



L2L NEWSLETTER

Learning to Learn



Where to next?

YEAR 7

Knitting: great for the kinaesthetically and visually oriented learners.

For our grandparent's generation and their ancestors, leisure activities focused on creative activities. Not sitting around doing nothing. Which is probably why Aunt Edna knitted all those cardigans long after the industrial economy made home production of clothing unnecessary.

Artistic and practical activities like knitting, painting, music, cooking, woodwork and many more, encourage manual dexterity. This dexterity is essential for cognitive development within the child. There is extensive research to

support this area and teachers often come across this material from time to time. Such activities are

vital in fostering the determination and application needed to transform an idea into an accomplishment. No wonder Aunt Edna kept knitting. It gave her a sense of accomplishment in seeing her idea fulfilled.

Without the pressures of academic 'head' learning alone, other avenues for meaningful teach-

Knit and yarn

Learning to learn took a *twist* this week as students either learnt to knit or honed their skills learnt last year. There are lots of life lessons such as a life-skill imparted. In our affluent world, many students take for granted their warmth and comfort, with ample and easily acquired clothing and heating. *Needless* to say, by learning to knit, students hopefully reflect on the effort required by most of the world's population to provide simple articles of clothing and warmth - that is if they have the resources to do so. In doing so, a sense of global responsibility is reinforced.

Plus they had a *ball!*



In week 6, the LCP planning group will convene to plan a staff development day as part of the project. The aim will be to work on the program to ensure that the program is meeting the needs of the school. *Neil (Editor)*

ing and learning opportunities present themselves for the student. Knitting and other practical arts is great for students who are not academically competitive or who have gifts and talents outside the 'academic' field. Certainly very suitable for kinaesthetically and visually oriented learners and those who need to have the opportunity to excel in non-academic areas and maybe even discover what these areas are.

In the recent year, we have seen a revival in knitting. The soft clatter of Aunt Edna's knitting needles now includes cousins, nieces and nephews, beginning to knit the fabric of a new and more sustainable world. Knitting is another practical learning experience that allows us to educate the 'the head, the heart and the hand' all at once.

Our knitting will enrich the learning in the next Year 7 CLE Global Responsibility. Our aim is to knit many squares to forms blankets for



HIV/AIDS suffers in Africa. Our students will soon commence reading a non-friction book about children affected by HIV/AIDS in Africa. The book is

The Heaven Shop by Deborah Ellis.

Staff Learning

Here is the next installment from the Tasmanian Dept. of Education framework document concerning different literacies.

Being arts literate

Arts forms – visual art, media, movement, music, drama and literature – historically have provided powerful ways of capturing and conveying individual and collective experience. The arts are important ways of coming to know and understand through direct, intimate, intuitive experience. They provide a particular way of looking, thinking, describing, recording and analysing. They also help learners to connect to and interpret cultural contexts. Through exper-

ience with creative forms of expression, representation and communication, learners develop control over the forms themselves, skill in presenting for a range of audiences and a growing



sense of aesthetic appreciation and judgement. The opportunity to communicate through arts forms gives voice to less empowered groups in society,

thereby conveying minority points of view to wider audiences. Understanding how the arts reflect, challenge and sometimes shape the values and beliefs of a society, and how their forms vary across times and cultures, helps learners to enjoy and engage with them as a life-enhancing part of personal and social experience. Increasingly, skills in multimedia creation and interpretation are required for the sophisticated use of new communications technologies. Having the 'language of art' in this field is fundamental to having access to cultural participation, as well as opening doors to alternative vocational futures.

Key questions for educators:

- How can arts forms be used to come to new understandings about individual and collective experience?
- What kinds of aesthetic and personal criteria should be developed for enjoyment and appreciation of arts experiences in everyday life?
- Which skills in multimedia creation and interpretation are needed to engage with the sophisticated new communication technologies?
- How can an appreciation of the significance of the arts, particularly the non-verbal forms, as a universal language of communication, be developed?