

2_2 build a community of learners

<p>build a community of learners</p> <p>developing a sense of community, identity and belonging</p> <p>modelling and promoting relationships that show interest in, and respect for each other and the learning</p> <p>providing time and resources for social interaction and collaboration for learning</p> <p>developing students' ability to manage themselves and support each other as learners</p> <p>actively developing student's positive self concept as learner</p>	<p>Delpit L, The silenced dialogue: Power and pedagogy in educating other people's children</p> <p>Students have expert knowledge – teacher cannot be only expert</p> <p>Provide opportunities for kids to show what they know</p> <p>Both students and teacher are expert at what they know best</p> <p>Kids need 'expert' teaching</p> <p>Schools need to change to accommodate children</p> <p>Accept students and take responsibility to teach them</p> <p>Teach the 'political' game to access power 'both' and 'and' – not either/ or</p> <p>Parents want children to access the dominant culture – they will support access to community culture</p> <p>Some children come to school with the valued 'cultural capital' – knowing the code is important</p> <p>Learners without the valued 'cultural capital' can be considered remedial</p> <p>Delpit, L, 1999 Other People's children: Cultural conflict in the classroom</p> <p>Foster a sense of children's connection to community – to something greater than themselves</p>	<p>William, D, 2006, Does assessment hinder learning?</p> <p>Engineering effective classroom discussions, questions, activities and tasks that elicit evidence of student learning</p> <p>Provide feedback that moves learning forward</p> <p>Activating students as owners of their own learning – so they see challenge as a spur to further learning</p> <p>Activating students as learning resources for one another- the learning intentions and criteria for success must be accessible and the teacher helps the students as they learn how to help each other improve</p> <p>Research proves that the person providing the feedback learns as much as the recipient as they internalise the learning intentions and success criteria in someone else's work which is less emotional</p> <p>Goldspink, C, 2008, School reform- An exploratory case study of the impact of student centred learning in two primary schools</p> <p>Comparison of two SA schools – one reformed to have constructivist practices and congruent shift in school culture, the other with traditional learning and teaching practices</p> <p>Similar school size, category of disadvantage, attendance rates</p> <p>School A had greater choice in what and how to learn, learning was more social, less class centred and teachers were more interested</p> <p>School B was organised with traditional educational practices</p> <p><u>Findings</u></p> <p>School A had higher measured</p> <p>'on task' behaviour</p> <p>happiness and satisfaction</p> <p>markedly higher disposition to learning</p> <p>higher observed thinking skills</p> <p>better wellbeing</p> <p>problem solving ability</p> <p>capability to articulate (metacognition)\superior performance on literacy & numeracy</p>
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idea that being confused and making mistakes makes you stupid..... This takes time and consistency.

Expanding the capacity to learn means creating a climate where the feelings of enfranchisement are strengthened and questions welcomed, discussed and refined
Hattie, J, 2003, Teachers make a difference, what is the research?

Expert teachers create and optimal classroom environment – where error is welcomed, student questioning is high, where engagement is high and learners get reputations as effective learners

Expert teachers have high respect for students and passionate about teaching and learning and show more emotionality for successes and failures in their own work
Motivate students to master rather than perform

Mellor, S, Corrigan, M, 2004, The Case for Change A review of contemporary research on Indigenous education outcomes

The learner-centred approach also focuses on engagement, encouraging students to become motivated and enquiring

A primary school's approach to racism must be one of inhibiting its development

Mueller, L , 2008, The Educational Theory of David Perkins

We learn better from one another and more deeply than from text – hence the focus on cooperative learning