

## Justice alert

Whose learning thrives and whose learning is stifled by classroom norms?

## Key actions: Teachers

### Develop students' learning dispositions

- Model curiosity, excitement and appropriate habits of mind as a learner
- Actively promote risk-taking and discovery, so that students learn to challenge themselves

### Develop students' self-concept

- Affirm effort and committed approaches to learning
- Share personal stories of learning, and together reflect on the thinking and feelings involved in learning experiences

### Develop students' understanding of how we learn

- Lead students to explore how the human brain functions, and how there are optimal conditions for learning

### Develop students' metacognition

- Structure activities in a variety of learning modes, encourage learners to reflect on modes of choice and what they tend to avoid, to increase students' awareness of their strengths and areas for refining their skills
- Teach the language of and specific strategies for thinking, learning and working together

### Extend students' learning potential

- Teach strategies, and design opportunities for creative and critical thinking and inquiry
- Deliberately plan for students to use different strategies to reflect on what they have learnt, how they learnt, why it had that outcome and where it might lead

### Manage and direct learning

- Create a range of tasks where students can decide to work individually or in groups, and discuss how those decisions affected their subsequent learning outcomes
- Model, teach and reinforce goal setting, time management and organisation procedures and strategies
- Reassure students that learning can be hard and requires persistence and practice

### Work collaboratively

- Explicitly teach and articulate strategies for effective collaboration: role taking, listening to and respecting others' points of view, appreciating different contributions and playing your part

## Key actions: Students

- Find out how I can use different strategies to help me concentrate
- Develop skills for learning in different ways—be creative and think 'How?', 'Why?' and 'What if?'
- Talk with others about how they learn best, and share tips that work well when we're facing a challenge
- Use time management and organisation skills to make the most of my learning time
- Value other people's help and advice, and keep reflecting on how I'm going
- Keep trying with my learning even when I find it hard

- Identify people such as other students, parents and teachers who have particular strengths, and learn from them and use them as models
- Be prepared to use my strengths to help others learn



*If you never change your mind, why have one?*

Edward de Bono

## Ways to teach students how to learn

### Strategies to support learning:

Useful strategies include Gardner's Multiple Intelligences, Costa's Habits of Mind, Bloom's Taxonomy, and Thinker's Keys. Design tasks for students to experience how these specific approaches help them to learn more effectively.

### Metacognitive learning journals:

Learners are capable of higher levels of critical thinking and learning when they are aware of their thought processes. In this style of journal, learners are encouraged and supported to think about their own thought processes after reading or other class activities.

When students discuss ways of thinking with the whole class or with other individual students, it helps them to know their strengths in, or heightens their awareness about, other strategies to try.

Metacognitive Journal	
What I learnt	How I learnt It

**Thinking aloud:** Provide dedicated time and opportunities for students to verbalise their emerging ideas. Thinking aloud helps students to talk their way into their learning by sorting and clarifying ideas, and putting words to their thinking. Listening to others think aloud provides models of a range of thinking strategies to try.

**Reciprocal reading:** This is a structured process where students read together and monitor their comprehension by stopping, asking questions and explaining to each other what the text means.

**Future-based planning:** Learners envisage what it will look like when they've achieved their learning goal. They write/draw it on a flip-chart with a target date; they then decide what they'd have to do the day/week before, then two days/weeks before, then three, moving back in time to the present. They can then ask the question: 'Now, what do I need to do first?'. 3.1

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