



ST JOHN'S
GRAMMAR

Success, wisdom, balance

School-wide Pedagogy

Learning to Soar

Values

- We flourish in **Community**
- We build **Resilience**
- We encourage **Responsibility**
- We celebrate **Achievement**
- We nurture **Creativity**

School-wide Pedagogy

Our students Learn to Soar when they are immersed in an environment that contains:

SOcial Learning

The Social Learning principle is the principle that learning and behavior are influenced by the continuous relationships that students have with other people, particularly in their emotional, cognitive and psychosocial contexts.

Authentic Learning

The Authentic Learning principle recognizes that students make connections between learning intentions and real life. It recognizes the interests of students, engages students at multiple entry points and the learning has real life purpose and relevance.

Reflective Learning

The Reflective Learning principle is the principle that reflection, evaluation and analysis enhance student's understanding, performance and success. It encompasses the use of metacognitive functions that encourage deeper thought and consideration of the value and effectiveness of a learning activity.

INdependent Learning

The Independent Learning principle is the principle that learning is enhanced when individuals own and take responsibility for their learning. It encompasses autonomy, the initiation of independent study, self direction and student management of their own learning.

Generating Creative Learning

The Generating Creativity Learning is the principle that is enhanced through the incorporation of existing knowledge with new ideas based on experimentation and open-mindedness.

Social Learning

The **Social Learning Principle** is that learning and behaviour are influenced by the continuous relationships that students have with other people, particularly in their emotional, cognitive, and psychosocial contexts.

Educational Rationale – Why is it important? Social learning is crucial in developing personal and social capabilities as students need to learn to understand themselves and others, manage their relationships, lives, work and learn more effectively. Social learning involves recognising and regulating emotions, developing empathy for others, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

What **student outcomes** are we looking for?

1. **Working together effectively**
 - Allowing more time on the task
 - Deeper understanding
 - More possibilities to consider
 - Clear direction for the next step
2. **Greater sense of self and others.**
 - Valuing diversity of skills, backgrounds, interests, cultures and ideas.
 - Negotiating a range of social situations and regulating emotions effectively
3. **Developing and maintaining relationships**
 - Building working relationships, friendships and networks

What **learning concepts** lead to these outcomes and what **strategies** can we use to put them in place?

Learning Concept	Teaching Strategy Examples	
Collaborative Learning helps individuals to benefit from the sharing of skills and information and to recognise emotions.	Partner and group work Peer tutoring / mentoring Buddies Thinking interdependently	Modelling Game based learning Role play Webinars
Personal and Group reflection enables the student to respond to new learning and connect that learning with prior knowledge	Using rubrics Keys to success: Confidence, persistence, resilience, organization, getting along Habits of Mind	Modelling Fish bowl Connect to character strengths Pit stop thinking
Skilled Communication develops the student's ability to convey information effectively verbally, non-verbally and in writing and to appreciate diverse perspectives.	Discussion Literature circles Socratic questioning Think, pair, share	A&B reflection Group roles Setting group norms Netiquette – on-line etiquette
Competitive Learning is helpful because it introduces an element of strategic thinking, fun and engagement and learning to win and lose gracefully	Game based learning Inter-group competition Strategic thinking and tactical problem solving	Quizzes Taking turns

Authentic Learning

The Authentic Learning Principle recognises that students make connections between learning intentions and real life. It acknowledges the interests of students, engages them at multiple entry points, and recognises that learning has real life purpose and relevance.

Educational Rationale - Why is this important? A fundamental human need is the search for meaning to give purpose to our lives. Authentic learning recognises this as a primary motivation for success both in and outside the classroom. Continual construction and reconstruction of knowledge takes place more effectively when authentic experiences and products are shared. The learning process is enhanced by using authentic resources to inspire and engage students.

What student outcomes are we looking for?

1. **Sustained interest and engagement in learning.**
 - Discovering personal meaning and interest
 - Inspiration and motivation to investigate or study further
 - Recognising that the construction of knowledge is essential to solving real life problems
2. **Improved understanding of how and where knowledge can be applied.** This includes:
 - Construction of deeper knowledge
 - Analysis of real world data or information
 - Understanding the significance of real world constraints and parameters
 - Recognising that solutions must be tested and evaluated in real environments
 - Acknowledging the broad range of views of other interest groups such as social, business, scientific, political and religious communities

What learning concepts lead to these outcomes and what strategies can we use to put them in place?

Learning Concept	Teaching Strategy Examples
The use of Practical Activities provide opportunities to construct and reconstruct knowledge in a real life context and environment.	Carrying out Scientific/Mathematical experiments Collect and work with real materials, data and information Playing games to test and further knowledge Use Participation models (e.g. community work) Questioning, Analysing, Evaluating and Predicting results, methods, strategies and benefits
Exposure to real world Products, Problems and Issues gives students the opportunity to understand the relevance of their learning and appreciate the existence of real world constraints.	Case Studies. Primary source research Practical life trays Simulations of real situations Real solutions, performances, products and audiences Play-based pedagogy School Excursions and Guest speakers On-line discussion boards
Creating Authentic Products to solve problems or achieve goals gives students a chance to share their knowledge in a public domain leading to further enhancement of knowledge and social learning	Make something physical. (e.g. guitar, cake) Producing a product to solve a problem or achieve a goal (such as computer code, music composition chemical synthesis, draw a fractal, design a business venture, write a blog etc) Publish on-line
Student Led Inquiries give students opportunities to further their interest, personal meaning and understanding of their work. It gives them the chance to produce innovative ideas and solutions.	Personal Learning Plans Research Projects (of students choosing) Open ended investigations or tasks Problem based learning Differentiated programs and assessments Guided Inquiry sessions

Reflective Learning

The **Reflective Learning Principle** is that reflection, evaluation and analysis enhance student understanding, performance and success. It encompasses the use of metacognitive functions that encourage deeper thought and consideration of the value and effectiveness of a learning activity.

Educational Rationale - Why is this important? Reflective learning is crucial for students in developing a deep understanding of themselves and their place in the world. For students to effectively construct knowledge which is personal and meaningful, they should develop skills in identifying and questioning underlying values and beliefs, acknowledging and challenging assumptions, and placing learning within contexts and relationships.

What student outcomes are we looking for?

1. Personal growth and making meaning.

This includes:

- A future action focus
- Making connections to students' own lives
- Identifying and questioning underlying values and beliefs
- Enhancing a sense of purpose

2. Development of Intellectual Processes and skills.

This includes:

- Formation of deeper knowledge
- Movement of new knowledge to long term memory
- Developing analysis, critical thinking and evaluation skills
- Identifying possible areas for improvement
- Acknowledging and challenging possible assumptions
- Recognising areas of potential bias or discrimination

What learning concepts lead to these outcomes and what strategies can we use to put them in place?

Learning Concept	Teaching Strategy Examples
<p>Posing reflective questions is helpful because it highlights what worked well and what didn't, and also how a student's work compares to the work of others.</p>	<p>Journal writing reflecting on strengths and weaknesses. Two stars and a wish/ Exit cards FREYER diagram Peer Evaluation Character strengths Evaluation Sheets Plenaries/ group sharing "I used to think, now I know..."</p>
<p>Metacognition is helpful because it develops awareness of how an individual reached the conclusion that they did and prepares them for the next time they have a similar problem or task.</p>	<p>De Bono's 6 Hats Bloom's Taxonomy Justifying positions</p>
<p>What Next? Futures focused reflection is important because it leads to suggestions for further action to improve the quality of student work or guides the next investigation.</p>	<p>"If I was to do this again I would..." "What is unanswered?" "What don't others understand?" "What does this make me want to learn?" "How well did we work as a group?"</p>

Independent Learning

The Independent Learning Principle is that learning is enhanced when individuals own and take responsibility for their learning. It encompasses autonomy, the initiation of independent study, self-direction, and students managing their own learning.

Educational Rationale - Why is this important? Independent learning is crucial to ensure that students are motivated to be proactive learners with values, beliefs and convictions. This is particularly important as society is faced with many, as yet, unsolved problems. Independent learners plot their own paths, value their own discoveries and begin their journey of lifelong learning. We encourage independence so our students take risks and responsibility for their learning.

What student outcomes are we looking for?

1. Personal Achievement

- Taking greater control and responsibility for their learning.
- Planning and self-management skills, maintaining a balanced life
- Confidence in abilities and persistence in a range of situations including those that are challenging

2. Student Empowerment

- Self-motivation and ownership of learning
- Ability to break down tasks
- Self-reliance in problem solving and confidence to seek help
- Resilience

What learning concepts lead to these outcomes and what strategies can we use to put them in place?

Learning Concept	Teaching Strategy Examples
Effective questioning and problem solving progresses ideas.	Provide opportunities for students to make their own discoveries Modelling Explicit teaching of questioning types Rubric/oral reflection
Risk taking deepens learning and broadens experiences.	Help students to learn from their mistakes Provide a safe and supportive environment Multiple entry points - differentiation Celebrate attempts – acknowledge effort Negotiated topics Open-ended questioning
Effective research saves time, refines ideas and uncovers credible sources.	Provide a model Thinking frameworks Authentic and specific feedback Play or practical based pedagogies
Personal Responsibility helps students know how to get started, remain on task and meet deadlines.	Brainstorming and Mind map PMI 6 box planning Timelines Scaffolding Peer and self-assessment

Generating Creative Learning

The Generating Creative Learning Principle is that learning is enhanced through the creative incorporation of existing knowledge with new ideas based on experimentation and open-mindedness. At the heart of creative learning is inventing new ways of understanding the world and interacting with it. The ability to create requires generating original ideas or products from a unique synthesis of discrete elements.

Educational Rationale - Why is this important? The only reliable constant in the 21st Century is change, for which society needs creative lifelong learners able to adapt, innovate and generate new solutions and ideas. Creative learners take control of the learning process and generate knowledge by forming new connections between concepts. Creative Learning encourages intellectual play with information to create a personal understanding.

What **student outcomes** are we looking for?

1. **Open mindedness**
 - Being inquisitive
 - Developing intellectual flexibility
 - Taking risks
 - Ability to identify problems that need to be solved
2. **Innovation**
 - Synthesising information to create new knowledge or products
 - Generating creative solutions to current and future problems
3. **Individual strengths**
 - Initiative
 - Confidence and resilience
 - Persistence
4. **Creativity**
 - Developing interesting and new ideas

What **learning concepts** lead to these outcomes and what **strategies** can we use to put them in place?

Learning Concept	Teaching Strategy Examples
Higher order thinking assists in making connections with previous learning, integrating knowledge and applying it in new ways	Open ended tasks SCAMPER/BAR - thinking strategies Thinkers Keys Blooms Taxonomy Mind Maps Venn diagrams Creating analogies and metaphors
Open-mindedness provides more options to consider	6 Hats "What would it be like if?" "What would you do?" Visualisation Wondering Generating and testing hypotheses Play based learning
Generating ideas, possibilities and actions provides starting points and engagement.	Brainstorming Piggybacking What is the same, what is different activity Imagining possibilities and considering alternatives