

# Reflective Tool: Making connections between LAOS & Cosán

## Introduction

This Reflective Tool harnesses the power of both [Looking at Our School \(LAOS\)](#) and [Cosán, Framework for Teachers' Learning](#), to support meaningful dialogue between teachers, school leaders and the wider school community about quality teaching and learning in our schools, and the important role professional learning plays in this. This document highlights the purpose and rationale of both frameworks, and the common features of both.

### 1. Cosán and LAOS: Purpose and rationale

It is widely accepted that when schools reflect on the quality of their work and plan for how it can be improved, teachers and school leaders may identify creative and effective solutions to support student learning experiences and outcomes. Looking at Our School (LAOS) and Cosán, Framework for Teachers' Learning seek to support and assist schools to engage with both self-reflection and planning, to respond effectively to school needs.

- [Cosán, the National Framework for Teachers' Learning](#), is a clear and accessible framework for professional learning to be recognised in the context of teachers' status as registered professionals. Cosán acknowledges that teachers are committed to their professional learning and recognises the many ways in which they learn. Individual and collaborative reflection is a cornerstone of the Cosán framework that supports and sustains teachers' learning throughout their teaching career.
- [Looking at our School \(LAOS\)](#) is designed to underpin both school self-evaluation and school inspections, and to provide standards that can help school leaders and teachers assess what good or very good practice can look like in schools. The LAOS framework is built around the areas of teaching and learning and leadership and management, areas which directly impact on students' learning outcomes and experiences, within which teachers' learning and reflective practice may be considered integral.

### 2. Alignment of standards and statements of practice



Cosán acknowledges the professional learning teachers engage in and sets out two standards to guide their learning and reflection: Quality teaching and learning; and, Continued professional growth for enhanced professional practice. The Cosán standards closely align with the two LAOS dimensions: Teaching and Learning; and Leadership and Management.

The six Cosán Learning Areas (Leading Learning; Inclusion; Wellbeing; ICT; Literacy & Numeracy; Supporting Teachers' Learning) and associated Learning Processes (Mentoring/ Coaching; Practice and Collaboration; Research; Reading and professional contributions; Immersive professional activities; Courses, programmes, workshops and other events) also align closely with the Dimensions, Domains, Standards, and Statements of Practice identified within the LAOS framework. In turn, LAOS may be applied in schools to support a range of priorities and processes including the development of leadership capacity, recruitment, and professional learning and reflection.

**In summary, both LAOS and Cosán:**

- are underpinned by a reflective approach that connects learning and practice;
- take a holistic view of learning and of the learner, drawing on a wide body of research indicating that excellence in teaching impacts most powerfully on student outcomes;
- recognise that schools are dynamic learning organisations and support teachers to work individually and collectively to build their professional capacity in order to support continuous improvement in teaching and learning;
- view professional learning as central to teachers' work and situate reflection and collaboration as key components of this;
- acknowledge that improving the quality of students' learning must be at the heart of teachers' learning.