




Site Learning Plan

Where do we want to get to?

Develop effective learners who:

- Enjoy challenge and seek new experiences
- Understand themselves as learners
- Innovate and connect their learning across contexts



Where do
we want to
get to?

Effective teachers

To build effective learners teachers will need to:

- make students aware of the learning process and of student learning behaviours.
- be intentional with strategies and techniques
 - what they do and what they say,
 - what they notice and what they commend,
 - how they model learning and how they design and present activities

A shift in responsibility

Teachers gradually share more of the responsibility for learning with students.

A shift in the language of learning

Teachers establish a culture of learning by making learning the object of the dialogue using meta-language

Effective
Learners

A shift in how learning is designed

Teachers design learning to build positive learning habits and understandings.

A shift in what is celebrated and valued

Teachers make learning the object of attention and see failure as a learning opportunity.

Four pedagogical shifts

A shift in responsibility

Teachers gradually share more of the responsibility for learning with students.

For example teachers:

- Coach more, teach less
- Model the learning process

So that learners:

- Do more of the thinking
- Ask more questions
- Collaborate and talk about how they understand things.

Reference: Gradual Release of Responsibility

A shift in the language of learning

Teachers establish a culture of learning by making learning the object of the dialogue using meta- language

For example teachers:

- Introduce the language in and of learning.
- Explicitly discuss learning processes.

*Reference: Berry Street Education Model,
Gradual Release of Responsibility*

So that learners:

- Become fluent in talking about the learning process and apply this understanding to their learning.
- Student talk more, teachers talk less.

A shift in how learning is designed

Teachers design learning to build positive learning habits and understandings.

For example teachers:

- Plan learning for relevance, rigour, risk, review and reflection.

Reference: Learning Design, SA curriculum, SACE Thrive

So that learners:

- Explore challenging questions and problems,
- Make connections
- Become regulators of their learning.

A shift in what is celebrated and valued

Teachers make learning the object of attention and see failure as a learning opportunity.

For example teachers:

- Create a safe learning environment using school values
- Use the learning pit, and the power of yet

So that learners:

- Value making mistakes
- Act on feedback
- Rise to the challenge
- Are conscious of their growth as a learner

Reference: Berry Street Education Model

A shift in evidence

Where are we now?
How do we know?

How will we know if we
have made a shift?

What would we see?

How could we capture this:

- Observational records
- **Lesson recordings**

Survey Questions (adapted from WEC)

- Academic self-concept
- Learning practices
- Self regulation
- Resilience
- Perseverance

Records

- Attendance
- Behavioral records


Work samples

Talking with students

- **What is their perception?**

What are we doing?

- Professional Learning: effective learners, specifically Curiosity.
- Executive Leaders- reading Building learning Power by Guy Claxton
- Teaching teams: curriculum development through the lens of Effective Learners
- Pedagogical frameworks
 - Gradual Release of Responsibility
 - Berry Street Education Model
- Using the inquiry cycle:
 - Teaching Teams
 - PLC groups
 - Cross college
 - Supported by a member of EL
 - Includes new learning



How might
we get
there?