

Ave Maria College

CHARTER FOR EDUCATION

Our Charter for Education consists of Franciscan beliefs, learner attributes and wellbeing skills, bound by a learning environment which interconnects each element and where there are opportunities for each student to **belong, engage and thrive**.

Our aim is to be guided by the charism, principles, and frameworks that underpin the Charter and ensure that all of the academic and co-curricular programs reflect these. In doing so all members of our community can build their knowledge, develop their skills, and apply this to the world we live in.



We build our knowledge | We develop our skills | We apply to our world



AVE MARIA COLLEGE
She Who Belongs. She Who Thrives.

BELONG ... ENGAGE ... THRIVE

WE ARE PEOPLE OF FAITH

The Franciscan charism underpins the faith life and experiences at Ave Maria College. St Francis of Assisi invites us to imitate Jesus who took the side of the vulnerable and drew all into a shared humanity through inclusion and peace. Francis teaches us to delight in God's gifts to us; shared, grown and sustained for all.

Our Faith invites us to be....



- Loving *we trust in the truth of God's love*
- Nurturing *we live our faith through relationships that are nurturing*
- Compassionate *through a shared humanity of inclusion and peace*

The Franciscan Charism

Franciscan schools "hold at the heart of all we do goodness and good relationships – *with God, with others, with resources, with creation and with ourselves*. God is present when we make an effort to be open to God's words, to understand them spiritually, and to live them out in our gatherings and everyday life in schools. God comes to us in humble appearances – colleagues in the staffroom, in classrooms, the parents at reception, and in all the faces at the communal bus stops and drop off zones"

FSA Living the Franciscan Framework in a School.docx, 2020

Franciscan Schools Australia identify seven principles of Franciscan Education:



WE ARE PEOPLE OF LEARNING

Learning excellence at Ave Maria College is contemporary and collaborative, rigorous and relevant. Every member of our community contributes to a learning culture of endeavour and excellence. Together we develop a love of learning and a readiness to contribute to the world.

As Learners we build up our attributes of:



- Respect *we support and help each other; we uphold high expectations of ourselves and our peers*
- Confidence *we speak in the positive, we encourage others, we believe in our capacity to improve*
- Critical Thinking *we question, we challenge, we verify, we reflect*
- Curiosity *we take on harder problems, we challenge ourselves, we try new things*
- Independence *we own our responsibilities; we go beyond the minimum requirements*
- Resilience *we ask for help, we access the available resources, we work hard, we keep trying*

The Charter highlights key principles or actions undertaken by our teachers, students, and parents to create a dynamic environment for teaching, learning and student growth. These are categorised into four stages – preparation, connection, growth and flourishing:

	Our Teachers ...	Our Students ...	Our Parents ...
PREPARE	<ul style="list-style-type: none"> discern learning intentions and success criteria sequence learning in a planned and purposeful manner collaboratively design varied assessment practices 	<ul style="list-style-type: none"> bring a positive mindset to school complete all set tasks in preparation for learning work to meet deadlines and demonstrate learning to the best of our capabilities 	<ul style="list-style-type: none"> create an environment that is conducive to and supportive of independent learning
CONNECT	<ul style="list-style-type: none"> scaffold and differentiate learning respond to student learning with varied, engaging, and innovative practice provide productive, consistent, and constructive feedback to students 	<ul style="list-style-type: none"> engage in learning activities, sharing ideas, and collaborating with peers support a productive and quality learning environment 	<ul style="list-style-type: none"> access learning programs and assessment feedback via Ave Learning to understand the student's learning experience
REFLECT	<ul style="list-style-type: none"> provide opportunities to act upon feedback reflect on our practice individually and collectively give students the opportunity to reflect on their learning 	<ul style="list-style-type: none"> consider feedback given by teachers and be proactive in seeking growth reflect on their approach to learning and their role in achieving individual and collective success challenge their emotions and use evidence-based strategies to regulate them. 	<ul style="list-style-type: none"> encourage discussion and reflection on areas of growth and future focus support the development of a growth mindset
FLOURISH	<ul style="list-style-type: none"> collaborate to support the holistic growth of each student acknowledge and celebrate student achievement take risks and challenge practice to accomplish new things 	<ul style="list-style-type: none"> learn to cope with and grow from adversity and stressful life experiences develop the tools for resilience, recovery and improved mental health engage deeply with our learning and enhance health and wellbeing 	<ul style="list-style-type: none"> celebrate the faith foundation that encourages holistic development support the connection between the wellbeing of the young person and their educational outcomes

BELONG ... ENGAGE ... THRIVE

WE ARE PEOPLE OF GROWTH

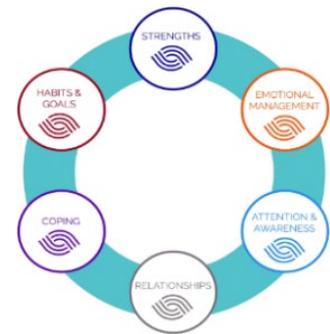
At Ave Maria College we create the conditions to enhance growth in all areas. We rely on our community to help us build the skills, dispositions and relationships that are essential for flourishing. We know that understanding ourselves and our relationships with others more deeply empowers us to search continuously as life-long learners.

As individuals we develop the skills in:

	Awareness	<i>we harness our attention, consciously controlling our focus in response to our emotions or our interactions.</i>
	Capacity	<i>we recognise the demands placed upon us and our capacity to manage those demands.</i>
	Emotional Regulation	<i>we understand emotions and their impact. We learn to manage those emotions with a focus on developing the skills to thrive.</i>
	Healthy Habits	<i>we practice the habits of mind and behaviours that enable us to reach our goals.</i>
	Relationships	<i>we develop the skills to sustain enduring social relationships and improve the way we interact with others.</i>
	Strengths	<i>we learn to identify and capitalise on our strengths, to see the strengths in others and to harness the strengths in our community</i>

Growth and Visible Wellbeing

Visible Wellbeing utilizes the SEARCH framework: Visible Wellbeing is an approach to wellbeing that makes explicit the connection between the skills that support enhanced personal wellbeing and the skills that support learning growth. The foundation of our holistic development is our Franciscan charism that highlights the characteristics to which we aspire. Our Learner Attributes are supported by the SEARCH framework, which allows us to provide better emotional and social conditions for learning.



What does Visible Wellbeing look like at AMC?

Teacher training

All teachers participate in workshops and online training to develop a deep understanding about their own wellbeing and the wellbeing of students.

Classroom

The skills that teachers learn to support their own wellbeing can be used in the classroom so that students develop the same skills. Learner Attributes are enhanced through the use of Visible Wellbeing strategies and understandings. Classroom implementation is flexible, and impact is measurable.

House and Co-Curricular

House and Co-Curricular activities allow students to explore their strengths, develop their relationship skills and to challenge their understandings of themselves

Mentor Program

Mentor Period and Mentor Time are structured to support the integration of the SEARCH framework as well as the Learner Attributes. Mentors actively use the language of the Ave Maria Charter for Education, providing a consistent and cohesive understanding about student flourishing in all its facets.

Charter Principles

The Principles that underpin the Ave Charter for Education are informed by contemporary and reliable education research. The Principles are:

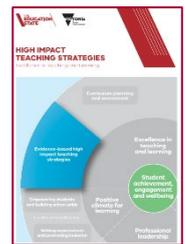
- Learning Intentions and Success Criteria
- Engaging Learning
- Student Reflection
- Purposeful Teaching
- Positive Learning Environment
- Child Safety
- Rigorous Assessment
- Effective Feedback
- Empowerment
- Differentiated Learning
- Teacher Reflection
- Growth

The Principles, whilst customised for the Ave Maria College environment, draw from three main sources:

DET HIGH IMPACT TEACHING STRATEGIES

"When teachers work together to improve their practice, students learn more"

The challenge for teachers and schools is to develop a shared understanding of what excellent practice looks like. While it will not look exactly the same in every classroom, there are some instructional practices that evidence suggests work well in most. These High Impact Teaching Strategies (HITS) provide teachers and teams with opportunities to observe, reflect on and improve a range of fundamental classroom practices. The HITS are not intended to replace other teaching strategies teachers already use with success. Instead, they add to the repertoire of effective strategies that teachers can apply to the wide variety of learning needs that students present with each day.



source: <https://www.education.vic.gov.au/Documents/school/teachers/support/Expired/0000highimpactteachstrat-expired.pdf> Pg. 5

HATTIE'S VISIBLE LEARNING AND 'EFFECT SIZE'

"the key to making a difference is making teaching and learning visible"

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects." Hattie not only provides a list of the relative effects of different influences on student achievement, he also tells the story underlying the data.



source: <https://theeconomyofmeaning.com/2019/11/11/the-update-list-of-effect-sizes-by-john-hattie-but/>
<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

AITSL STANDARDS,

"The Australian Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do"

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The development of the Australian Professional Standards for Teachers was informed by extensive research, expert knowledge, an analysis, and review of standards in use by teacher registration authorities, employers, and professional associations across Australia. The Standards are interconnected, interdependent and overlapping. They are grouped into three domains of teaching: *Professional Knowledge, Professional Practice and Professional Engagement*.



source: <https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf> and
<https://www.aitsl.edu.au/teach/standards/understand-the-teacher-standards>

In applying the AMC Charter principles, it is important to note that there is not one single dominant element, it is the combination of these three influences, along with teacher experience and local context that is essential and fundamental

