



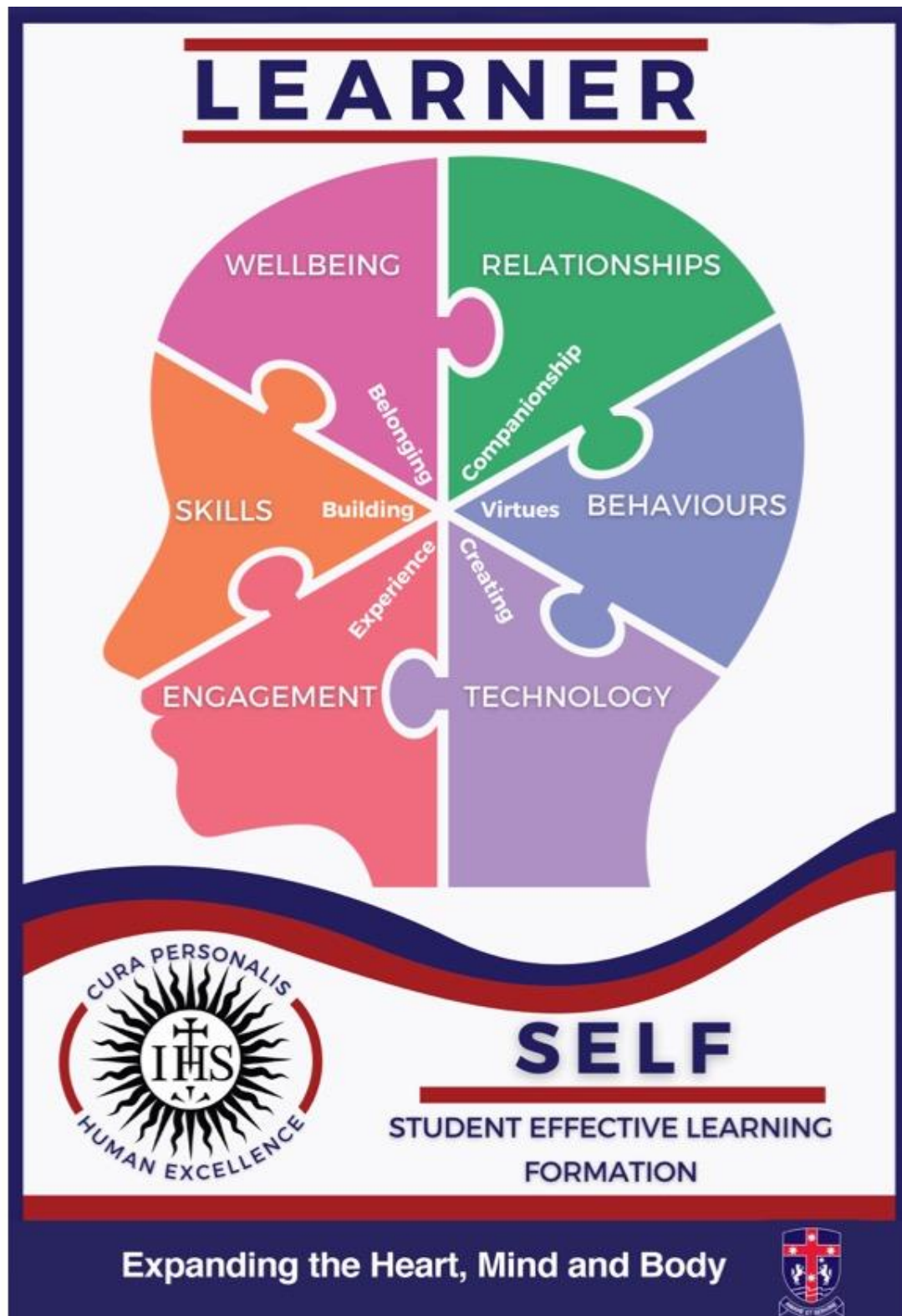
Student Effective Learning Framework

Cura Personalis at Saint Ignatius College Geelong





Student Effective Learning Formation



Student Effective Learning Formation

Rationale

SELF frames our aspirations for the formation of the whole person. It will guide us as educators in planning, implementing and evaluating an authentic and contemporary Ignatian education.

The framework is designed to inspire conversations, improve communication, and provide a common language about student learning and formation among staff, students, families, and the broader community. And in particular, we can use it to better engage students in how they are progressing with their formation as learners.

Michael Exton – College Principal

Cura Personalis

Development of the whole person – cognitive, emotional, physical, social and spiritual.



About being a learner

As students become invested in their own learning, they gain a better understanding of what effective learning is, and the purpose of it. This enables them to evaluate their own work and to discuss progress and achievement with teachers more purposefully, which has a significant role in the improvement of their academic and applied achievements.

An effective learner....

- Seeks inspiration, is inspired and inspires others.
- Sets goals and strategies to achieve results and reflects upon these regularly with parents and teachers.
- Is grateful for the opportunities they have.
- Values feedback and, with an open mind, implements strategies suggested by the teacher.
- Regards mistakes as the identification of a learning opportunity and knows that they may need repeated efforts and to ask questions to understand some content.
- Understands that technology can enhance learning and hinder learning and manages its use to enhance learning.



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The SELF framework serves as a reminder that each of us has a significant part to play in the formation of each student. We walk together to form our knowledge, habits, behaviours and learning practices.

Student

Reflection

- How do I as a student access and understand the SELF framework?
- In what ways can I as a student use SELF?
- As a student, how am I responsible for implementing the SELF framework?

Action

- Students to take action and deepen their own learning.
- Students to educate themselves, to inform the development of positive practices for personal growth.
- Students to access SELF in Canvas to support their learning practices.
- Students to reflect on their learning against the SELF framework.

Teacher

Reflection

- How do I as a teacher access and understand the SELF framework?
- In what ways can I use SELF to support student learning?
- As a teacher, how am I responsible for implementing the SELF framework?

Action

- Staff have established the SELF framework.
- Staff will embed the SELF framework into the Years 7 & 8 Cura Personalis program.
- Staff will embed the SELF framework into Years 9 – 12 classroom practices.
- Classroom teaching and learnings will be shared by everyone as a commitment to SELF.
- Staff will engage in targeted professional learning.
- A SELF framework Canvas tile has been created.

Community

Reflection

- As a parent and carer, how will I connect to and model an understanding of SELF?
- In what ways can I, as a parent and carer help my child understand how to incorporate SELF into their lives?

Action

- As a family, discuss and identify important learning habits and practices to improve your child's learning formation.
- Form conversations with teachers on the best practices identified through the SELF framework.
- Encourage positive learning behaviours and act as role models to allow your child to experience a positive learning environment.
- Promote and empower your child to take responsibility for their own effective learning formation.



Wellbeing (Belonging)

*How is my mental health?
Do I need a break?*

Wellbeing is a multi-faceted concept. It is a combination of our students' sense of belonging, emotions, physical, mental and social health. Wellbeing is linked to improved academic achievement, enhancing mental health and forming responsible life choices. Students who feel connected, and are engaged in their learning, collaborate with peers and teachers, and will develop a well-balanced lifestyle to bring about success.

Within our context we show care and concern for each member of our community.



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Relationships (Companionship)

Am I consolidating my learning by talking to my peers, teachers and family?

Am I helping my peers as best I can?

Positive peer and teacher relationships promote engagement and a sense of belonging and companionship. Creating a positive classroom climate requires attention to the interactions between teachers and students. Students experiencing positive teacher-student relations have a greater motivation to perform well academically and work together towards achieving a common goal.



All members of our community accompany one another on our journey to create a climate of care and respect.



Behaviours (Virtues)

Is my behaviour helpful to my learning?

Student behaviours that we strive to develop in the learning environment include; kindness, patience, confidence, independence, honesty, responsibility, wisdom, perseverance, compassion, respectfulness, courage, helpfulness, humility, curiosity, leadership, gratitude and service.

Virtues such as these help to build a student's character and inspire those around them to become better people as well. Students will be empowered to take ownership of their learning, to make purposeful contributions to their learning environments, and to tackle issues arising in the world around them through the development of these virtues.

Students embrace Ignatian virtues through their head, heart and hands.



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Technology (Creating)

Am I inspired?

How do I become inspired?

Technology continues to impact the ways in which students learn and the ways in which teachers and students interact with content and each other.

Connecting students to interactive technologies builds essential 21st-century skills, expands students' possibilities and ignites students' creativity.



Our community nurtures a sense of wonder to create motivated, curious and adaptable learners.



Engagement (Experience)

Am I well informed of the task?

Am I asking questions when I don't understand?

When students are engaged, they are focused on their learning and are more likely to grow as learners.

Students' engagement relates to:

- The context of their experience
- Reflecting on that experience
- The action that follows from their learning experience

With an emphasis on actions, members of our community are self-aware, reflective and capable of discernment.



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Skills (Building)

Am I managing my time?

Am I learning from my mistakes?

The learning skills of students are being formed to enable their success. These include handwriting notes, exercising self-discipline, being organised, committed, motivated, hard-working and ambitious for their learning.

Being attentive in class, having a positive mindset, asking relevant questions, being respectful and taking responsibility are all skills possessed by successful learners. Developing the habit of home study, being independent and self-regulated feeds students' responsiveness to feedback, leading to reflective learners who demonstrate pride in their work.

Participation in extra-curricular activities and the development of students' learning skills form important complements to attributes they naturally possess.



We strive for human excellence. We all model the way to grow as life-long learners.



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a leader.**

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