



Framework for Teaching, Learning and Caring



St Michael's
Grammar School

Nurturing creative, inquiring minds
learning from, with and for the world.



Educational Vision & Values

Our students are at the heart of a learning ecosystem designed to cultivate strong foundations in key areas of learning, creative and flexible problem-solving, independent thinking, effective collaboration, and collective wellbeing. In a respectful, coeducational environment, St Michael's students demonstrate daily the power of constructive, confident, forthright people working in synergy to solve the challenges of today and tomorrow.

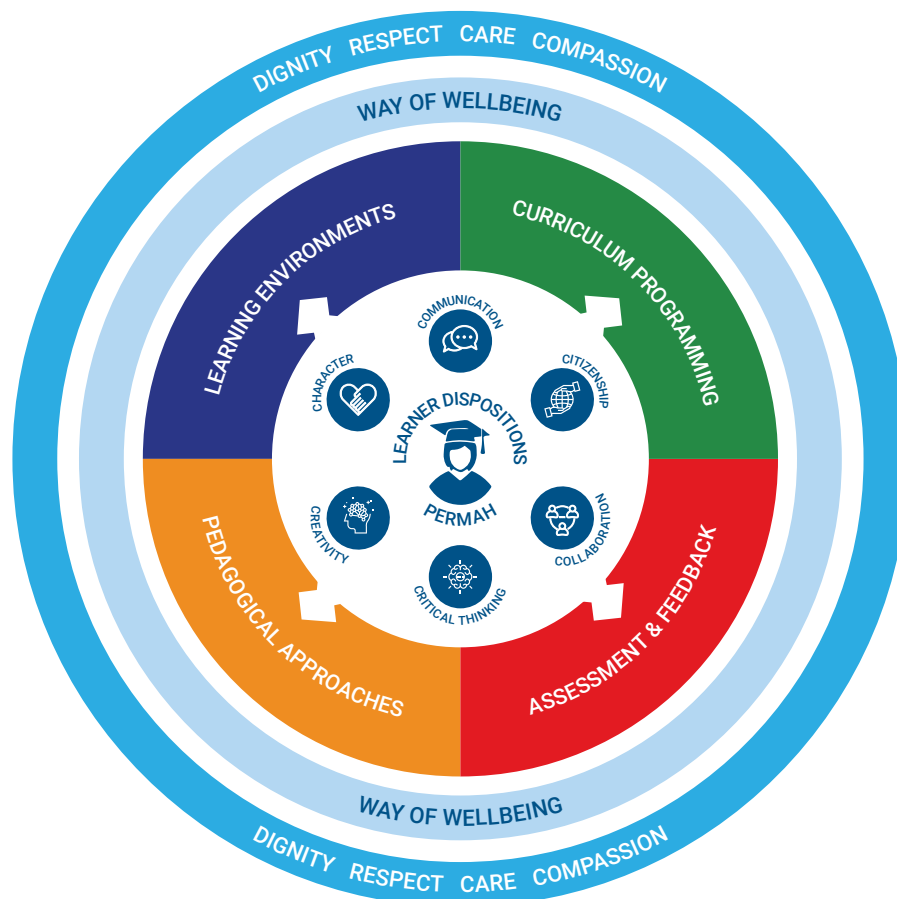
The St Michael's Grammar School Framework for Teaching, Learning and Caring (TLC) is anchored by the School's **core values** and our commitment to professional and personal accountability. Dignity, Respect, Care and Compassion are at the heart of the St Michael's community and shape daily interactions between all members.

At St Michael's, wellbeing and deep learning are recognised to be inextricably linked. Informed by the research of Professor Michael Fullan, they are the 'double helix' of thriving. Throughout their journey, students at St Michael's are supported and empowered to chart a course to thrive by

developing the learning dispositions, competencies and networks of relationships that will equip them to make a positive difference in their own lives and the lives of others.

The TLC Framework encodes the principles and practices designed to promote learning experiences that provide opportunities for students to use their head, heart and hands and develop as:

- Creative and flexible problem-solvers
- Independent, ethical thinkers
- Leaders in their fields of endeavour
- Collaborative, efficacious and contributing citizens



Way of Wellbeing

Wellbeing is more than the absence of illness and negative conditions; it is also the prevalence of positive attributes, attitudes and strategies. It is an outcome of the interaction and combination of many contributing factors.

At St Michael's we aspire for our students to thrive, not just survive. We seek to support them to cultivate the 'best version of themselves' and live a meaningful life. In line with our core values, we want to grow our students' capacities for love and compassion, creativity and curiosity, work and resilience, and integrity and wisdom. We want them to flourish!

Forming the habits that develop a positive mindset is key to flourishing. A mindset is a collection of thoughts, attitudes and beliefs that influence how we think, what we feel, and do. Mindsets shape our lives and our future. Our students learn that their mindset can enable them to work towards full engagement, respectful relationships, personal and academic accomplishment, and purposeful contributions to others. St Michael's promotes a growth mindset which encompasses an appreciation of character strengths, tenacity (c.f. resilience, grit, perseverance), and readiness to learn.

In considering the Way of Wellbeing in context of the Teaching, Learning and Caring Framework we need to ask these two questions regularly:

1. Which wellbeing concepts and skills are embedded within this learning experience?
2. How does this positively and intentionally influence student learning and wellbeing outcomes?

The St Michael's holistic approach to education begins with an appreciation of each child as capable, creative and curious. Through the Way of Wellbeing, St Michael's embraces Professor Martin Seligman's six elements of PERMAH as the markers of wellbeing for all learners in our community. We want students to engage in learning experiences that are effortful and empowering with the intended outcome for learners to feel Positive emotion, a sense of Engagement, positive Relationships with self and others, Meaning in their lives, a sense of Accomplishment and to develop habits that support their physical and psychological Health.

We aim for alignment between the forces shaping the learning experiences of our students by keeping a clear line of sight to the development of the dispositions and competencies needed for flourishing and purposeful, agentic living. The nested circles of the wheel diagram on the previous page denote all that we need to attend to in our learning design processes.



Academic Care

The Framework for Teaching, Learning and Caring connects student wellbeing and student achievement, with this facilitated in a holistic and supportive learning environment. In this environment of 'Academic Care', curriculum and the broader education program are integrated with the School's House program and wellbeing support structures to enhance positive student outcomes in achievement and wellness. Academic Care is supported by a case management (Sharratt, 2019) approach to using student data to provide timely interventions to support or extend student learning and wellbeing. This is supported by the 'Student Dashboard', which allows students, parents and teachers to review metrics relating to learning and wellbeing in real time.



Global Competencies

To facilitate the formation of the learner's dispositions and their journey to effective, thriving adulthood, we focus on learning experiences intentionally designed to build a set of global competencies adapted from the work of Professor Michael Fullan (2019). St Michael's is working closely with the University of Melbourne in the 'New Metrics Partnership' to explore how these competencies can be explicitly taught, assessed and credentialled, to provide holistic recognition of a student's capabilities.



CHARACTER

Refers to qualities of the individual essential for being personally effective in a complex world including: integrity, tenacity, perseverance, resilience and reliability. A focus on the development of learner agency is at the heart of this competency.



CITIZENSHIP

Incorporates the competency for ethical deliberation and informed action, the ability to consider global issues based on a deep understanding of diverse perspectives with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.



COLLABORATION

Refers to the capacity to work interdependently and synergistically in teams with a strong sense of self and interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.



COMMUNICATION

Communicating effectively for a range of audiences and purposes using a variety of styles, modes and tools (including digital tools).



CREATIVITY

Entails asking the right questions to generate novel ideas, having an 'entrepreneurial eye' for aesthetic, economic and social opportunities, and demonstrating leadership to pursue those ideas and opportunities into the creation of effective solutions, challenging artefacts and practical applications.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.

Learner Dispositions

A St Michael's Grammar School learner is supported to be:

Self-Regulating

To be self-regulated we are aware of our emotions and actions, helping us to be calm and make positive choices.

Confident

To be confident, we are brave in our actions. We try new things and believe in ourselves.

Tenacious

To be tenacious, we are determined. We embrace challenge and persevere.

Curious

To be curious we question and wonder to deepen our understanding, explore and grow.

Motivated

To be motivated we are engaged and focussed. We take action to pursue interests, ideas and solutions.

Reflective

To be reflective we seek to understand ourselves and others. We look back and rethink to improve and grow.

Agile

To be agile, we are flexible thinkers who evaluate, adapt and respond to change.

Just

To be just, we are ethical and act with integrity. We demonstrate the values of DRCC and recognise the rights of all peoples and our responsibility to the planet.





Signature Programs

Signature Programs are designed to support St Michael's vision to nurture creative, inquiring minds to learn from, with and for the world. In doing so, students develop the capacity to collaborate with peers, communicate effectively, think critically, and demonstrate citizenship in their engagement with the wider community.

Signature Programs draw on evidence based experiential learning processes relating to the connection of learning, experience, and reflection. Such an approach recognises the student as an active participant in learning as they engage with their peers, community, and the environment. St Michael's Signature Programs draw on these principles making deep connections between classroom based learning and rich experiences beyond the walls of the school, with these programs enhanced by partnerships with community groups and organisations. Learning also focuses on developing student capacity to be future ready and contributing citizens, in areas such as sustainability, leadership, and wellbeing.

In Junior School, students contribute to their community through Signature Programs such as the 'Penguin Squad' collaboration with Earthcare (year 3), 'Tomorrow's Leaders for Sustainability', partnership with the Port Phillip Eco Centre (year 4), and 'Leading the Future' (year 5), which connects students with local community leaders to explore leadership of self and others.

A key element of the Senior School Signature Programs are 'Immersions', which offer students a suite of rich immersive learning experiences to choose from, such as 'The Great Barrier Reef', which connects VCE Biology to diving experiences at the reef, the 'Professional Sports Experience' (Health and Physical Education), 'Northern Territory' (Indigenous Perspectives), 'Wellbeing Retreat' (Health Education), 'Work Experience' (Careers Education), 'The Art Industry' (Creative Arts), 'Engineering Exploration and Drones Immersion' (Design Technology), and 'Bon Appetit' (Food Technology & Hospitality).

Curriculum Programming

In the Early Learning Centre, the curriculum is structured around Victorian Early Years Learning and Development Framework and influenced by the Reggio Emilia research project.

The Victorian Curriculum (Foundation to Year 10) sets out what every student should learn from Prep to Year 10. Some students may include VCE study at Year 10. These documents provide a solid foundation for the development of programs that are sequential and coherent. At St Michael's we use the Victorian Curriculum documents as a starting point from which we build engaging and relevant learning experiences within and beyond the classroom.

At Years 11 and 12, students undertake their VCE Studies and are well supported to balance these with a rich program of co-curricula interests and micro-credentials aimed to equip them for a meaningful life beyond school.

It is always our intention that students feel the right level of challenge when encountering new content and skills. When designing learning that moves students towards mastery, we consider our students' zone of proximal development which is where their readiness for the challenge is a good fit for their knowledge and skills. We focus on surfacing prior knowledge and evaluate the starting point for our learners before embarking on curriculum design in the phases of acquisition, consolidation and application which are all crucial to ensuring students feel confident across multiple exposures to concepts and content.



Pedagogical Approaches

At St Michael's we value the individual and know that a variety of pedagogical approaches are required to engage and motivate our learners. Our focus on the development of the whole person requires us to know our students' strengths and to ensure they know them too. The latter requires explicit attention be paid to the use of pedagogical approaches that promote metacognition and facilitate learner agency.

Depending on the curriculum area and where we are in a learning arc our evidence-informed and next practice pedagogical approaches include:

- Direct Instruction
- Inquiry Based Learning
- Project Based Learning
- Experiential Learning
- Blended Learning
- Design Thinking
- Gradual Release of Responsibility
- Student voice and co-construction
- Setting Goals
- Structuring Lessons
- Worked Examples
- Questioning
- Collaborative Learning
- Multiple Exposures
- Feedback
- Metacognitive Strategies
- Differentiation
- Thinking Routines

Assessment and Feedback

At St Michael's we use Dr Lyn Sharratt's Assessment Waterfall Chart to ensure our learners are assessment literate and supported to take ownership of their learning. With explicit learning intentions and co-constructed success criteria our students are aware of where, when and how their learning is being assessed both formatively and summatively. Our teachers provide timely, descriptive feedback and there are opportunities for peer and self-assessment. Where possible we aim to provide a real-world application for learning and relevant audiences for our students' work. Feedback is timely, ongoing and delivered in a variety of modes.

We hold high expectations for our students and couple that with appropriate levels of support in the classroom and holistically. The support of a Tutor (7-12) or Classroom Teacher (K-6) and the parent in enabling students to grow in independence and autonomy is paramount to monitoring overall student progress as they chart their individual learning journey at St Michael's. Students set goals for their academic learning, their wellbeing and their co-curricula interests via conferencing and coaching. Teachers work alongside students to support their self-assessment and use the student dashboard to have growth conversations.



Learning Environments and Partnerships

As a learning ecosystem, we know that learning will take place within and beyond the School gates. We use the learning environments on the campus as an intentional 'third teacher' with purposeful and sustainable design, flexible spaces that are light and airy and reflect our values.

We build partnerships with a range of experts in industry, the community and in the tertiary sector to augment the excellence of our teachers. We also use technology to unbind the learning in time and place to take advantage of knowledges and opportunities available beyond Melbourne and Australia.

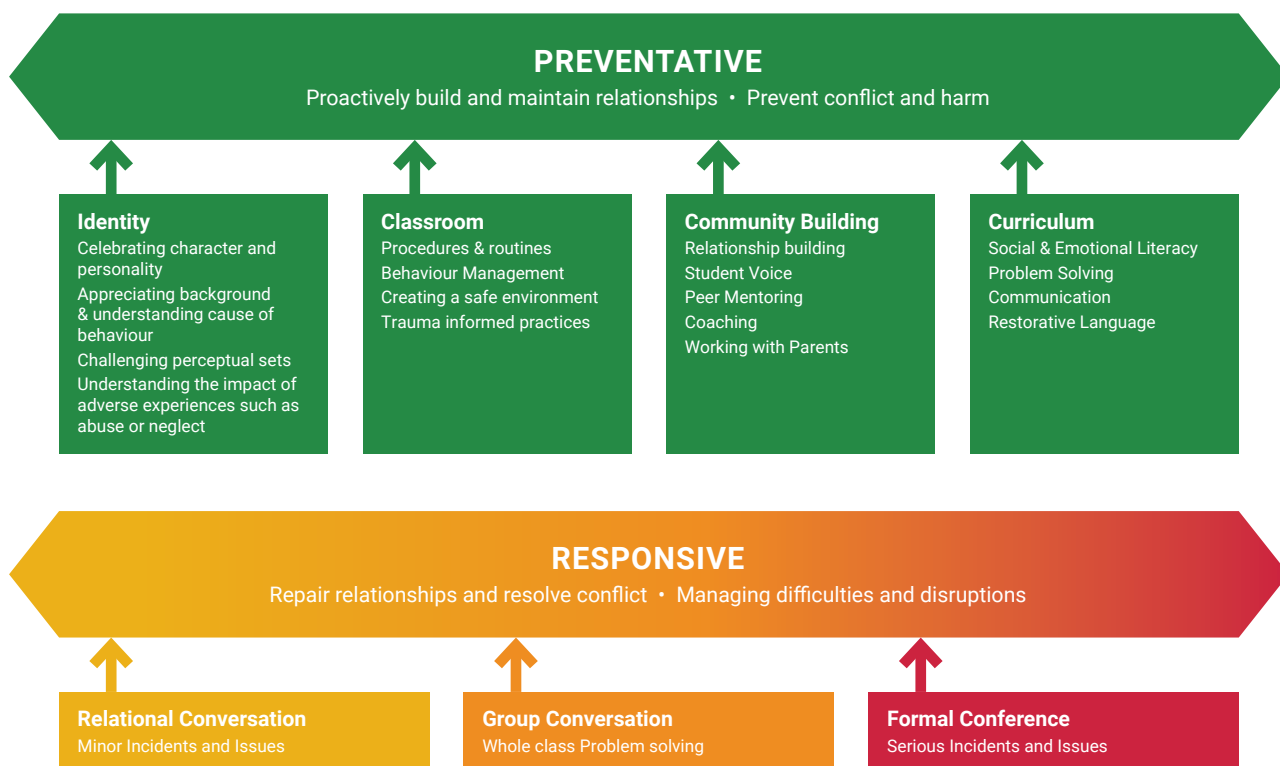
As an inclusive school, we think about the different needs of our learners and provide places of possibility – quiet, reflective spaces and open collaborative ones that are fit for the purposes for which they are being used.

The use of time also shapes the learning environment, so we endeavour to always make purposeful use of time, ensuring there is room for creative design, small group interventions, in-depth exploration and the development of student agency.

Restorative Practices Framework

The discipline of restorative practices increases social connections within communities. It is used to build healthy communities, effective leadership, and improve human relationships. It helps to decrease

crime, antisocial behaviour, violence and bullying. The discipline of restorative practices aims to restore relationships where harm has been done.





St Michael's

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