



L2L NEWSLETTER

Learning to Learn

Making Childhood Poverty History!



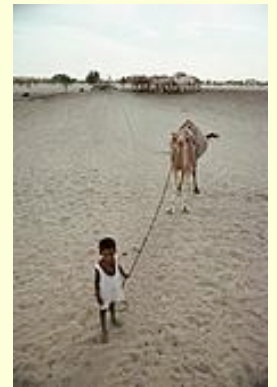
YEAR 7 & 8

This week saw both year 7 and 8 involved in the Micah Challenge. The Micah Challenge is a global Christian campaign. It aims to deepen our engagement with the poor and challenge leaders to achieve the Millennium Development Goals, halving absolute global poverty by 2015. Many thanks go to Gabrielle for organising the activities. A lot of work went into this and this was greatly appreciated. It was disappointing that the day of the opening was not conducive to the activity, but it certainly went successfully during Learning to Learn. The eight goals, each with an associated prayer and activity, helped students to un-

pack some of the issues around world poverty. From understanding extreme poverty, to improving educational outcomes for poor children around the world, to awareness of child mortality rates and health issues, to understanding the need for environmental sustainability, it was very clear that the students have much to learn. This is what made this a very valid Learning to Learn session. The presentation was very activities - based and hopefully raised awareness of the fact that the students are extremely lucky to find themselves in an environment far removed from many of the as-

Learning To Learn Semester 2

With only two more L2L sessions for the semester it is timely to reflect on our journey so far. Thanks to all the staff who have been involved especially Kate and Gabrielle for their ongoing enthusiasm, even in the face of some setbacks. The staff on L2L has been most supportive and clearly we have all learnt much over the semester. Our staff development day on the first day next term is on L2L and its links with the general curriculum. It will be something as a landmark event as the place of the L2L program, as we move into Stage 5, will need to be considered.



Also, I am presuming that the people on L2L, sport and Focused Learning will stay constant during Semester 2. If anyone has any major concerns or a great desire to change, you need to see me this week. Nobody has expressed any dissatisfaction of their allocation so I presume it will continue. Thanks again.

-Neil (Editor)

pects they considered throughout the challenge. An understanding of this should substantially help the students to learn better into the future. A recognition and appreciation of the opportunities they have is a great motivator for education.

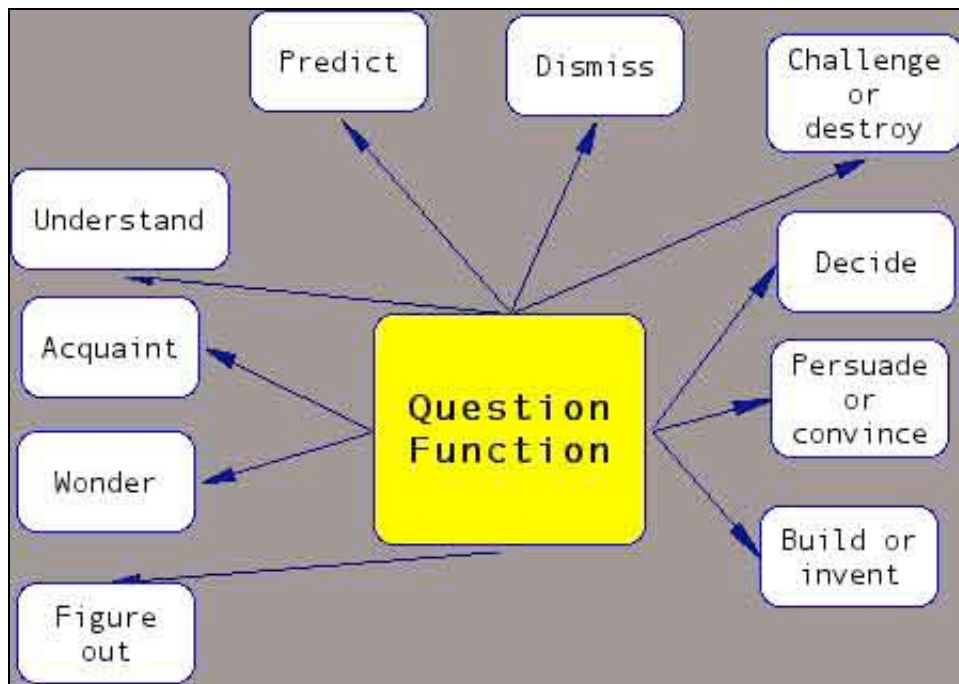
Staff Learning

How do we ask questions? If anyone isn't familiar with Jamie Mackenzie's work you may like to follow this article up. He has an entire website dedicated to asking "good" questions of students which increases engagement in their work. Here is a page from one of his websites which leads you through a range of possibilities. How we ask a question makes a huge difference to the depth with which students view a topic. Go to the website below for more information.

<http://fno.org/feb04/questionpress.html>

The Great Question Press

Use the chart below to fashion demanding questions from your curriculum content. Pick a function, read the sample questions and then start writing your own.



Question Functions

[Build or invent](#)

[Challenge or
destroy](#)

[Understand](#)

[Decide](#)

[Figure
out](#)

[Persuade or
convince](#)

[Wonder](#)

[Acquaint](#)

[Dismiss](#)

[Predict](#)

Effective teachers will shift question types throughout the year so that students must wrestle with all of them.