NEASC Internal Reflection 2020 - 2021
Learning Principle 4
Learning Perspectives

ENGAGE INSPIRE INNOVATE CREATING A BETTER WORLD THROUGH EDUCATION

Learning Principle 4: Learning Perspectives

Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.

Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how').

We are just beginning to embrace this phase.

Future Design: Where do we want to be? What will our learners be doing?

As a result of our improved learning perspectives, our learning community will:

1. articulate consistent expectations for learners to share their learning and understanding with others in complex, real world scenarios;
2. explore and understand complex dilemmas and the intended or unintended consequences of actions or solutions;
3. support informed risk-taking and autonomous pathways in the pursuit of important learning goals;
4. establish a culture in which mistakes are viewed as opportunities to learn from.

The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- Our Learning Perspectives are developing to further encourage students to explore the unfamiliar, consider a range of perspectives, and take informed risks.
- Students are becoming responsible for their own learning and further developing their levels of awareness (self and others).
- The majority of teachers' interactions with students ensure that they are engaged learners as improved questioning strategies promote thoughtful and considered responses, while dialogue looks to engage students in meaningful discussion and reflection.
- Students are learning not only to listen to other students' views but also to analyse them and respond to them thoughtfully. More and more frequently, students can apply aspects of their learning to the world beyond school and as a result, they recognize their own knowledge and skills in these different contexts.

The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- Almost all students have positive and responsible attitudes and need less reassurance as they are becoming self-reliant and working towards appropriate levels of 'risk taking' when exploring the new or unfamiliar.
- Most students respond well to critical feedback and some are becoming more comfortable learning through mistakes and/or trial-and-error.
- Students are empathetic and sensitive to the needs of others, including those with special educational needs, and extend help when a request is made.
- Additional focus on specific CPD modules is an important next step in further developing our dimensions of learning to ensure improved student outcomes.

Pre-Covid, prior to March 2020

- Teachers place students' needs at the center of program planning and delivering plans that are collaboratively designed and implemented to cover students' needs. Teachers are regularly reviewing and updating learning programs in line with school curriculum plans.
- Teachers are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities are usually based on teacher choice and students' interest, focusing on individuals.
- The school has clear goals and targets that support professional learning and improvement strategies.

 Pre-Covid, prior to March 2020

- The school has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.
- A whole-school learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.
- We have added a STEAM elective this year, to help students build their problem solving skills and to use real life situations and skills which they can use across different curricula areas, as well as in real world situations.lined student.

The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- Teachers effectively evaluate what students know and what they do not know, by informally but systematically checking students' knowledge through questioning, hands on activities, conversation, quizzes, then looking for evidence of students' understanding of these concepts, while making adjustments so that all learners can meet the learning goals.
- Students' skills continue to improve based on ongoing assessment and through various approaches to learning. This is usually measured by activities, projects, presentations, formative and summative assessments. Teachers guide students to be self- monitoring and opportunities for peer- and self-evaluation are provided in most lessons. Students' enthusiasm and engagement has improved through the increased use of technology in the classroom, as well the team building structures used.

Pre-Covid, prior to March 2020

- Students are provided with opportunities to develop rapport and group cohesion through team-building, and reflection exercises and given time to create a group work plan allowing them to plan for deadlines and divide up their responsibilities, allow students to rate each other's quality and quantity of contributions and work done which allows students the opportunity to discuss, reflect, and share new learning.
- The teaching faculty will have to embrace common best practice in their approach to delivering knowledge to the student populace. The intended cognitive and behavioral outcomes.
- The teaching faculty is seized with ensuring that their own capability remains in tandem with the pursuit of producing a world relevant product. It is therefore imperative knowledge transfer methods are geared toward ensuring they result in a robust, pragmatic, sensitive and flexible.

Learning Plans - How will we close the gap? What will be our major actions?

March 2020 to date

1. Further develop and embed consistent expectations for learners to share their learning and understanding with others in complex, real world scenarios;
2. Further develop opportunities for learners to explore and understand complex dilemmas and the intended or unintended consequences of actions or solutions;
3. Further develop the learning environment to support informed risk-taking and autonomous pathways in the pursuit of important learning goals;
4. Further develop a culture in which mistakes are viewed as meaningful opportunities to learn from.

Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

1. Review and further develop the use of learning skills in all subjects

2. Further develop the use of 21stCentury Learning Skills and HOTS. Disseminate best practices currently existing and further develop learning skills.

3. Design CPD opportunities which support the development of the SCF, 21st Century Learning, and the use of ICT.

4. Review and amend our assessment policy and practices to ensure 21stcentury skills and HOTS are being developed effectively.

Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

5. Introduce 21st century, project-based learning opportunities.

6. Introduce 1:1 Chromebook initiative across the high school phase by introducing it into gr. 10 in 2019-20.