

# Welcome



*Learning to Learn and the Teaching for Effective Learning Team  
Curriculum Services  
present*

**Dr Julia Atkin**

**Introducing the SA Compass**

*Personalise and Connect Learning*

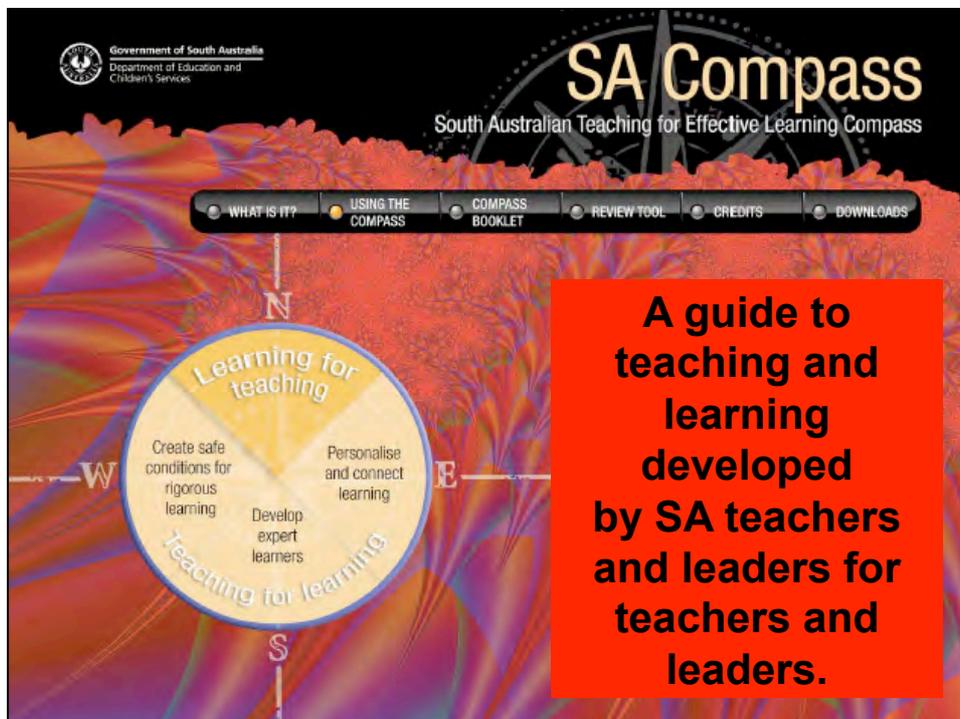
## Acknowledgement of Country

We acknowledge this land that we meet on today - the traditional lands for the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the greater Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.



## Housekeeping

- Please sign on – receipts available from registration desk at morning tea
- Mobile phones - silent
- Toilets – through rear doors to the right
- Programme times – Morning Tea 10.45 – 11.00am, Lunch 1-1.45pm, Close 3.00pm
- Morning Tea provided – lunch self managed – Bistro: book at morning tea, shopping centre cafes
- Handouts –Powerpoint available on the Learning to Learn website next week  
[www.learningtolearn.sa.edu.au](http://www.learningtolearn.sa.edu.au)
- Emergency exits – lakeside
- Certificates
- Need something? – find Lyn Thompson - Curriculum Services team member- at the rego table to help –



Government of South Australia  
Department of Education and Children's Services

# SA Compass

South Australian Teaching for Effective Learning Compass

WHAT IS IT? USING THE COMPASS COMPASS BOOKLET REVIEW TOOL CREDITS DOWNLOADS

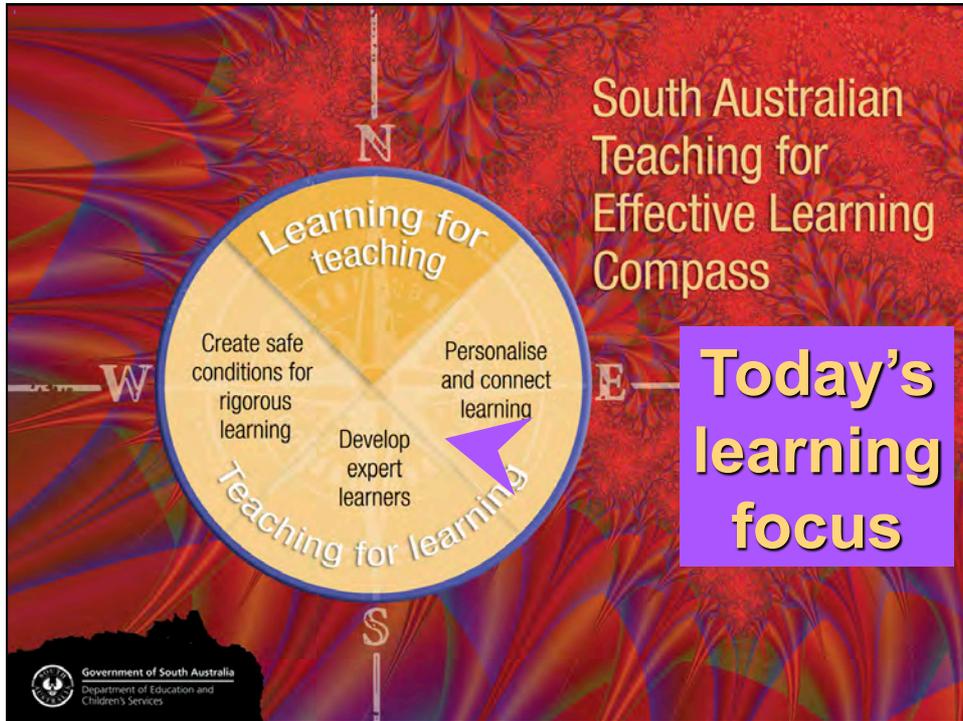
**Learning for teaching**

- Create safe conditions for rigorous learning
- Personalise and connect learning

**Teaching for learning**

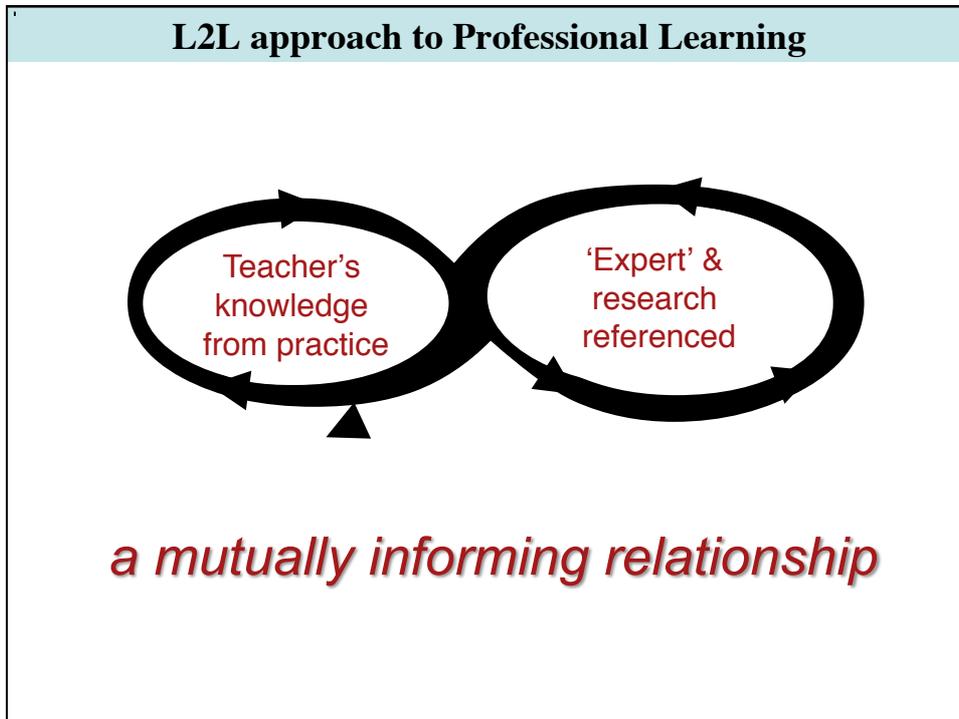
- Develop expert learners

**A guide to teaching and learning developed by SA teachers and leaders for teachers and leaders.**



### Personalise and connect learning

- **building on learners' understandings**  
*the teacher establishes students' prior knowledge and cultural practices as a starting point for the curriculum*
- **connecting learning to student lives and aspirations**  
*the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities*
- **applying and assessing learning in authentic contexts**  
*the teacher structures the curriculum so that students apply their learning to real-life problems*
- **communicating learning in multiple modes**  
*the teacher ensures that the curriculum incorporates rich and varied modes of making meaning, including new and old literacies*



**SETTING THE SCENE**

**Activity:**  
*Reflect on a time of learning for you when you considered it to be personalised and the learning made strong connections for you.*

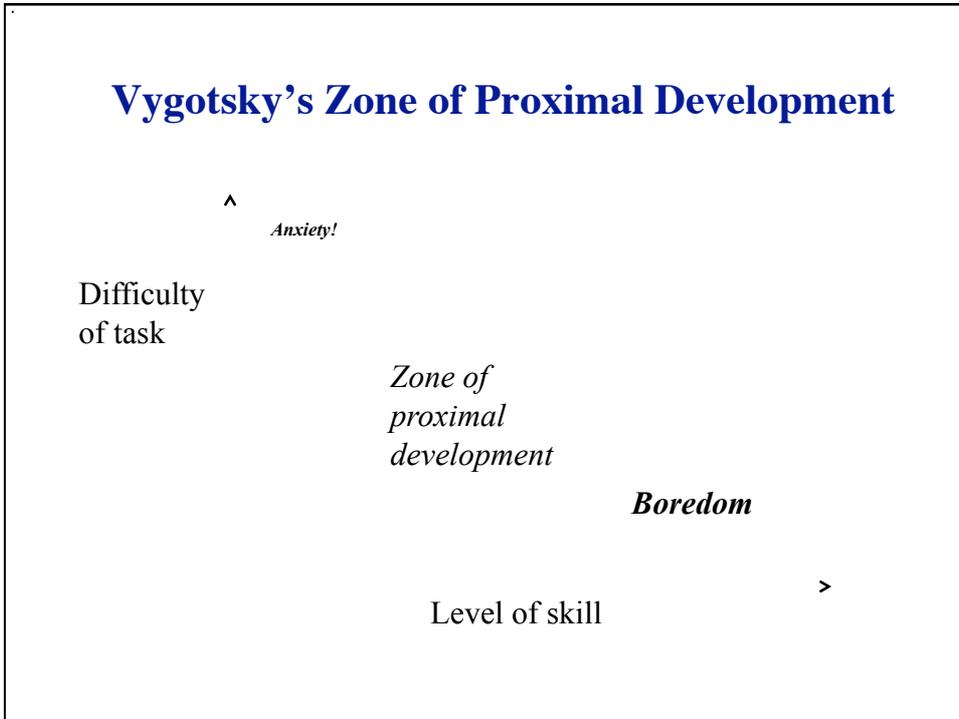
*Dot down elements of your story*

*Identify the factors that made it personalised*

*Identify the factors that meant it connected with you/for you.*

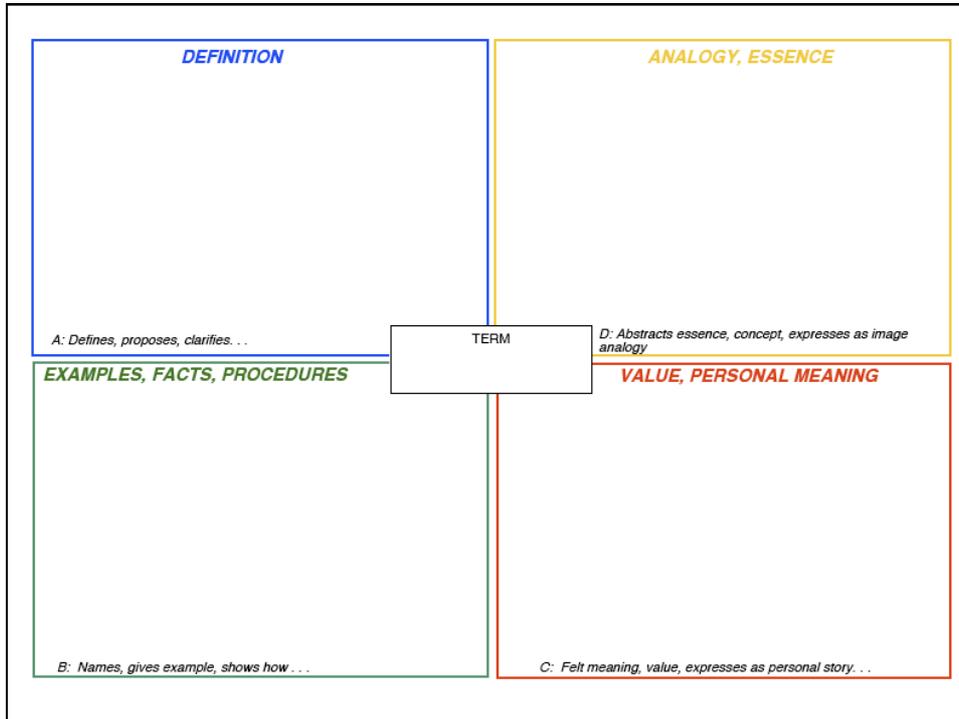
*Share your story and the identified factors with your group and see if you can come up with the common or universal elements*

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<p><b>KNOWING ABOUT –</b> PROPOSITIONAL KNOWLEDGE</p> <p><i>How can I define this? How can I describe it? How can I explain this to someone? Is there a Rule? Formulae?</i></p> <p><i>Examples Labels Facts Methods Instructions Methods Skills</i></p> <p><b>KNOWING EXAMPLES, KNOWING HOW–</b> FACTUAL , PROCEDURAL KNOWLEDGE</p>	<p><b>UNDERSTANDING</b> – CONCEPTUAL KNOWLEDGE</p> <p><i>How can I express this as an image? What's an analogy for it? What's it like? Make a model Illustration</i></p> <p style="text-align: center;"><b>Mu Dictionary</b></p> <p><i>Stories Poems Attitudes, feelings Can I express this musically What am I going to do with what I know and can do?</i></p> <p><b>SO WHAT? WHAT'S THIS GOT TO DO WITH ME &amp; MY LIFE?</b> PERSONAL STORY KNOWLEDGE</p>
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**Group Mu Dictionary for Personalised Learning - October 31<sup>st</sup> 2008, CEO Hopper's Crossing**

<p><b>What is personalised learning?</b></p> <ul style="list-style-type: none"> <li>• Purposeful learning that empowers self directed learning and leads to success</li> <li>• An approach to teaching where learning is centred on the individual and where students take responsibility for their own learning</li> <li>• Learning is authentic and unique to the individual</li> <li>• Students recognise themselves as learners and use a variety of skills to self manage their learning</li> <li>• Individuals taking responsibility and ownership for their own learning journey</li> <li>• When learners internalise the learning process and are driven to actively engage in deep learning</li> <li>• Immersing students in self directed fulfilling and meaningful learning experiences</li> <li>• Lifelong authentic learning</li> <li>• Personalised learning is supporting learners to make purposeful choices in order to engage and connect in meaningful and authentic learning experiences</li> <li>• Providing choice within a framework of rigour so that students take ownership for their learning</li> <li>• Students understand themselves as learners, know where they are in the learning process and know what they need to do to progress in their learning journey</li> </ul>	<p><b>What is the essence of personalised learning?</b></p> <ul style="list-style-type: none"> <li>• Student centred</li> <li>• Challenging content /challenging self - pushing the boundaries</li> <li>• Purposeful learning / Students connect with the learning and make new connections during the process of learning / Action based</li> <li>• Transformation of the learner / learning for life</li> <li>• Shared Understanding</li> <li>• Student voice and choice</li> <li>• Self managing/Self driven / intrinsic motivation</li> <li>• Use of a range of contemporary tools, including ICT</li> <li>• Learning from others / collaboration</li> <li>• Ownership</li> <li>• Planning for improvement</li> <li>• Reflection – on action &amp; in action</li> <li>• Flexibility / Compromise / Negotiation</li> <li>• Scaffolding</li> <li>• Engagement</li> <li>• Learning conversations / learning relationships</li> <li>• Feedback</li> <li>• Celebration / acknowledgement of milestones</li> <li>• Teachers cater for the learning styles, needs and interests of their students</li> <li>• Students and teachers understanding their strengths and weaknesses</li> <li>• Letting go of teacher control</li> </ul>
<p><b>Strategies for Personalised Learning</b></p> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• Modelling, Mentoring, Coaching</li> <li>• Conversations / Interviews to get feedback and to give feedback</li> <li>• Explicit teaching</li> <li>• Development of the language of learning for students</li> <li>• Open ended tasks</li> <li>• Strategies centred on Assessment FOR Learning and AS learning</li> <li>• Developing a positive learning environment</li> <li>• Surveys</li> <li>• Scaffolds for higher order thinking eg. Cue cards , Meta cognitive questions, thinking tools, thinking taxonomies (Blooms)</li> <li>• Scaffolds for reflecting eg learning journals</li> <li>• Graphic organisers</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Using ICT eg. Digital portfolios, e-Learning Folios (eLFs), forums, journals, Photostory</li> <li>• Self Assessment</li> <li>• Use of criteria eg rubrics, performance lists</li> <li>• Action plans for learning</li> </ul>	<p><b>Values, Attitudes and Dispositions required for Personalised Learning</b></p> <ul style="list-style-type: none"> <li>• Openness to learn and to receive feedback</li> <li>• Listening and valuing the voice of our students</li> <li>• Passion for learning</li> <li>• Being curious and asking questions</li> <li>• Being a risk taker both as a teacher and as a learner</li> <li>• Being prepared to challenge yourself in both the content and the process of learning</li> <li>• Trust and honesty</li> <li>• Respect and empathy for others opinions</li> <li>• Persistence in learning when problems occur</li> <li>• Being flexible and open minded</li> <li>• Finding humour</li> <li>• Being organised</li> <li>• Valuing collaboration as well as independence</li> </ul>

## SETTING THE SCENE

### Activity:

Separate your stories into those that involved a teacher – those that did not.

What did the teacher DO that helped make it personalised /connected?

What were the attributes of the learner that meant that the learning was personalised and connected?

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## Creating a *Mu Dictionary* Definition of 'Personalised Learning'

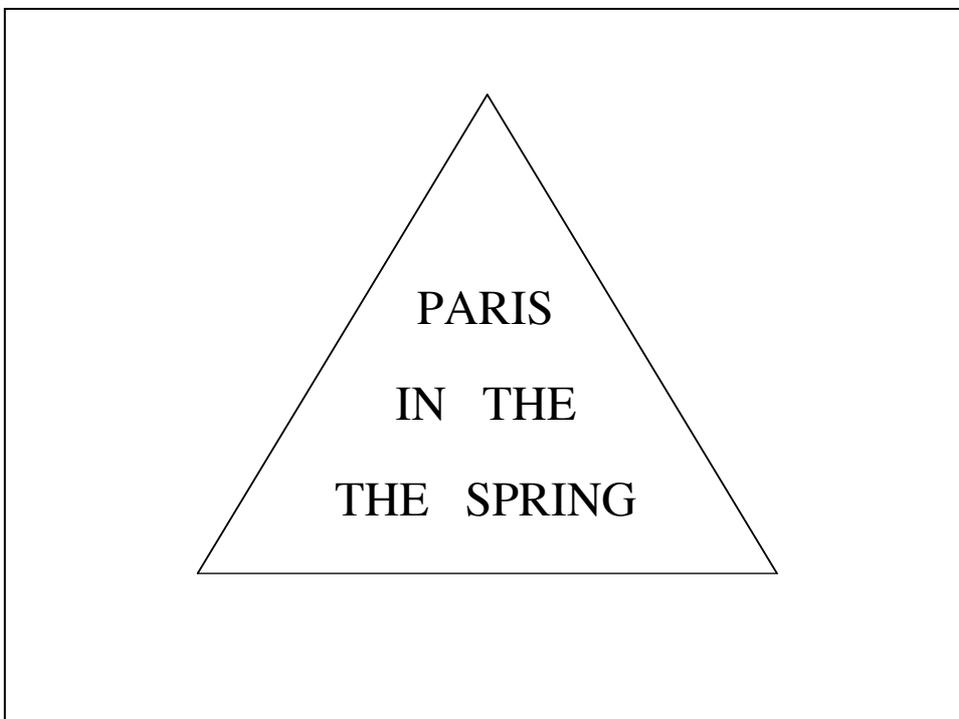
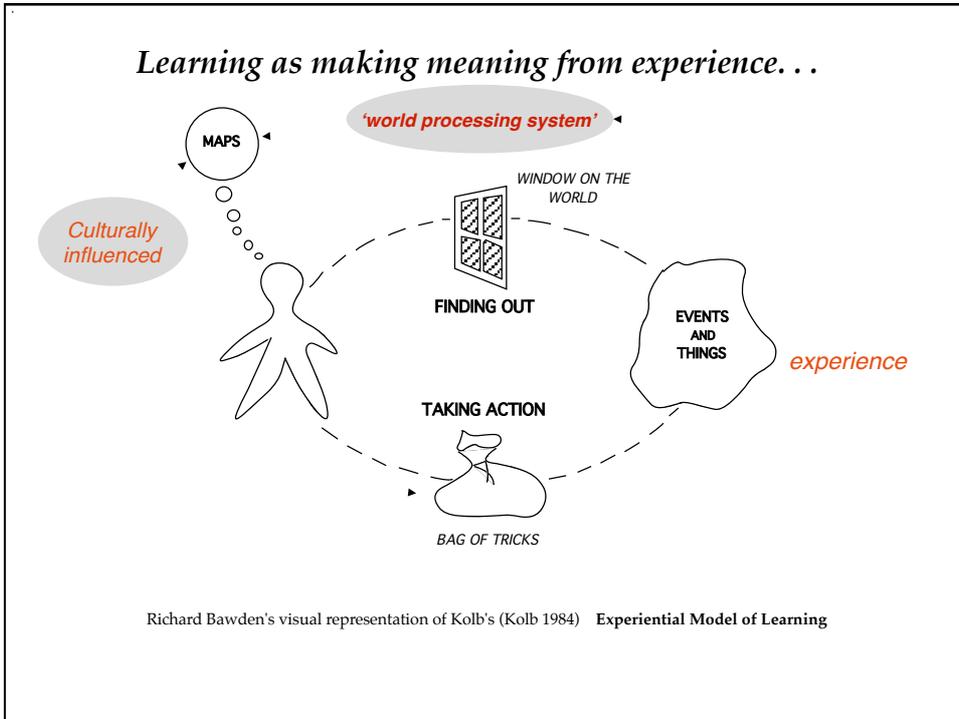
### Activity:

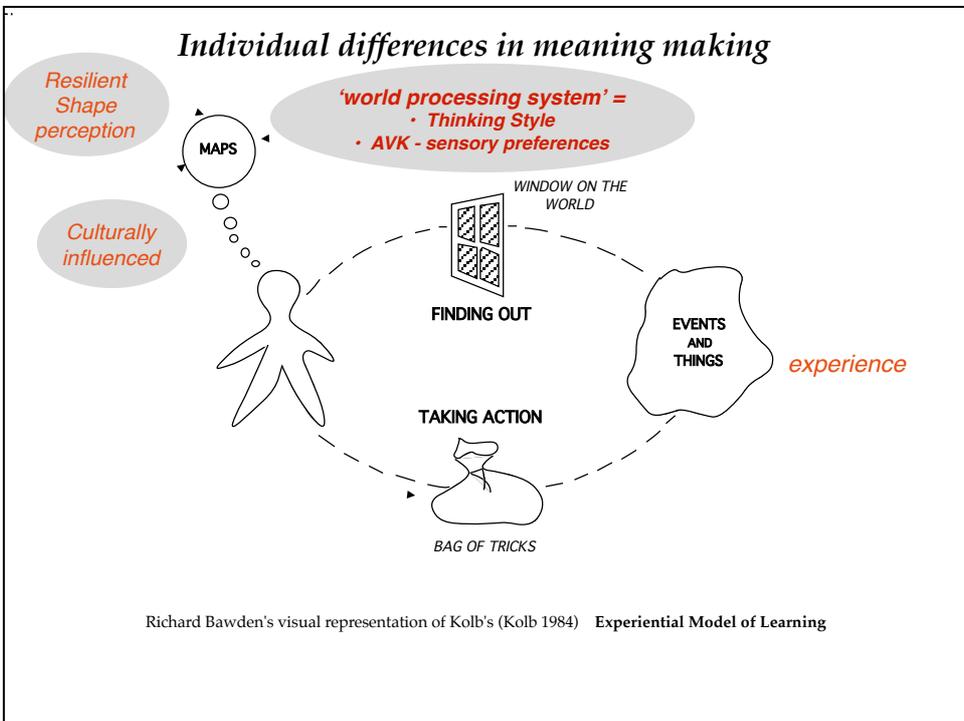
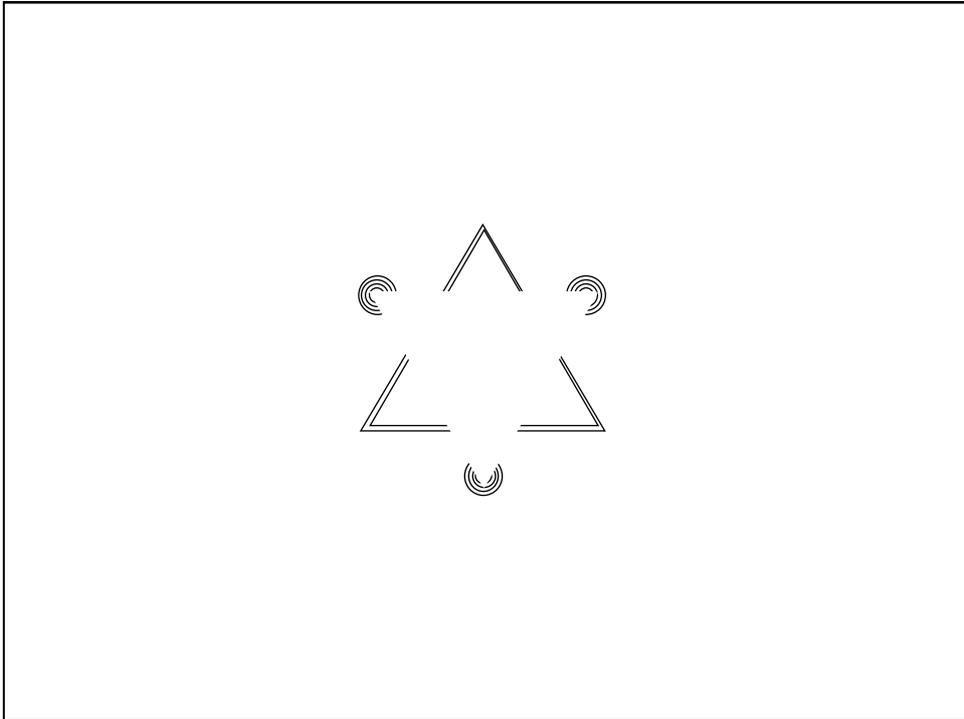
*Take the Mu Dictionary template.*

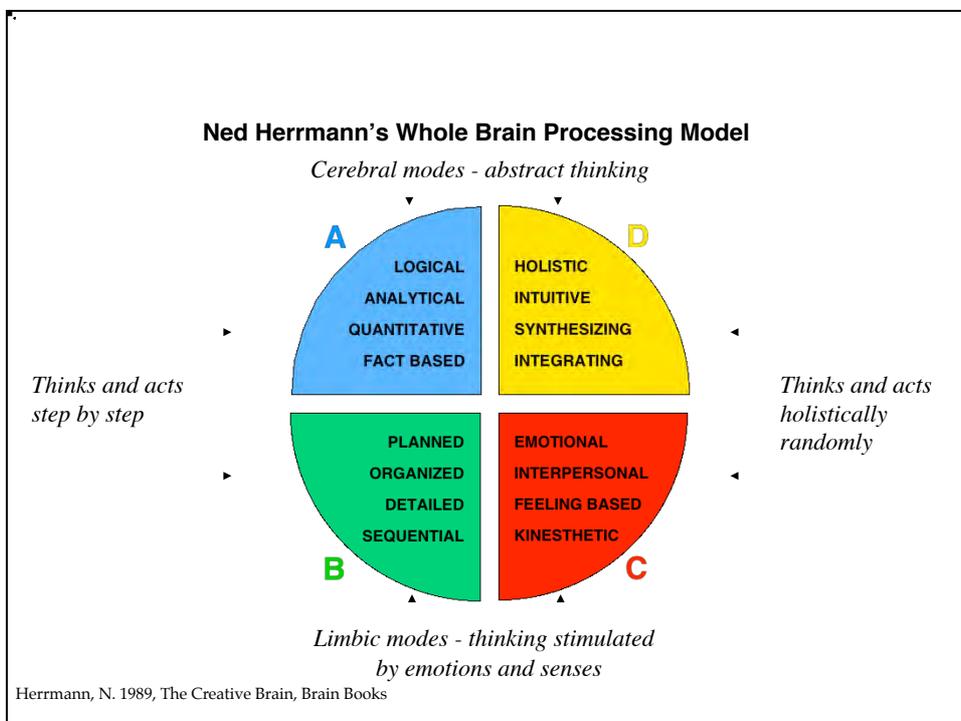
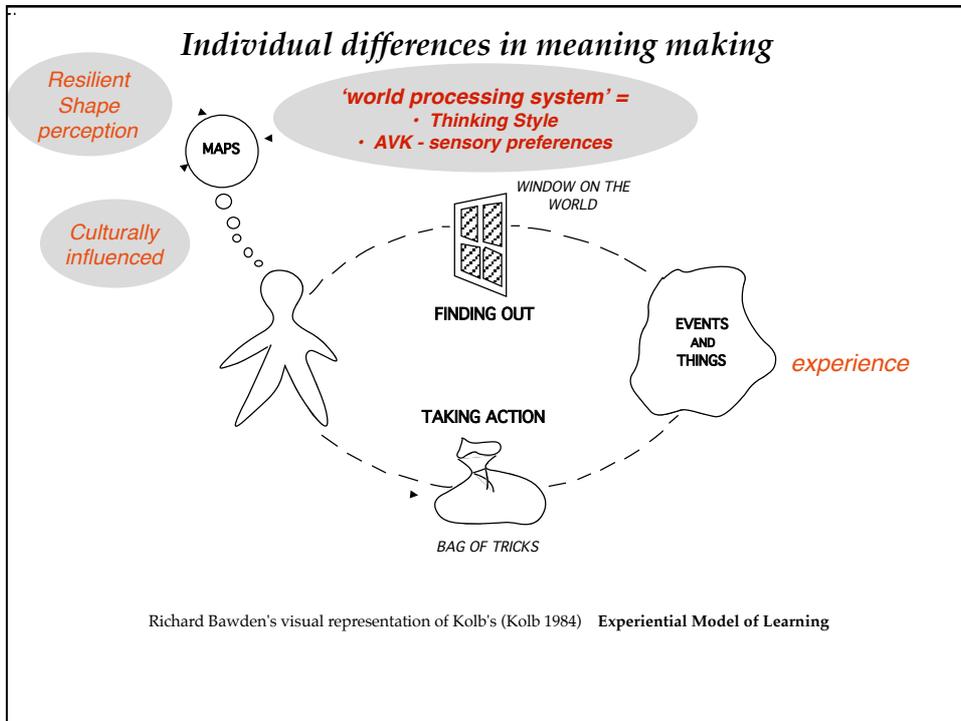
*Jot down the elements of your story in **PERSONAL STORY KNOWLEDGE***

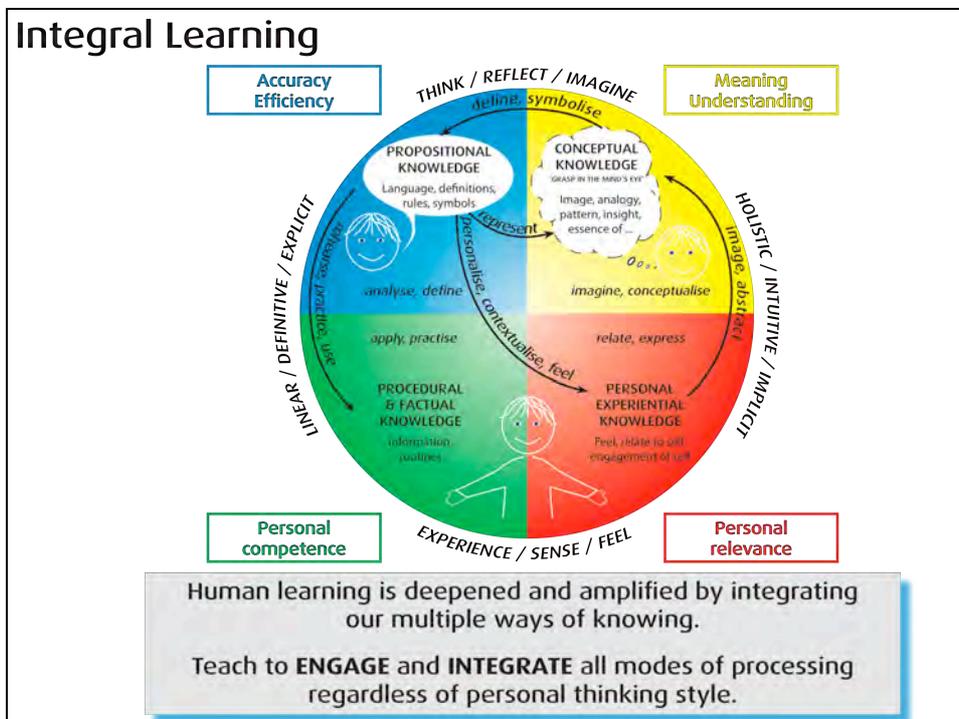
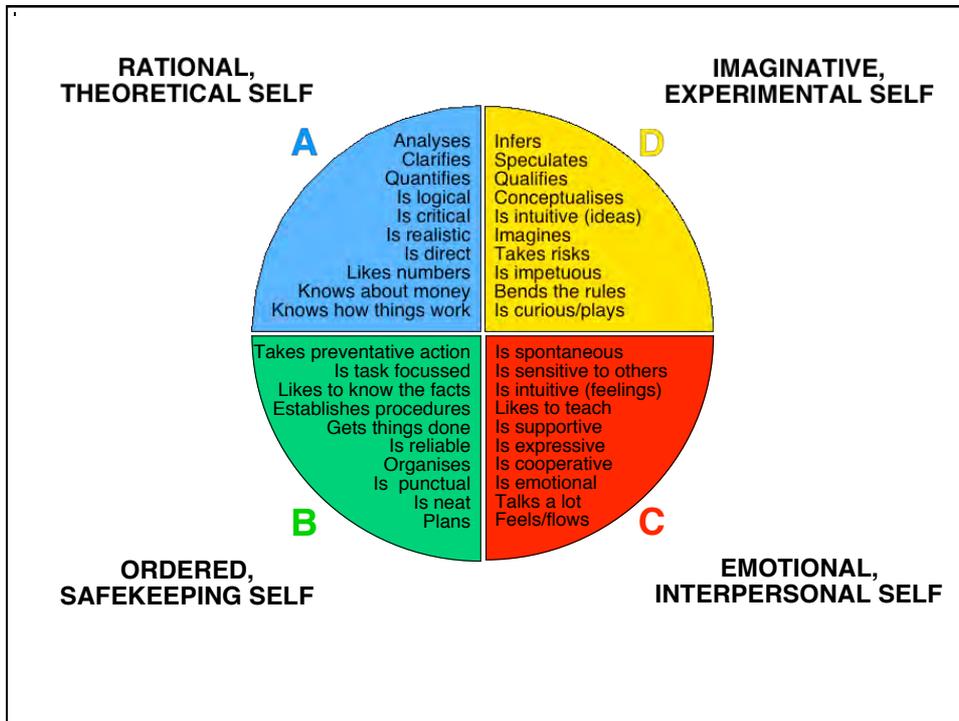
*Now think of a metaphor for personalised learning – what's it like? What's an image for 'personalised learning'?' Jot down in the Conceptual Knowledge – top right quadrant.*

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# Strategies to promote Integral Learning

