Learning Process

GROW KNOWLEDGE
- What I know
- What does it look / feel / sound like?
- Find out
- Predict
- Explore

DIG DEEPER
- Inquire
- Analyse
- Investigate
- Research

SHARE YOUR LEARNING
- Create
- Design
- Justify
- Communicate
- Reflect
- Share
- Produce

What, How, Why
What do students learn?
The world today has become smaller than ever thanks to the advances of technology and being connected anywhere and anytime. Learning in today’s world means that learner must be equipped with the necessary skills to navigate their way through a technology-based environment. Teaching must change and adapt to suit the environment and the learner. We must be flexible in our approach to how we engage learners, encourage curiosity and inspire creativity.

Students learn how to learn by engaging in the learning process. We use discovery learning time and all curriculum areas as a way to focus and embed our learning process here at Woolsthorpe.

Our Learning Process model is designed to be a simple common language that all learners, both children and adults, can understand and use. Learners can identify and describe which part of the Learning Process they are in and why they are there. Our learner traits are important skills, which learners can draw upon when they are in any part of the Learning Process to overcome obstacles and be the best learner that they can be. Knowing what to do when learners don’t know what to do is a valued part of the learning process.

We focus on developing understanding, fluency, logical reasoning, deep thinking and problem solving skills. We aim to equip learners with traits necessary for their school life and real world contexts. Our school values each learner’s passions and aims to develop student’s confidence, knowledge, understanding, appreciation, curiosity and most of all a love of learning.

However, although we want learners to know how to quickly and efficiently use these key building blocks in their learning, they will be taught concepts when they are ready for them and taught in a way that emphasizes understanding. This allows learners to apply their knowledge and have ownership of their learning goals.

At Woolsthorpe Primary School, curriculum is taught with an emphasis on enjoyment and real life application. Kitchen Garden, Money Maths and Ground Force are all programs run at Woolsthorpe, which allow students to apply and practise our

Learning Process Model Images

Click right to see our learner traits and what they mean.
learner traits. We aim to use learner’s interests to motivate them and develop 21st century learning skills. We engage students in content & curriculum based on what the learner needs to know and are interested in.

Discovery learning is part of this process and is embedded across the whole school Prep-6.

Emphasis in learning is often focused primarily on the product or the answer. We believe that it is the process of learning which should be the main focus for students with less emphasis on just ‘getting the right answer’. Students should be able to show, explain and prove their learning, hence the focus on learner traits and qualities.

By teaching the students how to justify, articulate and record their thinking processes we are encouraging students to value the process not just the end product. When students can adapt the known to the unknown and transfer learning from one context to another, they are demonstrating their ability to use their knowledge and skills in multiple situations therefore beginning to operate as a true life long learner.

Discovery learning is a vehicle that enables learning for life. It helps drive and show the value of the learning process. Discovery learning is a child based program that has at its heart the belief, that it is more powerful for learners to discover, explore, create, question, collaborate, be discerning and form relationships within the universe they are part of.

Discovery learning enables the child to explore question and analyse the world around them through experience and active engagement. Learners are motivated and engaged in their learning, develop independent learner traits - collaboration, initiative, tolerance, curiosity, creativity and determination- and take responsibility for their own process of learning. Discovery learning encourages autonomous life long learners.

Ultimately, ‘Discovery Learning’ is about learners finding their niche in the universe through their interests, then taking the learn-
ing process and applying it to their world and their wonderings anywhere and at anytime.

Real Discovery Projects enable the application of the learning process. They are used to differentiate and personalise learning for individual needs and interests. Use of hands on projects and approaches allow children a chance to trial and construct their own knowledge. The realisation that they can apply the learned skills and processes to solve problems, design and construct solutions to successfully achieve goals in real life, is an immensely powerful vehicle for the remainder of their life journey.

For example.

**Apple grafting, Apple Orchard and Kitchen Garden Program**

Besides the obvious practical life skills of learning to cook, grow your own food and use tools, many deeper understandings are fostered and developed.

Children have a sense of ownership, belonging and pride when they are involved in construction/planting/growing. They are more likely to maintain and respect the school environment because its theirs. They develop a deeper sense of community as they develop learning traits, learn social skills, grow in confidence, enjoy each others company and feel valued.

Understanding the whole process of growing food, harvesting and cooking is important in a world where everything appears to be ‘instant’.

**Channel Star TV**

At Woolsthorpe we strive to develop the students into independent, resilient and innovative thinkers and learners. The introduction of Channel Star TV enables students to incorporate many parts of their learning into the process of making a television program, and they celebrate their achievements by viewing and sharing the final product.

Students design, video, edit and produce a segment for the television program, and take it in turns to do the final editing of all the segments together. This process is a clear example of how students use and develop the Learner Traits (Initiative, Collaboration, Determination, Curiosity, Tolerance and Creativity) throughout the production of the program. Student engagement and enthusiasm is high and the use of technology, such as iPads and Green Screen, is meaningful in a real-life situation.

**Technology Enhanced Learning**

Integration of technology through iPad applications are used to embed strategies and skills, but more importantly students are able to record and share their learning with both their peers and their teachers. Learners can also and capture the process and reflect and revisit their wonderings and learnings. The development of Problem Solving skills and strategies such as creative and analytical thinking skills are key drivers when using technology to power learning.

Discovery learning responds to and is enabled by digital access inside and outside of school. Anyone, anywhere and anytime!
What does learning look like?

Learning is assisted by technology

Students creating comics using the Comic Strip App to show their learning in Literacy.

We understand that students learn by DOING and not by merely watching someone else do learning (teaching). With this in mind we take an authentic hands on approach to the learning process here at Woolsthorpe Primary School.

When you walk into a classroom doing discovery at W.P.S you will see:

- Learners working in groups, individually or with teacher assistance
- There is a lot of independence and freedom for students to work in spaces throughout the school
• Students share learning often with their peers and other class-rooms, this builds confidence and allows all students to experience a feeling of success.

• Hands on learning is encouraged and expected (non-negotiable)

• Whole & small group teaching (collaboration)

• Learning Intentions and Success Criteria

Discovery sessions begin with an immersion process that is fun and hooks students into the learning intentions.

During Discovery sessions students work in small groups or with the teacher in focussed workshops. Workshops are explicit opportunities for students to learn in depth.

• Whole class and small group explicit teaching based on student needs. One of the greatest ways of learning is to learn from one’s peers, to be exposed to different ways of thinking and to teach what you know to someone else. In this way all students can learn, share and grow from interacting with each other.

Movie Learning at Woolsthorpe.1 Whole school immersions and collaborations happen as part of the learning process

Movie Learning at Woolsthorpe.2 Toby (Prep student) explains his challenge and learning
Learning spaces that expect and enable collaboration

- Students working independently or in small groups on activities that allow them to practise and refine skills and strategies they have learned within the classroom.
- Learning concepts are linked with real life applications.
- Visual demonstrations and explanations at the table. ‘Fishbowling’ is the way we model learning, with the teacher sitting at the table and the children standing around observing.

- Teamwork - children often play games and work together to solve problems. There will be lots of talk about what students are doing and what strategies they are using to solve problems. Students are encouraged to articulate their thinking all the time.

**Efficient and seamless use of ICT**

Students use their iPads to record and share their learning with both their peers and their teachers. Students value the process over the product and can better understand their own learning. The apps on the iPads are also a great tool for practising and reinforcing learning concepts.

**iPad Apps we use**

Keynote, iMovie, Explain Everything, Scrapnote, Camera, YouTube, Safari, Twitter, Popplet

Don’t underestimate the power of the applications already on the device. They are there because they are fundamental tools. When used in conjunction with other applications they can be very powerful tools to collect, collaborate, create, share and reflect on learning.
How do we assess learning?

Students reflecting on their learning of concepts

We assess so that as teachers we know what the student knows and where we need to get them to next in their learning. Assessment is to inform our teaching not just to tick boxes. We assess formally at different points in the year as well as informally on a daily basis through observation and talking to the students.

We believe in providing effective feedback to our students, which is used to inform future learning goals.

Students know what they are expected to learn and can determine if they have been successful in their learning. This is achieved using learning intentions and success criteria, which are visible and shared with students. Students are given immediate feedback on how they are progressing.
From the beginning of Prep, students are involved in on-going assessments to determine individual instruction and areas of need for future learning.

“The most powerful single moderator that enhances achievement is feedback” (John Hattie, University of Auckland, 1999)

We believe in providing effective feedback to our students, which is used to inform future learning goals.

Effective feedback should:

• focus on the learning intention and occur as the students are doing the learning - IMMEDIATE FEEDBACK
• provide information on how and why the student understands or misunderstands
• provide strategies to help the student to improve
• assist the student to understand the next learning step

We use assessment data to inform feedback and focus on non-negotiables like:

• developing a positive self-concept as learners
• providing opportunities for students to interpret and apply skills (learner traits) in a wide variety of contexts
• developing student’s persistence, confidence and skills in applying knowledge, skills and understanding to everyday situations, when examining and solving everyday problems and challenges
• encouraging students to pose questions and to take an active role in the pursuit of new knowledge, skills and understanding

Assessment at Woolsthorpe is authentic, ongoing and part of the day to day way of working. We assess to inform teaching and learning not to simply tick compliance measures and meet testing regime targets.

Assessment is used to inform our teaching

iPads assist the student to understand the next learning step. Click right to see leaners in action.
SECTION 3

Information - Social Media

Our learning community online

Facebook, YouTube, Twitter, Blogs and Tiqbiz are social media tools used to engage our whole community: Parents, business and local services.

Our school has a large online and social media presence which aims to inform parents and the wider community of our learning programs and school vision. Further information can be seen on our Facebook, Twitter or Website.

Thank you for reading this book and we encourage you to send us any feedback on how you found this book experience.

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