

Personalising Learning at Puketaha School – maximising personal potential

Personalising learning is a strategy focusing all of the schools resources to ensure that the potential of each learner is realised by ensuring that the learning experience is appropriate to them personally and that they are able, with support, to decide what they learn, how they learn, when they learn and who they learn it with. Personalising Learning is about strengthening the link between teaching and learning engagement.

Personalising learning recognises that the quality of learning is shaped by learners' experiences, characteristics, interests and aspirations. High quality teaching explicitly builds on learner needs – as well as on high expectations and good subject knowledge.

Personalised Learning puts children and their needs first. The distinctive feature of the pedagogy of Personalising learning is the way that it expects all pupils to reach or exceed expectations, feel fulfilled and achieve success.

Personalised Learning maximises personal potential.

We personalise learning so that...

- Everyone get the chance to be the best they can
- Everyone gets the chance to have high quality teaching that is responsive to their needs
- Everyone gets the chance to have an educational path that takes into account their needs, interests and aspirations
- Everyone's integrity, dignity and validity is respected
- Everyone thinks about and presents their knowledge in different ways

Personalised learners...

- Are engaged with learning and the life of the school
- Take responsibility for their own learning and behaviour
- Show independence in, and having control over, learning
- Enjoy confidence in oneself as a learner
- Display maturity in all relationships, marked by mutual respect.

Five Components of personalising learning

1. Learning to Learn
Building Confidence and capacity – empowering the learner
2. Assessment for Learning
Negotiating learning outcomes. Relevant assessment criteria, means of assessment, agreement of who will assess, what will be assessed and how it will be assessed. This will be linked with feedback, mentoring and progression.
3. Teaching and Learning Strategies
Movement towards learner control of learning
4. Curriculum choice and relevance
Guided opportunities for learning according to stage and ability. To design personal learning pathways which are challenging, relevant and significant.
5. Mentoring and Support
The entitlement to personal support. A long term personal relationship, based on high interpersonal skills, focused on supporting the learner's personal effectiveness and a blend of challenge and support.

Learning to Learn

Building the confidence and capacity of each student to be a powerful learner.

Learning to learn expects teachers will put learning at the heart of what they do. Students need to be taught how to learn and how to reflect on their learning by recognising what enhances and what impedes their learning; recognising and developing their own personal learning strengths; learning specific thinking and learning strategies; and by being made responsible/accountable for their own learning (their learning capacity). Teachers need to ask themselves how am I setting these students up with skills, attitudes, knowledge and values to be able to continue learning without me, to be independent life-long learners? The more students are able to manage or direct their own learning, the less dependent they are on the teacher, which frees the teacher to spend quality time on issues that really do demand teacher help and with those students who most need such support.

In the classroom you might see...

- Students understanding what they are learning and able to explain why they are learning it
- Students assuming the teacher role (Reciprocal teaching and peer tutoring,
- Students using High Order Thinking Strategies (Innovative Teachers Companion)
- Students explaining what they know to other students
- Students asking each other effective questions modelled and supported by the teacher
- Students self-regulating intuitively
- Teachers who are using a repertoire of strategies and teaching approaches such as Howard Gardner on Multiple Intelligences, Habits of Mind, Different Learning Styles
- Teachers ensuring that the learning is accessible and relevant to the learner and the work is co constructed with the learner
- Teachers providing a sense of belonging
- Teachers strengthening student confidence and control and displaying trust in the learner
- Teachers acknowledging that learning happens outside the classroom and school and is unconstrained by time or place
- Students interest being captured and their attention being retained through the use of active roles for the students (manipulating materials, visual stimuli, drama for learning, use of technology etc)

Assessment for Learning

Assessment comes from the Latin verb 'assidere' meaning 'to sit with'. In assessment, one should sit with the learner. This implies it is something we do with and for students and not to students (Green, 1998)

Assessment for Learning expects teachers to **help students**, individually and in groups, to find out where they are in their learning, where they need to go, and how to take their next steps. Teachers will promote **learning autonomy**. Assessment for learning is about supporting students to take responsibility for their own learning.

In the classroom you might see...

- Teachers clarifying learning outcomes with students and students having the opportunity to decide their own learning objectives (writing goals, big ideas, I can sheets in maths...)
- Teachers providing **guidance** on asking questions, giving timely focused feedback and using criteria to help pupils assess their own and one another's learning. (Students should be asking the questions of each other rather than the teacher asking the questions)
- Students having the chance to **respond to** and **assess** one another's learning
- Teachers using assessment information to feed back into teaching
- Inquiring into what 'good' looks like by looking at examples of modeling

In the classroom you might hear...

"How do you feel about... this piece of writing?"

"Tell me more about how you came to that decision?"

"What makes this interesting for the reader?"

"How would you have handled that situation?"

"...excellent can be revealed in a multitude of ways..."

Teaching and Learning Strategies

Guiding students to be self-determining Learners.

Teaching and learning strategies need to guide students to be insightful, responsible and constructive about theirs and others learning. Cooperative learning provides opportunities for students to interact in ways that enhance and deepen their learning. Learning will be maximised these opportunities are well designed.

In the classroom you might see teachers who...

- Establish appropriate procedures/routines so instructional time is used effectively and students develop the habits that lead to high achievement. These rituals link thoughtfully through the school as students transition from class to class (how students enter the room, or engage in a learning activity at the start of each block, organising materials they need for the day, move from large to small groups for various activities, and work on individual problems). Teachers will encourage, coach, and praise behaviour that reflects engagement beliefs and feelings. By having a process for learning students, their support can spend their energy thinking about and preparing for learning not just physically in terms of books etc but in their minds. The process gives them the constraints to be CREATIVE within.
- actively engage and stretch all students through the use of a variety of teaching approaches and strategies, choosing a range of resources and materials/equipment (Kagen Structures – Rally Robin and Timed Pair Share, Blooms Taxonomy Thinking Strategies and levels of questioning – Innovative Teachers Companion, Rich Allen – igniting the passion for learning using music, movement, cues, advance organisers (see book classroom instruction that works) – hook/setting the scene etc)
- accommodate different paces and styles of learning (kinaesthetic, auditory, visual)
- arrive on time, welcome the students and set the expectation for learning
- smile, make good eye contact, listen with interest
- arouse and maintain interest through use of voice and gesture when interacting with the students so they are captured and enjoy listening
- explain the purpose of the learning and expectations clearly
- The strategic use of groups, considering group size, composition and stability over time, in relation to particular type of tasks (the larger the group the more likely students are to loose motivation and become less accountable)
- Students being set up for successful cooperative group work (what does good listening look like? How do we make sure that all members contributions are valued) and being monitored and scaffolded according to age and type of task

In the classroom you might hear...

“I wonder how that character was feeling when he...?”

Curriculum Choice and Relevance

Designing Learning pathways that inspire engagement.

Students are most actively engaged and feel respected when they choose what they learn, how they learn, when they learn and who they learn it with.

In the classroom you might see teachers who...

- co – construct the curriculum with students (inquiry into a worthwhile meaningful question – ask, investigate, create, discuss and reflect)
- value learning that takes place outside school
- look for ways to enrich the classroom programme using the ideas, issues and stories that come from individuals
- Strategically 'sell' an idea to students to move them forward from what they are comfortable with

Mentoring and Support

Building a strong relationship to support the learner's personal effectiveness.

In the classroom you might see teachers who...

- Genuinely care for and be committed to all students being the best they can be
- Foster a climate of trust by listening to children and teaching peers, model trust to children and teaching peers so they feel like they matter and discussions count
- Listen to and value suggestions and feedback
- Have high expectations for all students and share these with them
- Raise the profile of the class and school communication both inside and outside the school by providing parents with clear, specific and up-to-date information about what their children are learning in school and how they can help

Notes...

Learning requires the active engagement of the learner, underpinned by positive learning dispositions. Personalised learning calls for high expectations, positive responses and new forms of learner aware pedagogy.

Group Work – can enhance motivation and attitudes to work

True group work involves pupils working together as a team. Its defining characteristic is the balance of ownership and control of the work shifts towards the pupils. Group work involves children as co- learners, not just one student helping each other.

Group work can enhance conceptual development and reasoning so is most suited to learning that involves transcending a learner's current level of understanding to reach a new perspective or understanding.

Group work can also aid social and communication skills, personal and social awareness and citizenship, and it can enhance relationships between students. It gives opportunities to debate and recognise alternative points of view, and to be held responsible for one's own behaviour, can develop thoughtful attitudes to others.

Example – teacher does not ask the whole class a question, instead, students are given 'thinking' time to ask each other the question and respond. This is giving students practice at asking deeper level thinking questions.

For assessment to have a positive effect on student learning research shows the following must be happening.

1. Provide effective feedback to students.
2. Students' active involvement in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. Recognising the profound influence of assessment on students' motivation and self-esteem - both crucial influences on learning.
5. Ensuring pupils assess themselves and understand how to improve.

I Wonder...

Should we look at the Jenny Mosley resource about Circle Time and Active Assemblies?

How can we understand what it is like for the children in our class? What is our programme like from the children's perspective?

How do we really get to know kids and what their needs are? This needs to be ongoing and scheduled into the programme. It might take the form of...

"As you envision your classroom where all brains are activated and students manage their own learning. What might you see? What changes might you make to your programme?"

What alternatives to hooking students in might you use?

What alternatives to sharing student's ideas/opinions during discussion might you use?

How can we encourage the use of CHOICE but not "you go and do it"?

How can we reflect on and reorganise our programmes so students come in from breaks and start their learning task straight away? (I have noticed that kids tend to get sleepy after reading silently or listening to a story – would this be better done at the end of a block?)

How do we create structures in our programme where students delight in and help create the success in themselves and others, where no student hides, all students participate equally and not one but all students respond to a question?

An idea to use children's out of school worlds to stimulate writing (see attached sheet)

How do we plan for Staff Development?

Kagen Structures

Co-operative learning is working in a team/group, giving students an equal opportunity to speak and be involved. PIES demonstrates the different aspects of co-operative learning.

Positive Interaction If one person is successful the whole team is but everyone has to contribute to achieve this.

Individual Accountability Students have to work to the best of their ability.

Equal participation Students share work to help others see different points of view

Simultaneous Interaction 100% of students are on task.

Everyone has an ability to work in a team and there are many benefits achieved from co-