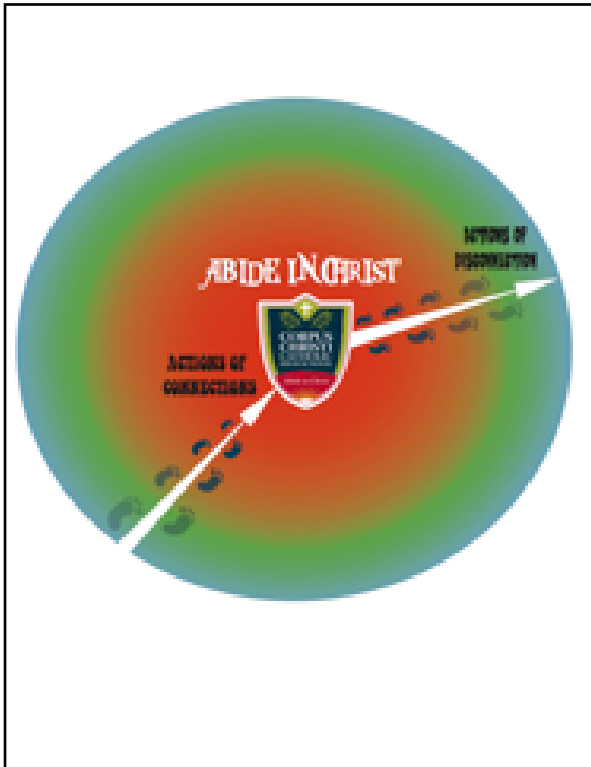




L2L NEWSLETTER

Learning to Learn



YEAR 8

What does this graphic mean? What can it tell us about our community, and about how we should be together?

This is our draft Restorative Justice Circles of Connection, and Year 8 have been charged with the task of developing it to its final stage, and to assist the community's understanding of it as a guide for personal engagement and social connection.

So, today Year 8 was challenged to articulate their personal understanding of the symbolism used in the Circles of Connection. They engaged in detailed analysis of all aspects of the graphic. Some of their observations were quite insightful:

On colours...

Learning to Teach

The Learning Communities Project planning group meets again in the coming week to plan for a staff development day later in the term. The aim of the project is to involve the whole staff in developing our Learning to Learn program which sits beside and complements the general teaching program at Corpus Christi. It is essential to not only study how students learn best, but in so doing we must also discern how to best teach to fit in with this understanding.

Also this week we continue unpacking our developing approach to Restorative Justice with the help of some incredible art work by the very talented Dom! Once again, a clear discernment of our approach to behaviour management will impact on how we teach and how students learn in this school.



It is great to be part of the development of a new school and I encourage all staff to be as actively engaged in the process as possible.

Neil (Editor)

- *the grey is an unwelcoming colour and shows that you are disconnected from the community.*
 - *Red means compassion*
 - *Red means the centre of the community and the warmth of the community*
 - *Grey is dismal. Grey can show that we are confused about what we are meant to do and where we are in life.*
- On 'actions of connection'...
- *The things that we do to be connected to our community and the people in that community.*



On what the footprints mean...

- *choosing different directions by going in and out of the circle of friends*
- *we take the journey and walk the way. We make our own decisions.*

This learning was reinforced by a small group of students, who created a powerful dramatic presentation to illustrate the ripple effect of one 'action of disconnection' on the whole community.

This important work continues into week 6.
YEAR 7 GROUP LEARNING:

In weeks 5 and 6, Year 7 will further developed their skills for group learning. We commenced with a self-reflection on their recently completed group work from the Colony Quest CLE. The focus of our activities is on developing Leadership skills, Explaining Skills and Social Skills. The students will undertake a group Design Project for opportunities to develop these skills. The design project is for each group (the same Star groups from Colony Quest) to design a brochure for new students to CCCHS.

The fertile question: : What information best answers new students' questions about CCCHS?

Students selected their roles for the group. Roles like Discussion leader, Group Leader/Editor, Art Editor/photography, Marketing. The students will use Pages application and the PARCDEM process to complete the brochure. The main problems students encountered was 'how to handle students who don't pull their weight'. There were a few tensions, even some tears, as some students sorted through their particular group problems.

It was great to see many quick to take the initiative. They are keen to have their brochure published for Orientation Day.



Staff Learning

Here is the last installment from the Tasmanian Dept. of Education framework document. This week I included ideas about Designing solutions which is relevant in our context.

DESIGNING AND EVALUATING TECHNOLOGICAL SOLUTIONS

LEARNERS are encouraged to develop their capacity for designing and making processes and products in response to human needs or problems. Practically oriented tasks and projects encourage learners to engage in problem-solving related to a wide range of real-world contexts. By undertaking design projects, learners can encounter technology issues, developing the capacity for innovation and enterprise. In the process, they apply previously learnt concepts and skills to new situations, appraise the applications against value-based, aesthetic and practical criteria, and make judgements about such things as appropriateness, benefits, limitations, risk and impact. Scientific and technological applications and processes impact on cultural, political, social, environmental and economic systems. Increasingly we are being challenged to make hard ethical choices because of innovations. Learners must develop the capacity to critically evaluate the consequences of scientific and technological innovation and make informed and ethical decisions about their impact on people and the environment. This requires learners to develop understandings about the ways in which changes in the manufactured world impinge on both the natural environment and on the quality of life for humans and other species. To act responsibly, learners need to identify the information needed to make wise decisions, estimate its accuracy, adequacy and bias, and make judgements about alternative courses of action.

