

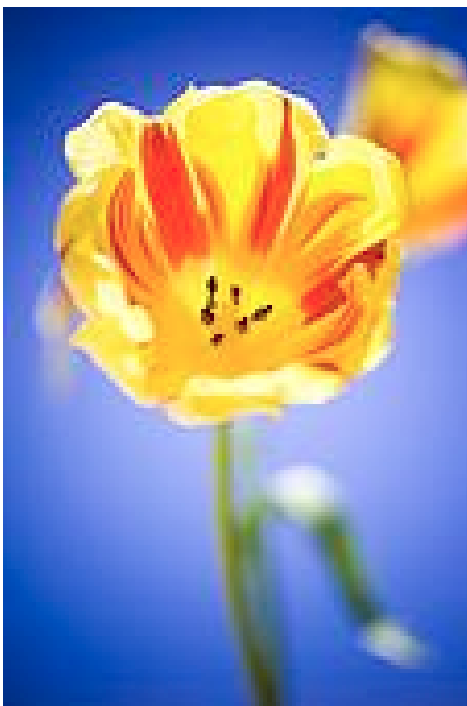


L2L NEWSLETTER

Learning to Learn

YEAR8

"I Think, therefore I am" ... Bloomin' wonderful!



Year 8s began the term with an in depth reflection on themselves as learners. Learning Circle Advisors can find out just how their own students see

themselves as learners by retrieving the file called "Student Name Learning Profile" from their drop box. This file contains a brief interview-style profile of the student, that asks them to complete sentence stems covering various aspects of themselves as learners, from "I have a lot of knowledge about..." to "I get frustrated when...". The responses are quite enlightening, and great stuff to use in Dialogues.

The Learner Profile also contains student's reflections on their reports from last term, and Learning Goals for this round of CLEs. I would appreciate the assistance of LAs in having a look at these Learning Goals during Dia-

Learning Communities Project off to a flying start.

This term marks a significant period for Learning to Learn in our school. Walking through both Learning Spaces today, there was a very positive feel about the learning which was taking place. I reflected on how far L2L has come. What started with what seemed like a good idea at the time, is really proving to be in fact just that. We have some challenges facing us this term however. Firstly, are staff going to be allocated for a whole year or should we give the opportunity to change in second semester? Are staff starting to take ownership of the lessons? As we move to stage five, what will be the future of L2L? How will the staff project affect things? Stay

tuned as the term progresses
N e i l
(Editor)



logues, and giving feedback to students about how realistic and achievable they are. Students have been asked to record your comments about their goals.

We next began to think about the adage "I think therefore I am". Students recognised that if they are what they think, then it's worthwhile to think about how they think and what they think! This was our entrée into the work of Bloom. Today we worked on Re-

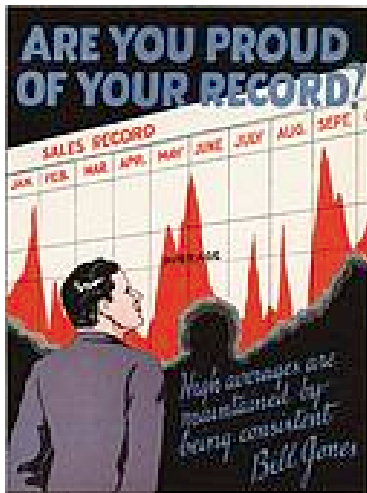


membering and Understanding Bloom’s Taxonomy. In the next weeks we will be Applying the Taxonomy to the task of buying a new car, Analysing and Evaluating information about cars. We may even Create a whole new car to suit our needs!

It would be great if, as CLE LAs, we could help students remember and understand this new knowledge by explicitly applying the terminology of Bloom’s Revised Taxonomy as we create Tasks for Year 8s this round of CLEs. L2L may then spend some time analysing and evaluating tasks in relation to how we use Bloom’s in our learning at Corpus Christi. We will also look at how to make good decisions about how to communicate what we know effectively using programs like ppt, Word, Excel, Keynote etc. Check the Blog for a great ppt on Bloom’s Revised Taxonomy, and other information.

YEAR 7

“ ..spread your wings and take a leap and always trust your cape”. Guy Clark song.



The first L2L session for Term Two saw the completion of the review of Term 1’s learning. Students explored a range of Diagrams and how they are used to sum up

large amounts of information and show the links between the various areas of their learning – CLE, Social and Personal Learning. It was a worthwhile task, with a good hum in the air as the students were busy sharing their ideas, making group decisions, planning the layouts and colour codes. Students were surprised how much they have covered since starting high school.

Next the next two sessions will see year 7 further develop their internet research skills to support their learning in Colony Quest and All Your Works of God CLEs.

Staff Learning

Over the next few weeks, I will include some snippets from the Tasmanian Dept. of Education framework document concerning different literacies. We start with general literacy.

LITERACY

Control over spoken, written and visual literacy gives young people the power to use Standard Australian English to express, communicate and reflect on experience, thought and feeling. Learners develop the basic skills of listening, speaking, reading, viewing and writing for a range of purposes. This competence includes the capacity to adjust the language form and content to respond to different contexts, purposes and audiences. It encompasses the ability to ‘switch’ between the ways language is used in one’s home and community and the different registers required to communicate successfully in formal and institutional settings.

Developing skill with language opens a range of personal, social and political options, including making connections with others, resolving conflicts in constructive ways, informing, persuading and explaining, and engaging in argument and deliberation. Learners need to be able to use language to compose creatively and to comprehend critically. They need to recognise its impact on them and make judgements about what is being said and shown to them. In a globally connected world, the skills of communicating in languages other than our own, and learning to understand intercultural exchanges, lead to an appreciation of language and of cultural diversity and enrich the life experience of individuals and their community.

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