LEARNING in Action

A framework for teaching and learning at St Andrew’s

A guide for our community
St Andrew’s Teaching and Learning Framework

This Framework provides support for teachers. It represents a common understanding and approach to teaching and learning at St Andrew’s through purposeful goals, processes and strategies in our teaching and evaluation of student progress.

The Framework also highlights the dimensions through which teachers reflect on their own practice and outlines for students how they can become effective learners.

At St Andrew’s, we believe:

- a holistic education at St Andrew’s Anglican College is built on the Values and Character Traits emerging from Positive Education.
- strong, positive, respectful and caring relationships between teachers and students are the foundation for effective student learning.
- that learning and teaching are central to the College’s mission statement and each teacher’s purpose.
- all students have the capacity to learn and each teacher has the responsibility to foster growth.
- effective thinking and learning habits can be explicitly taught and reinforced.
- in the power of education to transform individual lives, communities and our world.
- effective and inspiring teachers actively engage with educational research and best practice.
### Key Influences in Developing the Teaching and Learning Framework

#### Strategic Plan Pillars
- **Encourages Learning**
  - Through our:
    - Energetic staff
    - Global perspectives
    - Innovative thinking
- **Creates Opportunities**
  - That develop the individual
  - Embed Christ-like action
  - Promote personal best
- **Builds Connections**
  - For meaningful and respectful relationships
  - Community engagement
  - Service to others
- **With Vision and Spirit!**

#### Mission Statement
Based on our Christian foundation, we leverage the College’s positive energy and supportive community to enable our students to move confidently into their futures.

#### Values and Character Traits
- Creativity/ originality
- Curiosity
- Open-mindedness/ critical thinking
- Love of Learning
- Perspective and wisdom
- Honesty/ Integrity
- Bravery
- Persistence
- Zest
- Kindness
- Love
- Social Intelligence
- Fairness
- Leadership
- Teamwork
- Forgiveness
- Modesty
- Prudence
- Self-Control
- Appreciation of Beauty
- Gratitude
- Hope/Optimism
- Humour/ Playfulness
- Spirituality
Built on Research

The Framework has been built on our research into current best practice. It is a statement about the College's beliefs and practices in relation to teaching and learning, and provides the Framework within which the Walker Learning Model (being implemented in our Primary School) is embedded.

Key influences in the creation of our Framework include the ideas of researchers such as: Harvard University’s Project Zero work in Teaching for Understanding (1998); Ron Ritchhart’s Creating Cultures of Thinking (2015); The Walker Learning Approach (2011), founded by Australian educator and researcher, Kathy Walker; Robert Marzano’s Art and Science of Teaching (2007); and the Learning Power Program (2011) by Guy Claxton, Maryl Chambers, Graham Powell and Bill Lucas.

There are four dimensions to learning and teaching which are layered and interwoven. Our goal is to foster independent learners equipped for learning, living and working in the 21st Century, so that students are authentically “Diamond Strong!”

**LEARNING is...**

**ENGAGING AND INSPIRING**

- Interesting, meaningful and relevant
- Empowered by student choice
- Connected to prior learning and real contexts
- Encouraging creativity and problem-solving

**DEVELOPING SKILLS AND UNDERSTANDING**

- Blended, multi-modal learning in purposeful learning environments:
  - Explicit teaching
  - Individual work/collaboration
  - ICT-based platforms

**PERSONALISED**

- Differentiated, based on diversity of learning needs, learning styles, gender, culture, interests and aspirations
- Made meaningful and relevant through student choice
- Focused on learning intentions, assessed, evaluated and tracked
- Informed by feedback

**GROWTH FOCUSED**

- Developing a spirit of enquiry
- Being adventurous in learning
- Persistence and resilience
ENGAGING AND INSPIRING

Learning at St Andrew’s is intended to be interesting, meaningful and relevant. It is fostered by developing imagination and skills in investigation and problem-solving. Students are encouraged to brainstorm ideas, explore, plan, trial, implement, question and evaluate, in readiness to explore and question again. Investigation of real contexts and problems, combined with imagination, form a powerful foundation for effective communication, choice and decision-making, learning from mistakes and solving problems. Learning should be active: not passive. At St Andrew’s, our learning program involves classroom activities, excursions and trips, and learning about the world through the virtual environment. Learning is student-centred. Throughout this process, students are encouraged to be responsible for their own learning and grow towards independence.

DEVELOPING SKILLS AND UNDERSTANDING

Learning at St Andrew’s is built on a firm foundation: in developing the core skills of literacy and numeracy, critical thinking, collaboration and the development of ICT skills. In the Primary school, students continue to have purposeful literacy and numeracy lessons, embedded within the Walker Learning Approach. Students are encouraged to read for enjoyment on a daily basis so that they can develop a rich vocabulary and learn to express themselves effectively in writing. Vocabulary development is a significant focus across the College, as this helps students to understand increasingly complex concepts.

Thinking Skills & Processes are central to Learning

- Familiar relevant contexts
- Growth in understanding
- Deeper thinking: describe, explain, compare and contrast, analyse, interpret and form connections
- Engaging with information
- Base knowledge
- Surface thinking
- Complex relevant contexts
- Complex understanding and connections
- Deepest thinking: evaluate, synthesise, create, apply and transfer

PERSONALISED

Student learning is personalised to meet the needs of each student. Sometimes this will be through students having choice in their learning, by designing their own learning activities. At other times teachers will assist students to engage in learning through designing a wide range of learning experiences which help students to understand how to think, plan and structure their responses. At other times it will be through particular feedback from a teacher about how a student can improve a piece of work. Therefore curriculum, instruction, mode of learning or assessment may be personalised for students. Learning is built on trusting and respectful relationships and strong communication between teachers and students. Our online Learning Management System, Canvas, is designed to enable personalised learning.

GROWTH FOCUSED

Students are encouraged to develop a growth mindset so that they can be effective learners. A positive attitude and an enquiring mind are nurtured. Students grow in confidence to explore and experiment, and to see mistakes as opportunities to learn. Lastly, students develop perseverance and resilience in their learning. The school has very purposefully built its culture on positive psychology which is manifested through the life of the College.
Students will become effective learners through the application of the St Andrew’s Learning Framework so that they develop habits and routines in learning.

**ENGAGED IN LEARNING**

I will...
- Have a positive attitude
- Be focused
- Know Learning Intentions
- Ask questions
- Listen
- Get involved
- Be active in learning

**SKILLS & UNDERSTANDING**

I will...
- Practise reading and writing
- Use ICT responsibly, for learning in class
- Develop thinking skills and practise them to become habits
- Think carefully to make decisions and solve problems
- Plan and create
- Reflect on learning
- Learn from others and collaborate
- Develop spoken and written communication skills
- Develop organisational skills and habits

**RESPONSIBLE FOR LEARNING**

I will...
- Choose to learn
- Do my best in every learning activity
- Understand how I learn
- Take notice of feedback about learning from my peers and teacher
- Use feedback to focus on improvement
- Use organisational skills and habits
- Manage distractions
- Be resourceful
- Revise and practise

**GROWTH FOCUSED**

I will...
- Expect to learn
- Set Learning Intentions
- Be adventurous in my learning and have a go
- Face challenges
- Be observant
- Persevere and persist
- Be resilient
- Celebrate effort and improvement
Teaching at St Andrew’s

Teachers follow a design process when creating learning experiences for students. They are designers of learning.

Teachers are learners too

At St Andrew’s, we have a dynamic team of professionals. Teachers across Primary and Secondary are actively engaged in group and individual professional development projects throughout the year, which focus on developing teaching practice. Teachers are involved in observing other teachers’ classes and in mentoring programs. They explore research about best teaching practice, and continue to develop their craft and skill in teaching. Teachers have opportunities to attend professional development events at conferences and workshops. Most importantly, teachers meet to reflect on practice and grow as people and professionals. St Andrew’s is committed to a strong professional development program for teachers, so that they can be dynamic and effective practitioners.
If you would like to know more about *Learning in Action*, contact Adele Guy, Head of Teaching and Learning on aguy@saac.qld.edu.au

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