Springfield
What we grow here…

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St PETERS LUTHERAN COLLEGE
Excellence in Christian Co-education

THE UNIVERSITY OF QUEENSLAND AUSTRALIA

BACKGROUND & CONTEXT

- A young, P-12, co-educational College experiencing rapid growth.
- We have identified that our students are likely to be successful not simply due to their academic or co-curricular pursuits, but because of who they *are* and who they are *becoming*.
- We are committed to providing opportunities for each student to develop definable & measurable "learner attributes" to support their thinking and learning.
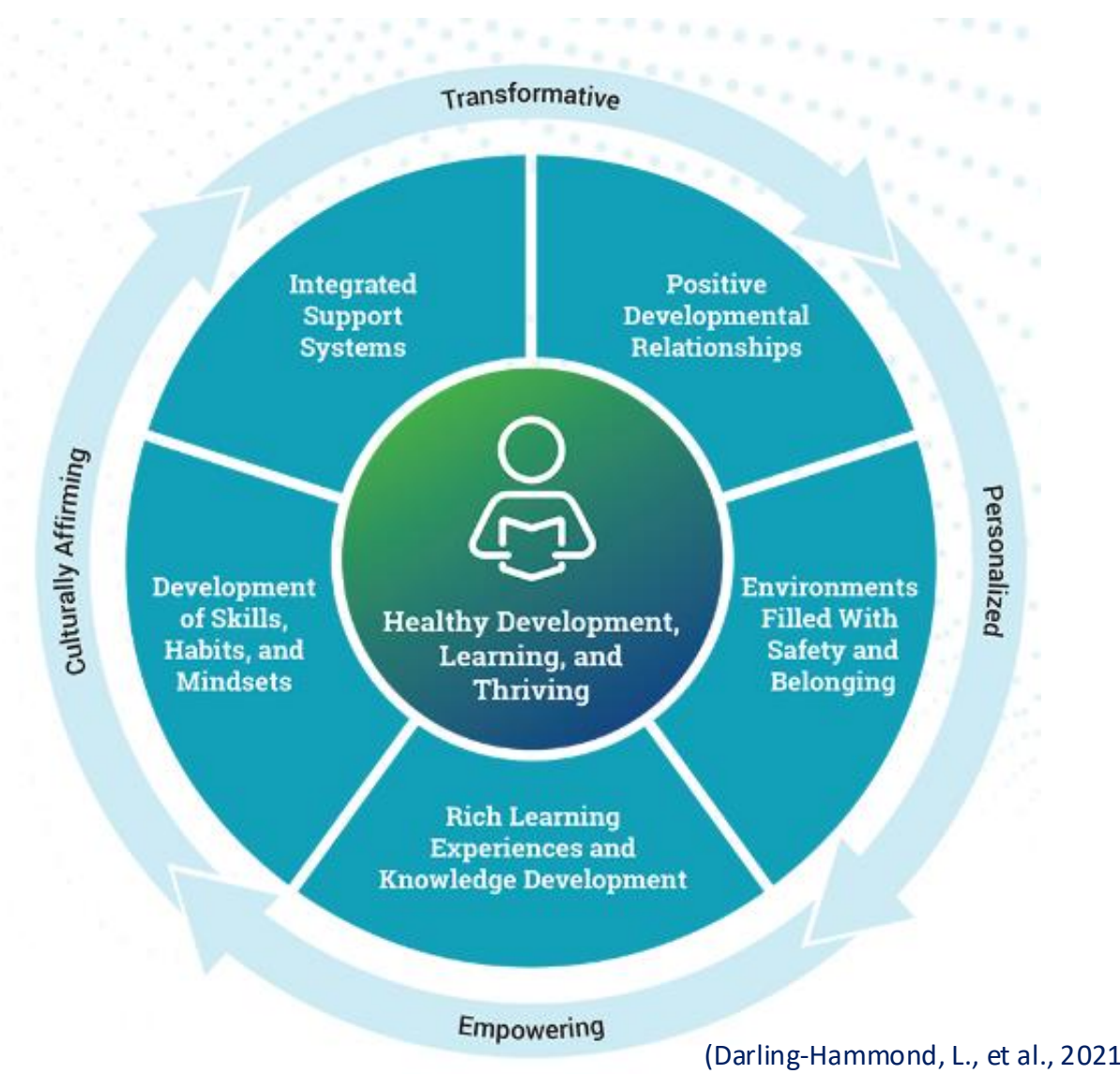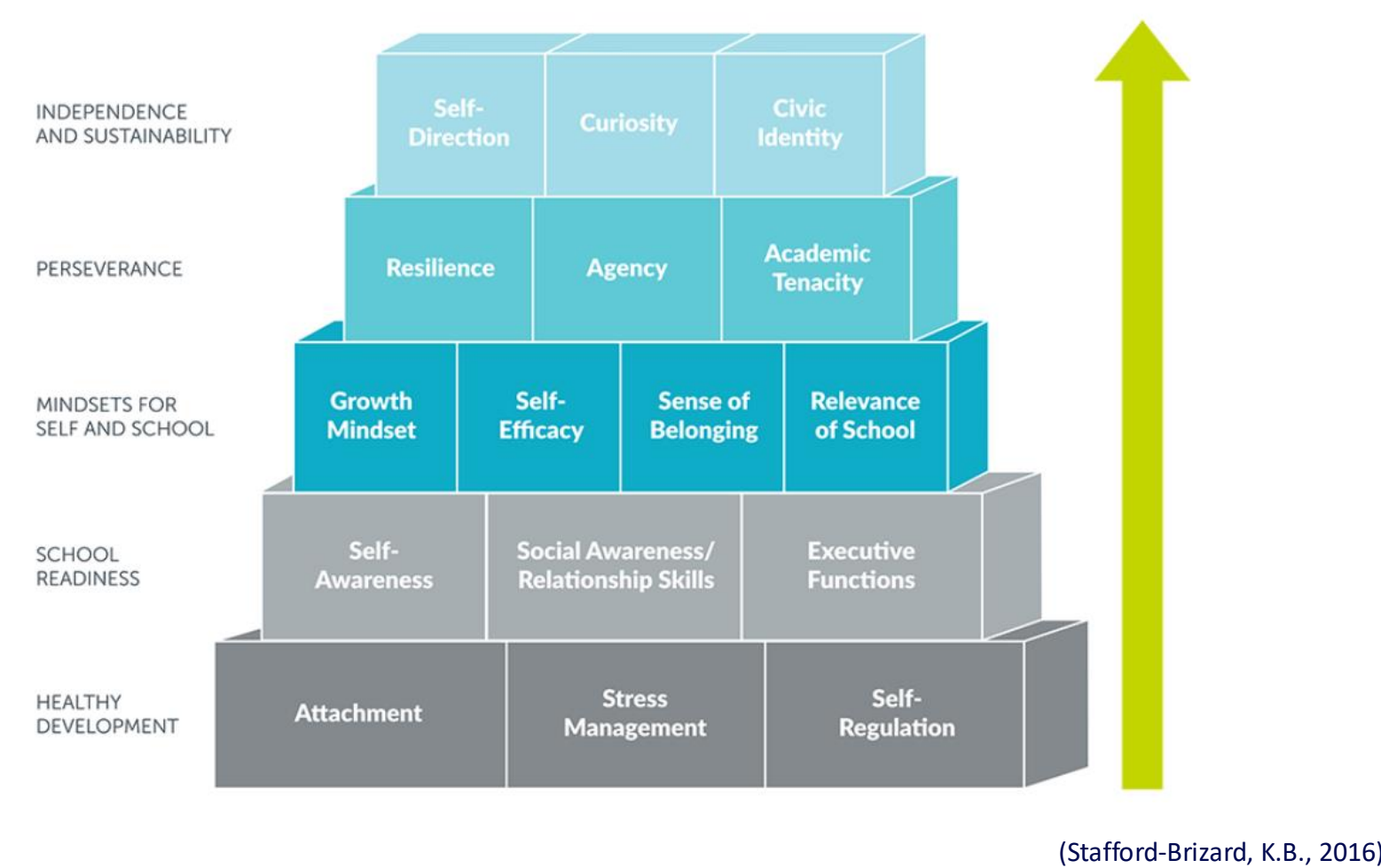
Research Problem

Evidence

(Darling-Hammond, L., et al., 2021)
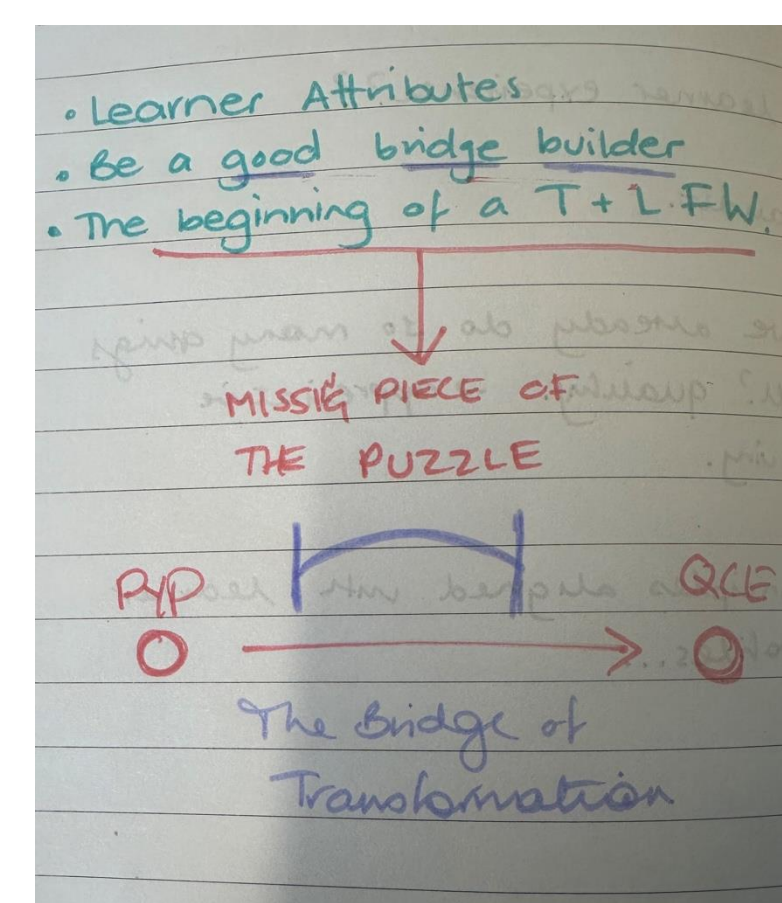
Figure 5.1
Building Blocks for Learning

(Stafford-Brizard, K.B., 2016)
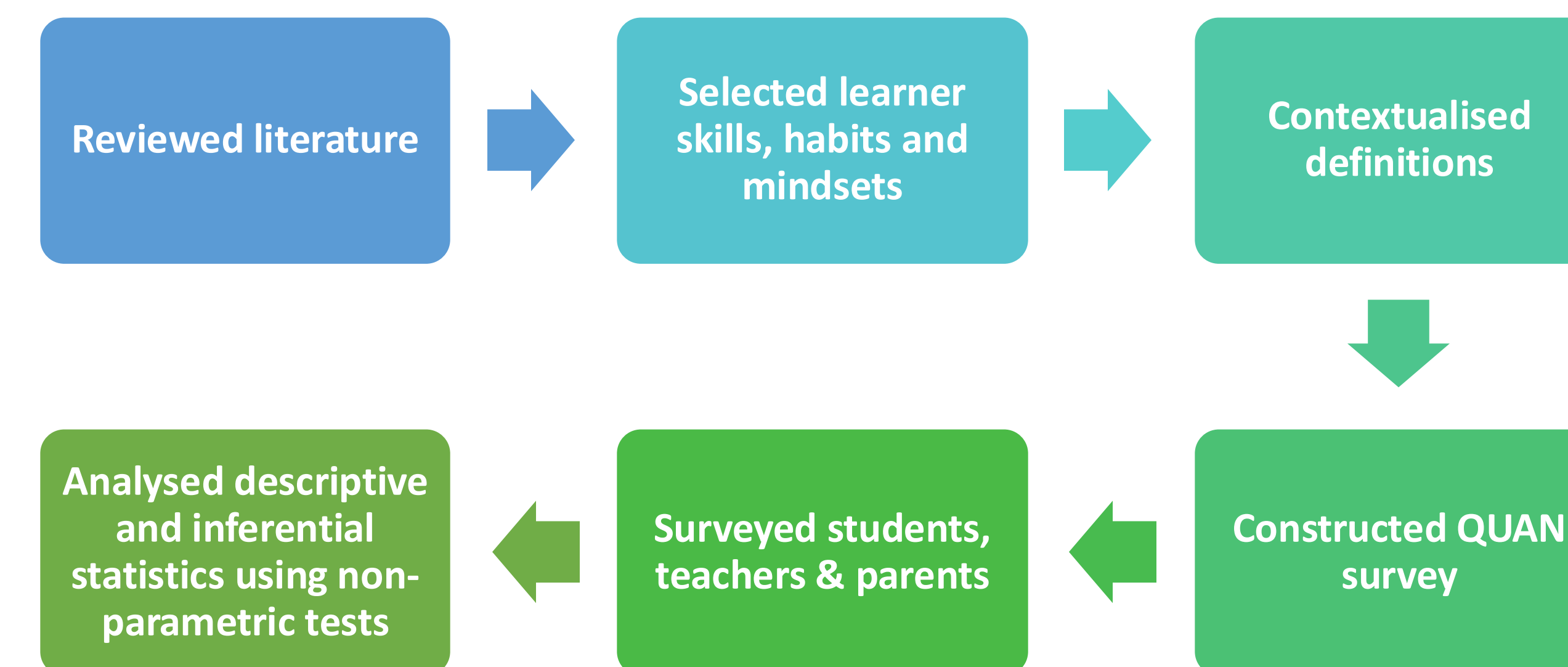
RESEARCH QUESTIONS

What are the learner skills, habits and mindsets we wish to grow at St Peters Lutheran College Springfield through a Pedagogical Framework?

- What does the literature tell us are important learner attributes that support students to flourish?
- What learner attributes are developed through the PYP that are grounded in SoL literature that we wish to continue in Secondary?
- What learner attributes do our community (students, parents and teachers) value for our learners?

METHODS

Reviewed literature → Selected learner skills, habits and mindsets → Contextualised definitions →

Constructed QUAN survey →

Surveyed students, teachers & parents →

Analysed descriptive and inferential statistics using non-parametric tests

ANALYSIS & RESULTS

Descriptives		Growth Minded_1	Growth Minded_2	Growth Minded_3
	I am a:			
N	Parent, guardian, or care-giver (one per household)	13	13	13
	Student	306	306	306
	Teacher	21	21	21
Mean	Parent, guardian, or care-giver (one per household)	6.08	4.92	5.69
	Student	5.67	4.75	5.05
	Teacher	5.67	5.05	5.62
Median	Parent, guardian, or care-giver (one per household)	6	5	6
	Student	6.00	5.00	5.00
	Teacher	6	5	6
Mode	Parent, guardian, or care-giver (one per household)	6.00	5.00	5.00
	Student	7.00	4.00	4.00
	Teacher	6.00	5.00	5.00
Sum	Parent, guardian, or care-giver (one per household)	79	64	74
	Student	1735	1453	1545
	Teacher	119	106	118
Standard deviation	Parent, guardian, or care-giver (one per household)	0.494	0.760	0.947
	Student	1.28	1.41	1.34
	Teacher	0.796	1.24	1.02
Variance	Parent, guardian, or care-giver (one per household)	0.244	0.577	0.897
	Student	1.63	1.99	1.80
	Teacher	0.633	1.55	1.05
Range	Parent, guardian, or care-giver (one per household)	2	2	3
	Student	6	6	6
	Teacher	3	6	3
Minimum	Parent, guardian, or care-giver (one per household)	5	4	4
	Student	1	1	1
	Teacher	4	1	4
Maximum	Parent, guardian, or care-giver (one per household)	7	6	7
	Student	7	7	7
	Teacher	7	7	7
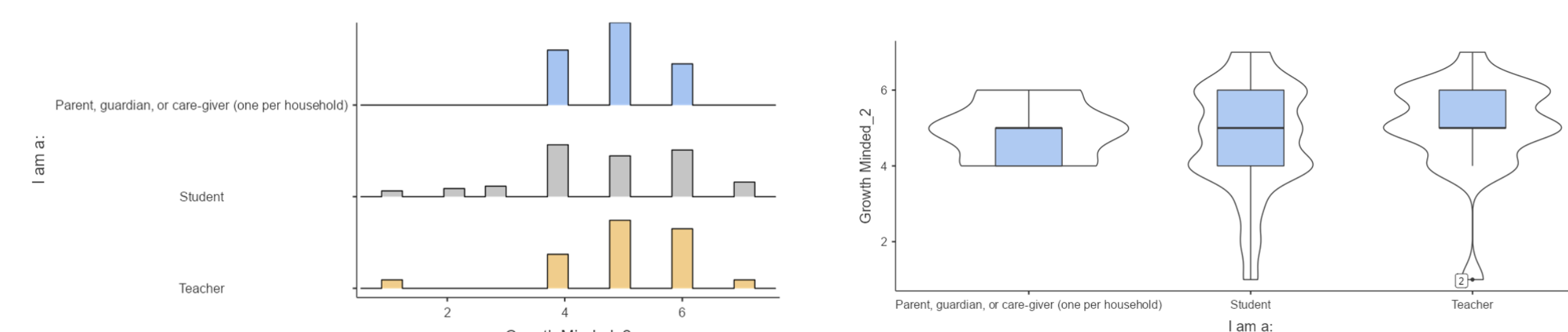
ANALYSIS & RESULTS
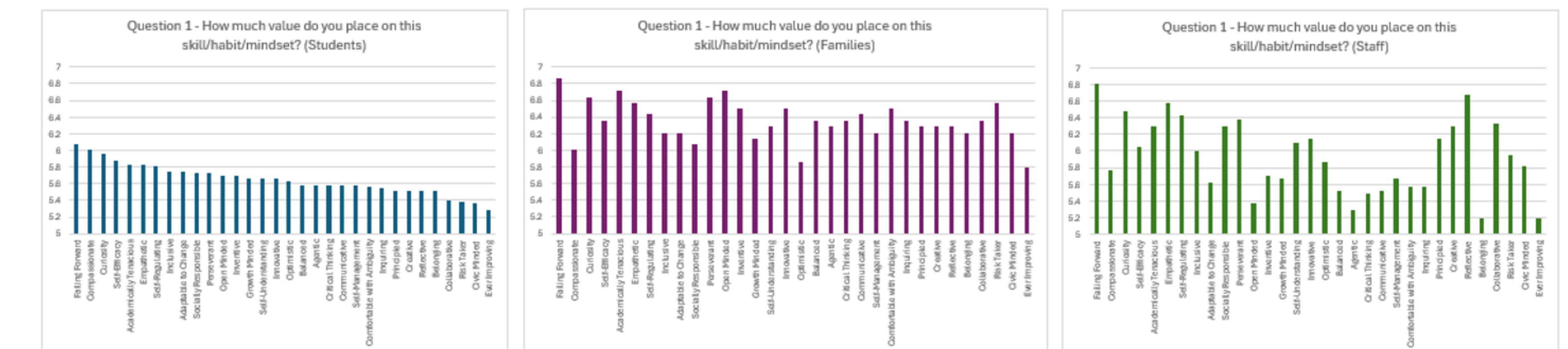
1	FAILING FORWARD	6.14
2	PERSEVERANT	6.04
3	CURIOUS	6.02
4	EMPATHETIC	5.90
5	COLLABORATIVE EVER-IMPROVING	5.89
6	ACAEMICALLY TENACIOUS	5.88
7	SELF REGULATING	5.87
8	SELF EFFACIOUS	5.86
9	INNOVATIVE	5.80
10	INCLUSIVE COMMUNICATIVE	5.79

Preliminary Findings

- ❖ All learner attributes are valued highly by our community.
- ❖ There is a shared consensus amongst students, teachers and parents regarding which learner attributes are most valued.
- ❖ Correlation exists between those learner attributes that were valued most highly, and those that survey respondents indicated the College should devote further attention to enculturating in our students (and vice versa).
- ❖ There is, potentially, some overlap in the 'top ten' most valued learner skills, habits and mindsets as voted by our community.

Key Learnings

- ➤ We further developed our quantitative data analysis skills and language.
- ➤ We practised deep possibility-thinking and perspective taking.
- ➤ We discovered the value of protected, continuous time to engage in action research.

CONCLUSIONS & NEXT STEPS

- Data reduction to identify dispositional domains.
- Soft launch dispositional domains to gain community feedback.
- Develop a Pedagogical Framework underpinned by dispositional domains.

References
Darling-Hammond, L., Cantor, P., Hernández, L. E., Theokas, C., Schachner, A., Tijerina, E., & Plasencia, S. (2021). Design Principles for Schools: Putting the Science of Learning and Development into Action. *Learning Policy Institute*.
Stafford-Brizard, K. B. (2016). Building blocks for learning: A framework for comprehensive student development. *Turnaround for Children*, 1-16.