



L2L NEWSLETTER

Learning to Learn

"Yr 7 following Restorative Justice lessons"!



YEAR 7

Year 7 Review Term 1

Year 7 finished the term with a reflection on how much they have learned in their first term of high school. They explored various diagrams as effective tools to summarise and categorise their knowledge, skills and values. The types of diagrams included venn, mind-map, network mind-map, fish-bone, tree, time-lines, art timeline and class diagrams. The diagrams allowed the students to visually sum up the range of CLE skills, knowledge and concepts as well as start to show connections between the CLEs, Focus Learning, Learning to Learn, Social and Personal learning. Year 7 were surprised at how much they have covered in one term. Working in small groups, the students selected/given a diagram and a topic to cover. The topics included: What effects my learning at CCCHS? What IT skills have I attained?; How is CCCHS organised for Learning?; Social Skills, Personal Values, CLE knowledge and skills. We are planning to use the last L2L session for each term to explore different techniques to review their learning. Later in the year, the

Learning Communities Project off to a flying start.

On Wednesday, Kate, Gabrielle, Sue, Kelly, Cynthia and I met to plan the Learning Communities Project. Opinions flowed freely and collaboratively we developed what promises to be a fantastic staff development project. The planning committee identified a number of outcomes it hopes to achieve during the year and went on to look at how it will measure achievement of these outcomes. In doing this it was decided to set up the project as if it was a staff CLE, using backwards design principles and looking at what enduring understandings we hope the staff will achieve through the project. This reinforced with the committee members that the process we are trying to embed into the school is indeed a very fruitful and valid one. Stay tuned for further updates.



Neil (Editor)

students will have opportunities to explore connections between the content, concepts, skills and values across the CLEs.

This practice of reviewing term learning fits into other practices within the school; the ten minute review at the start of iCLE, the Dialogue sessions each term and the completion of the students' personal reflection for their half-yearly and yearly Reports.



Staff Learning

Once again, this reading comes from the article by Kathryn Moyle, *Leadership and Learning with ICT*.

Overview of some of the characteristics of teaching and learning identified by the participants.

- ICT is embedded across the curriculum (K-12)
- Learning to learn (L2L) is encouraged
- Inquiry-based learning is fostered
- Problem-solving approaches are encouraged
- Integrated themes are used to enable students to make connections between different learning outcomes
- Learning is grounded upon authentic tasks
- Multi-literacies are developed
- There is an emphasis on creativity not just productivity
- Both individualistic and collaborative approaches to learning are supported



YEAR 8

Look up and feel the lurve!

This week we revised last week's work on identifying positive and negative flags and the ways in which they can develop their feelings of self efficacy through persistence, seeking help and getting feedback.

We finished up the term with a focus on the positive, by looking at strategies students can use to help them overcome negativity when completing tasks.

The response from the students has been excellent and staff are confident that Learning to Learn has really gained ground this term. Factors for this include the new improved time-slot, and the consistency of staff giving real ownership and direction.

Thanks

In our final Newsletter of the term I would like to thank staff for their support. Gabrielle and Kate especially have been incredibly diligent in their approach to Learning to Learn and their passion and hard work have inspired all staff and indicated clearly the benefit of the Learning to Learn program. Thanks to those who have given positive feedback about this Newsletter. Happy Easter



- Independent learning is valued including in teams
- ICT is deployed to enable students to learn vicariously about other cultures and perspectives
- ICT supports the achievement of the required learning outcomes
- Access from home and school to learning requirements is enabled