

## Practices that Accelerate learning

*Developing a repertoire of practices that focus on accelerating learning outcomes for all*

## Creating a powerful Learning culture

*Ensuring that everything we do in schools puts learning at the centre*

## PRACTICES THAT ACCELERATE LEARNING

There are so many different ways to teach students. HOW2Learn utilises the educational research of Professor John Hattie who has scrutinised different **teaching practices** and worked out which ones have the largest **impact on improving student outcomes**. The practices that are most effective include:

- Positive teacher-student relationships;
- Shared understanding of learning intentions and success criteria;
- Providing effective feedback at point of need;
- Strategic questioning;
- Formative and summative assessment and student self assessment; and
- Reflecting on themselves as learners.

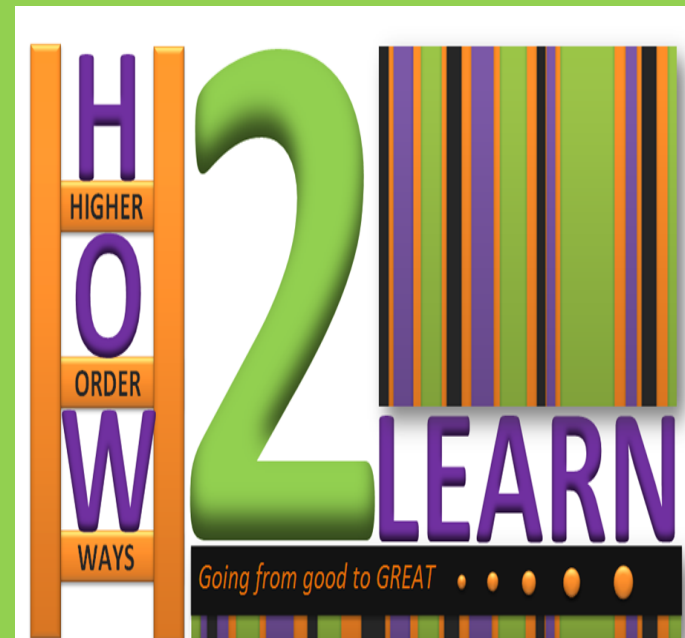
## POWERFUL LEARNING CULTURE

In HOW2Learn we take a look at the culture of our school and having a really positive look at what we do and why we do it. Is it something we do because we have always done it that way or do we do it that way because it is the best practice for our students and their learning?

We focus on 3 areas: **Words, Walls & Worth**. We look at how we talk to students, what we hang on the walls and what we value in the classroom.

We use the word **learning** rather than **work**. We display drafts alongside final product to value the **learning journey**. We create question walls to get the students to engage and wonder about the world around them. We help students to develop **individual goals** for learning and we **value growth** over time.

# What is HOW2LEARN?





## WHAT IS HOW2LEARN?

HOW2Learn stands for *Higher Order Ways to Learn*. It is about teaching teachers, students and parents about better ways for students to learn.

We are living in a rapidly ever-changing world. The jobs our students will have in the future may not have even been thought of yet. Knowledge is not enough anymore, we can't just fill student's head with facts and hope they can apply them in real-life situations under pressure.

Instead we need to focus on teaching them skills and strategies that they can call on when they don't know what to do.

There are 4 big rocks that we focus on that are covered in this brochure.

**Habits worth developing**  
Empowering all learners with the language, habits and dispositions that promote successful learning

## HABITS WORTH DEVELOPING

We look at 21<sup>st</sup> Century Learning skills and what habits we want our students to have to enable them to lead lives worth living in a world worth living in. We categorise these skills into 5 broad categories:

1. **Resilience**—the emotional aspect of learning where we work through difficulties.
2. **Resourcefulness**— the thinking aspect of learning where we use resources wisely and know what to do when we don't know what to do.
3. **Reflectiveness**— the strategic aspect of learning where they are self reflective and responsive to feedback.
4. **Reciprocity**—the social aspect of learning where we learn from and with others.
5. **Responsibility**—the community aspect of learning where they recognising their role in the world.

**Learning about learners**  
Challenging beliefs and perceptions of intelligence and learning.  
Responding to neuroscience.

## LEARNING ABOUT LEARNERS

We look at the most current medical research around the brain, how it works and how we can make links with our neuro pathways to make greater connections for our students. We look at changing our mindsets and the mindsets of our students. We talk to students about the difference between **bucket and muscle** thinkers (**Fixed or Growth mindsets**).

We look at the fact that some people are risk takers and mistake makers. They understand that this is part of the learning journey- it helps them to figure out what works and what doesn't, it's not wrong.

We know that **labels limit learning**. Instead we focus on **personal bests** where students try and better themselves rather than comparing themselves to others.

# Innovatrix

Innovatrix uses her head and her heart to make reasonable and insightful choices. She capitalises on resources available to her to be clever and imaginative. She will ask the

tricky questions about how to get things done and will constantly make links with what she already knows to guide her.



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# Team Recipro

They pool their strengths  
to innovate and create

## Replika

can use his power  
of imitation to learn  
new things quickly.  
He actively seizes  
opportunities to learn  
from and with others

## Collabro

is the guiding force of the team.  
He uses his strong arms to keep  
the group connected and on track.  
He recognises the power of harnessing  
individual abilities to work together.

## Empatica

is in touch with how  
other people feel, think  
and speak. She can see  
things through their eyes.  
She uses this understanding  
to determine her actions  
and bring wider perspectives  
to the team.

## Balencio

He balances the learning energy of the team.  
He knows that sometimes they need time to  
think and learn alone. He knows when  
it is time to learn together as a team.

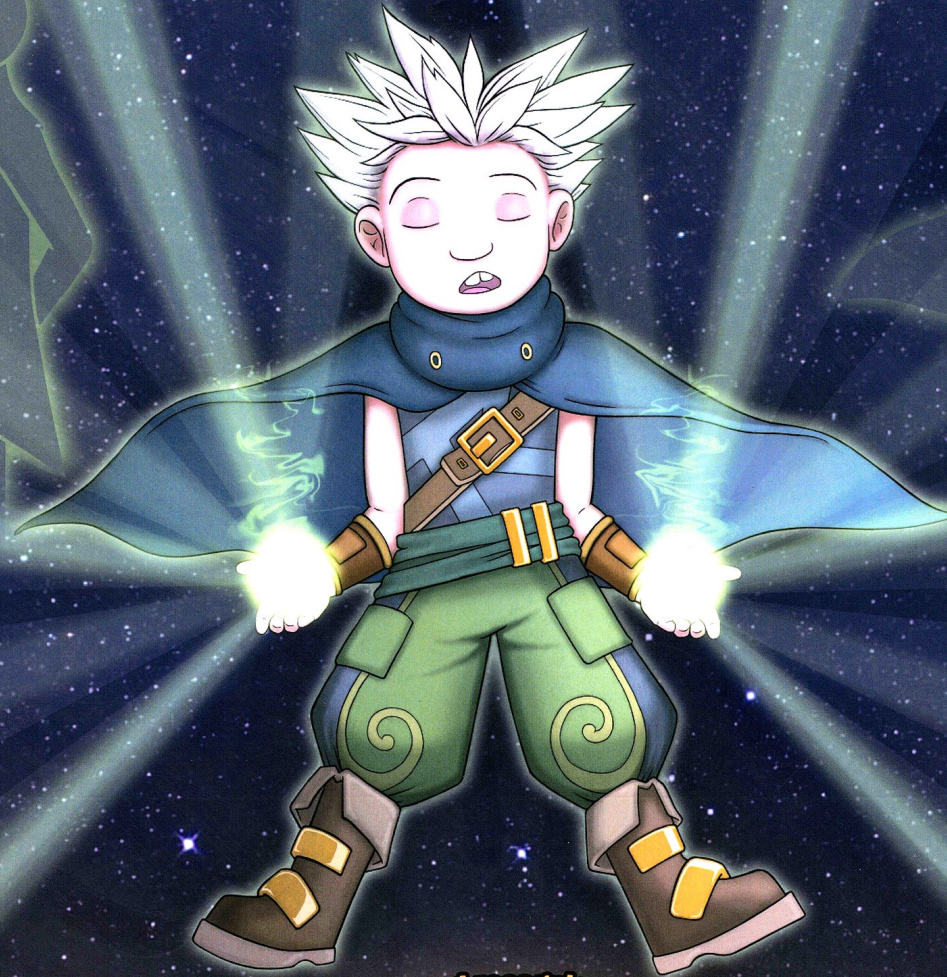
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# Ethicon

**Ethicon understands the importance of his actions and uses this to act responsibly in his world.**

**He is a deep, critical thinker who takes time to get all the facts. He is open-minded and willing to explore new options.**



**He feels a part of a bigger picture and recognises his role as a global custodian**

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# Rezilia

**Rezilia can handle herself when things are tough.  
She can ride the waves of life and can  
bounce back when things don't go as planned.**

**She is tough and resilient.  
She will persist to get the job done.**

**She can filter the  
distractions around  
her and she keeps her  
eyes ever watchful for  
details she can use.**



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# STRATEGEX

Strategex is highly self aware and reflective.



**He uses clever strategies to remember important things about what he is learning.**

**He can look at things from different angles and draw out the main ideas from what he has learned. He will use this to make decisions about what to think and do next.**

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