20. Strategies for creating effective learners in Classroom

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An effective teacher has a wide-ranging repertoire of different teaching and learning models, strategies and techniques and knows how to create the right conditions for learning and hence the learning experiences in the resource are those that we often associate with 'the hidden curriculum'- what we decide to teach because it helps students learn and thrive in our classrooms.

Strategies for creating effective learners are categorised in to following four sections.

Section 1. Creating A Positive Learning Environment

Section 2. Motivating and Engaging the Learner

Section 3. Creating A Classroom Learning Community

Section 4. Developing Pathways – Making Career Connections
Why should we use the learning experiences in this resource?

1. Students develop the interpersonal skills required to interact positively with others in learning experiences that

are designed to help them feel welcomed, valued, safe from threat and aware of their own responsibility in contributing to the positive state of the learning environment.

2. The learning experiences acknowledge the differences in the various ways students learn best, recognise the vast differences in prior experience in a classroom and therefore provide opportunities for students to learn and demonstrate their learning in different ways.

3. The learning experiences in combination with those in 'Creating A Positive Learning Environment' and 'Motivating and Engaging the Learner' help students work and learn together in groups, value each other's' differences and solve, prevent or minimize the problems and conflict that arise when working with others.

4. Providing opportunities for students to explore occupations of interest related to high school subjects increases the likelihood of students enrolling in the courses they need to prepare for this area of career interest. Teachers in all subject areas have a means of illustrating for students how their subjects enhance preparation for occupations of interest.

For creating effective learners, I had crated some observable as follows:

Independent Work:

- Demonstrates responsibility in attendance,

- Punctuality and task completion.

- Works well without supervision.

- Accepts responsibility for completing tasks on time and with care.

- Accepts responsibility for own behaviour.

- Follows routines and instructions independently.

- Selectslearning materials, resources, activities independently.

- Uses time/schedules/ agenda effectively.

Problem Solving:

- Solves problems without help.

- Thinks of alternate solutions and makes plans to solve a problem.

- Makesconnections between different problems and solutions.

- Applies successful strategies to new problem situations.

- Develops original ideas and creative solutions to solve problems.

Class Participation:

- Actively participates in discussions and classroom activities.

- Contributes information and ideas.

- Accepts a variety of roles during group work.

- Assumes responsibility of fair share of work during group work.

- Encourages others to participate.

- Works towards the goals of the class and the group.

- Listens to others without interrupting.

- Shows respect for the ideas of others.

Homework Completion:

- Comes to class prepared for learning.

- Puts forth consistent effort.

- Completes homework on time.

- Shows attention to detail.

- Demonstrates interest in homework assignments.

- Organises materials and equipment effectively.

- Begins work promptly.

- Attends to task at hand.

Initiative:

- Demonstrates self-direction in learning.

- Seeks new opportunities for learning.

- Responds positively to challenges.

- Explores and uses a variety of learning strategies.

- Observes, questions, explores, investigates

- Seeks additional and new information from a variety of sources.

- Demonstrates a positive attitude toward learning.

- Generates questions from inquiry activities.

- Participates in non-academic activities.

Goal Setting:

- Assesses own work based on specific criteria Identifies goals.

- Identifies steps or actions to reach goals.

- Identifies strengths and areas of improvement in own work.

- Demonstrates self-direction in goal setting and goal achievement.

- Accepts feedback on performance from others.

- Uses feedback to improve work and monitor learning.

Cooperation with others:

- Demonstrates a willingness to work with others.

- Demonstrates a willingness to work with anyone.
- Assumes responsibility of fair share of work during group work.
- Respects the rights and opinions of others.
- Respects property of others and the school environment.
- Volunteers in the classroom and in the school.
- Follows classroom and school procedures.
- Assists peers with work when needed.

Use Information:
- Identifies a variety of sources and resources to collect information.
- Demonstrates a variety of skills to organize and manage information.
- Accurately analyses and assesses the value of information.
- Demonstrates creativity in assessing information and ideas in drawing relevant conclusions.
- Asks questions to clarify meaning and ensure understanding.
- Integrates learning from subjects and areas.

We all have unique ways of learning that change and develop over time as we build skills and have new experiences. Some learners are equally 'at ease' learning from a visual source,

an auditory source or a written source. Some learners prefer one over the other. Some prefer to move around, listen to music, discuss with others, 'do' something first then talk or read about it or vice-versa. Learners may also have preferences for the ways they choose to demonstrate their learning. Each classroom of learners has a unique profile.

Teachers can uncover the learning needs of their students by asking students what their preferences are, by using various learning styles analyses tools (e.g., Learning Styles, Multiple Intelligence) and by observing. Teachers can differentiate instruction and assessment based on this information by providing choice or student groups.

For various learning styles analyses tools requires about five hours of study and five hours of work in the classroom which contain

- A clear presentation of the main ideas;

- Case studies;

- Tasks and classroom assignments;

- Practical tips;

- Opportunities for reflection;

- A summary of related research;

- Suggestions for further professional development and guidance;

- An opportunity to set future targets, perhaps related to

performance management; Accompanying video sequences.