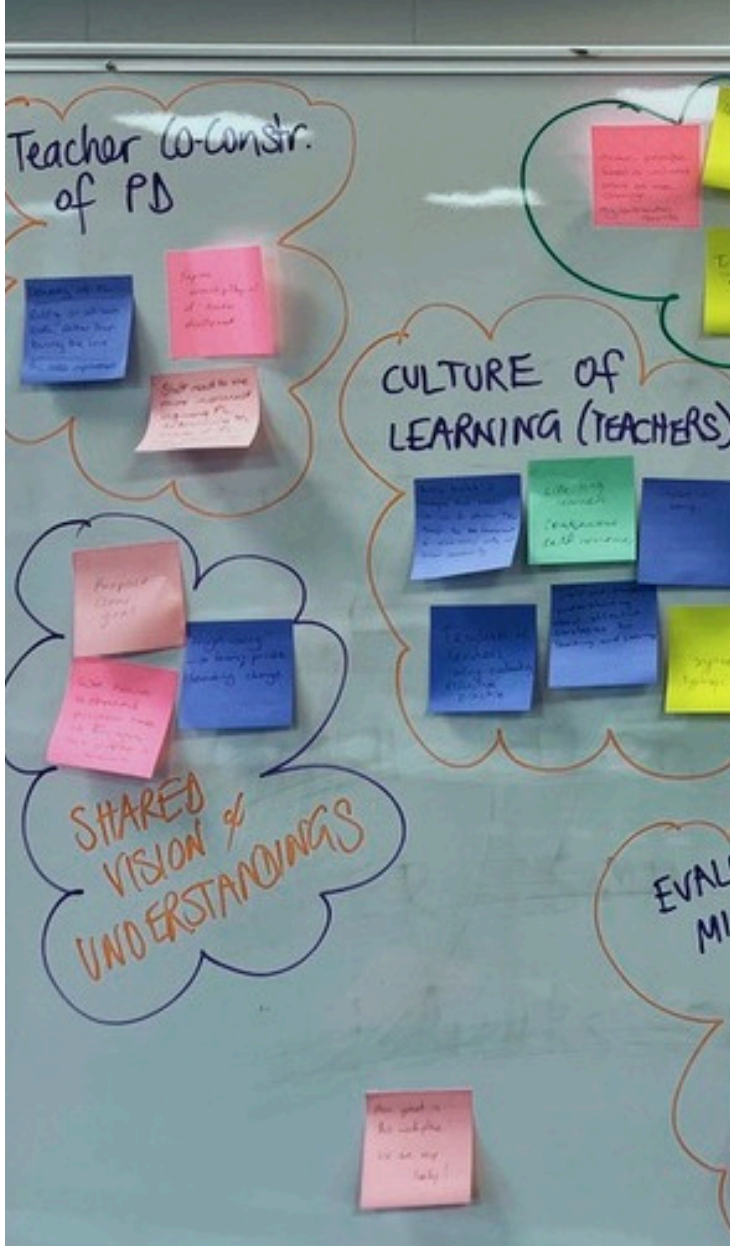
Leader and Teacher voice combines with global research to determine what shared beliefs about learners and learning the school wishes to establish.

2 Outline set of Attributes for Agency

Key attributes for learning success are developed through workshops, accessing research and staff voice.
Clear implementation plans are created and enacted by teachers & leaders.

3 Programming for Clarity & Challenge

Teaching staff engage in team workshops to align programming practices to include clear learning overviews, levels of cognitive challenge and deep learning opportunities.



Tools & Training

Your staff are provided with the research, the templates and the processes which enable the school to develop the shared understandings, the shared language and the practices which unite the learning in your school.

Teaching teams receive direct guidance and support as they develop both their own understanding and their learning programs.



Why it works

Bespoke

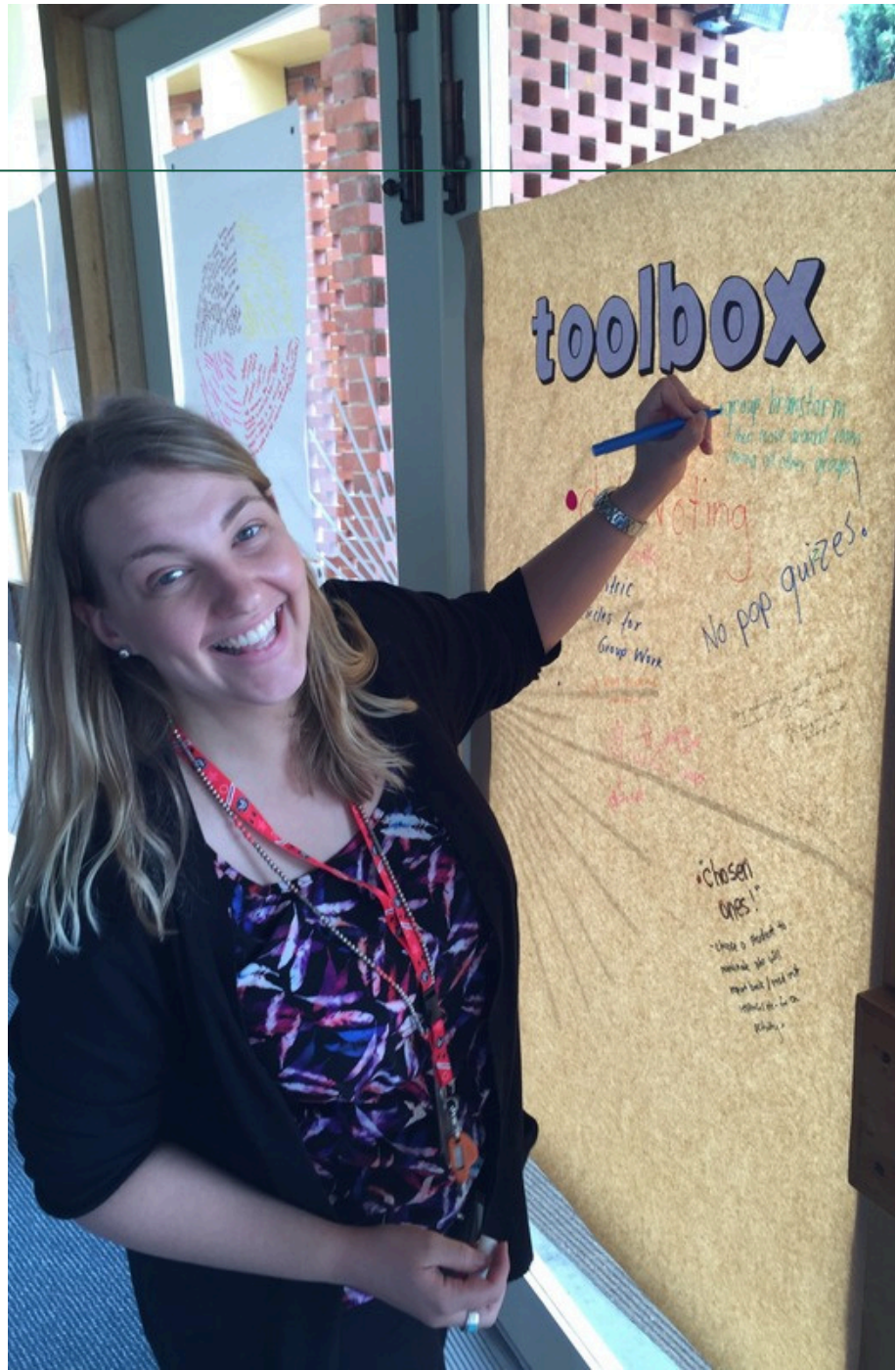
We start with where your school is at and we set goals according to your timeline and priorities.
Teachers engage with their own programs and context, meaning they don't have to translate and create after the workshops end.

Informed

The content and the process are all designed with reference to the best educational research. This means we not only explore the *what*, we spend time carefully crafting the *how*, so that our aspirations translate into regular practices.

Practical

Each engagement is hands on, with teachers and leaders trained using their own documents and teaching context. All staff leave with practices which can be actioned immediately.



What Others are saying

David has been an integral and valued facilitator of our learning journey. Without his guidance, knowledge and support our site would not have reflected on and improved the teaching practice across the site to the degree that we have.

K. Hill
Principal
McDonald Park School | S.A.

David has a rare ability to tailor professional learning to suit the context, making every session relevant, engaging, and even fun. His impact on our team was both immediate and lasting.

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Merredin College | W.A.



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