



The Learner's Toolkit and the Canterbury Way

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BACKGROUND & CONTEXT

- Anglican School in Logan with 1450+ students Years P-12.

Big Idea:

A *Canterbury Way* that embraces the Science of Learning through *the Learner's Toolkit* to create students who are independent and self-regulated.

Research Problem:

- We want all student to be independent and self-regulated in using effective learning strategies.
- We want teachers to regularly model effective learning strategies.

METHODS

Term	Process
1	College-wide academic culture discussion: Space, Time, Practice
2	Exploration and examination of existing teaching and learning frameworks for high impact learning design <ul style="list-style-type: none"> • 10 dimensions identified • Teacher survey on feelings and attitudes about the 10 dimensions
3	Development of The Canterbury Way <ul style="list-style-type: none"> • College-wide teaching and learning framework (tree) • Faculty planning document (Canterbury High Impact Learning Design - CHILD) • OneNote template
4	Staged rollout in preparation for 2023 start <ol style="list-style-type: none"> 1. Secondary School Academic Leadership Team 2. Secondary School Teaching Body 3. Faculty teams



Learner's Toolkit as constant thread in discussions and built into planning

ANALYSIS & RESULTS

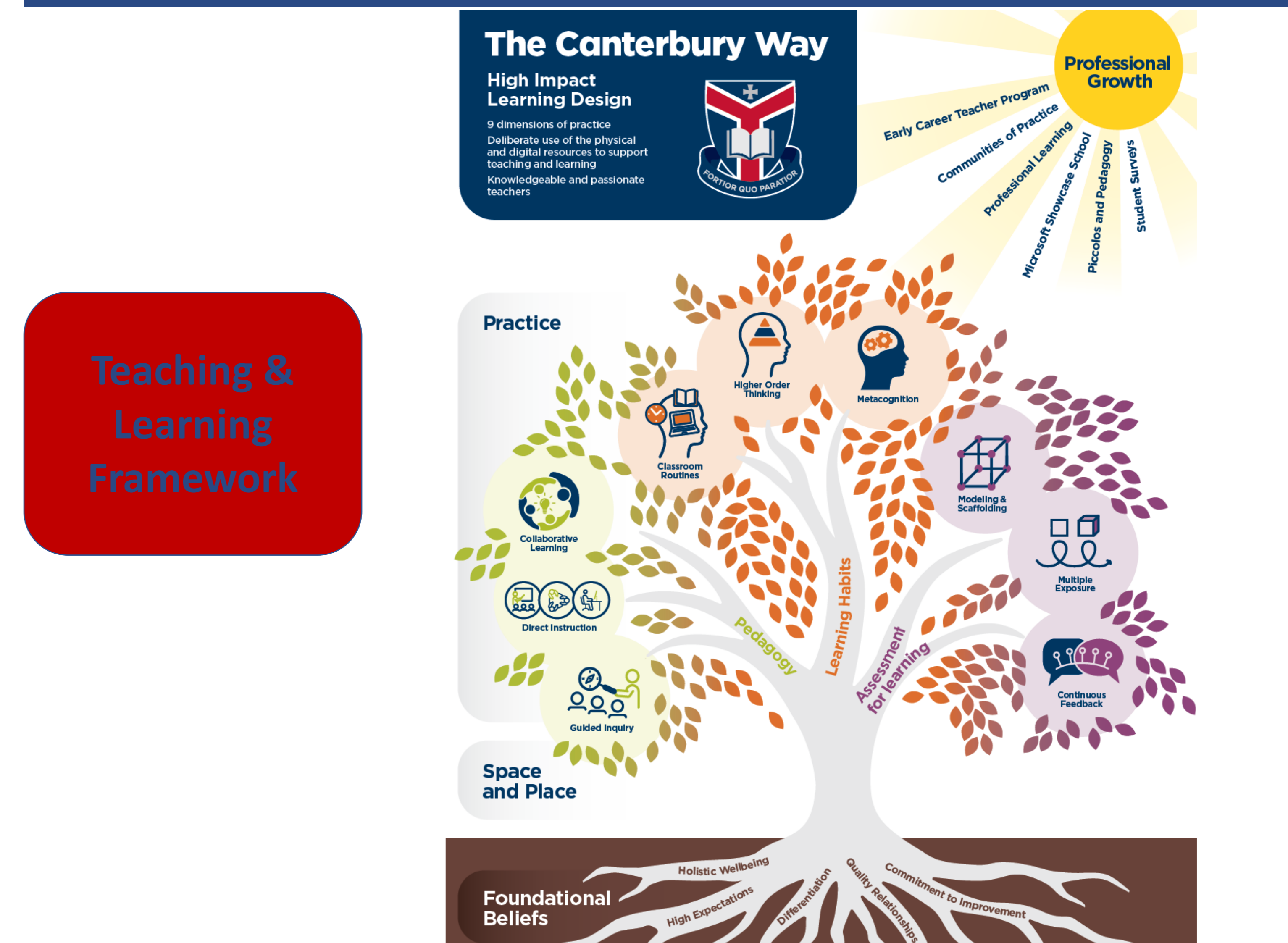
Analysis: 10 Dimensions Teacher Survey

Senior School - 10 Dimensions of Practice Data Set						
	Staff confidence with this dimension /10	Belief of importance of this dimension to student achievement /5	Importance of this dimension to a Learning Framework /5	% of Teachers who actively planned dimension in sequence	Agreement that this dimension is consistently embedded at CC	Belief in need for Professional Development related to this dimension /5
1. Direct Instruction	8.46	4.39	4	76.70%	20 Agree, 10 Strongly Agree, 8 Neutral	2.97
2. Guided Inquiry	7.17	3.76	3.6	75.70%	18 Agree, 17 Neutral	3.4
3. Collaborative / Cooperative Learning	6.3	3.53	3.4	61%	17 Neutral, 12 Agree	3.1
4. Metacognition	6.83	3.92	3.79	62%	20 Agree, 10 Neutral	3.36
5. Thinking (Questioning & Higher Order Thinking)	7.32	4.1	4	70%	18 Agree, 11 Neutral	3.29
6. Microskills	7.68	4.38	3.97	NA	19 Agree, 7 Neutral, 7 Strongly Agree	NA
7. Classroom Structures and Routines	7.7	3.88	3.45	68% Discuss with colleagues / faculties	14 Agree, 13 Neutral, 6 Strongly Agree, 6 Disagree	NA
8. Modelling & Scaffolding	7.59	3.97	3.8	85%	19 Agree, 13 Neutral	3.07
9. Multiple Exposures	6.28	3.67	3.45	54%	17 Neutral, 11 Agree, 8 Not Sure	3
10. Feedback Connected to Data	6.83	3.97	3.85	63%	17 Neutral, 17 Agree, 4 Not Sure	3.65

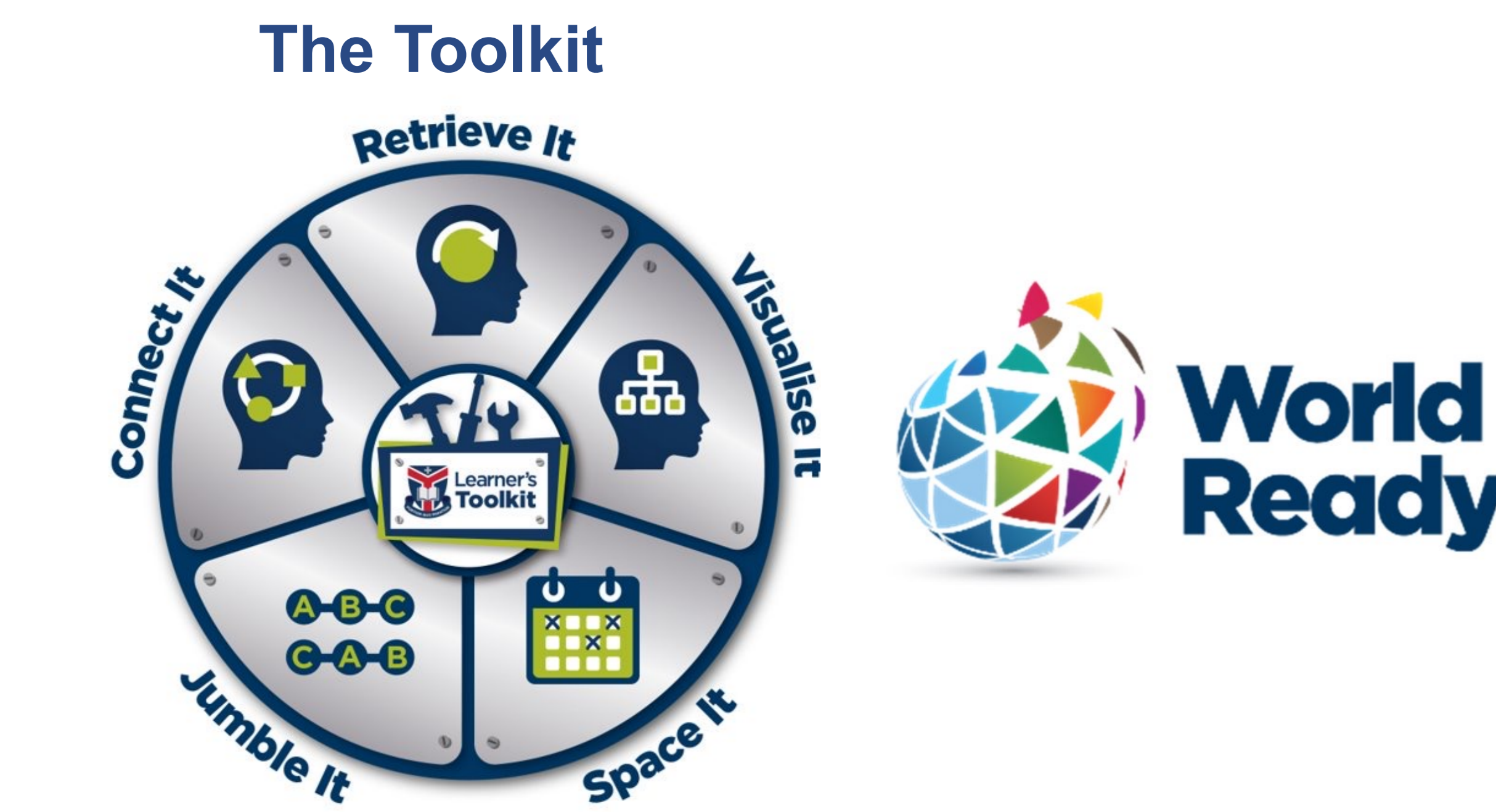
Canterbury High Impact Learning Design (CHILD)

Learning Structure at Canterbury		
<p>A Canterbury lesson is characterised by deliberate selection of materials and activities that promote learning in a sequenced and meaningful manner. While some ideas and concepts will run across multiple lessons in a sequence, each individual teaching period (60mins) at Canterbury is designed to ensure that students are:</p> <ol style="list-style-type: none"> 1. provided an orientation of the learning objectives for the lesson. 2. provided opportunities to learn the knowledge (content and skills) which incorporates practise. 3. provided a period of review and consolidation of the key knowledge as a way of providing feedback on learning. <p>This ensures that knowledge is connected and transferred from students working memory to long term memory via chunking and automation.</p> <p>All lesson materials and activities will be disseminated via OneNote, using the Canterbury College OneNote template, prioritising the use of the stylus.</p>		
<p>Orientation</p> <ul style="list-style-type: none"> - MEET AND GREET: Teachers receive students at the door to welcome them into the classroom and lesson. - TO DO TASK (RETRIEVAL): At the start of each lesson, teachers undertake a whole class retrieval activity (incorporating elements the Learner's Toolkit) to recall knowledge from previous lessons (student) and/or gain feedback on prior learning (teacher and student). - OBJECTIVE: Prior to starting the main teaching and learning activities for the lesson the teacher explicitly describes the objective of the lesson. 	<p>Body</p> <ul style="list-style-type: none"> - PEDAGOGY: A purposeful series of teaching and learning activities designed from guided inquiry, direct instruction, and/or collaborative learning practices that actively engages students in learning. - LEARNING HABITS: Creating an environment where students are confident to undertake challenging learning experiences that develop their metacognition. - ASSESSMENT FOR LEARNING: Students are explicitly taught the knowledge and skills required and provided multiple check for understanding opportunities coupled with feedback. 	<p>Consolidation</p> <ul style="list-style-type: none"> - RECONNECT: Teachers review the learning objective of the lesson and the constructed knowledge from the teaching and learning activities. - EXIT TICKET: Students will undertake a final activity that allows them to review, refine and reflect on how they have achieved the learning objective of the lesson. - HOMEWORK: If homework is to be set, it is explained and recorded on MyCC/OneNote.
<p>Learner's Toolkit: The planned lesson activities that make up teaching and learning at Canterbury, as well as the assessment plan for each unit at the College is underpinned by the explicit use of our Learner's Toolkit strategies.</p>		
Retrieve It	Visualise It	Space It
Jumble It	Connect It	

RESULTS (continued)



Teaching & Learning Framework



RESEARCH QUESTIONS

First Year: What is the impact of implementing *strategies for effective learning* on the independence and self-regulation of Canterbury *students*?

Second Year: What are the attitudes of *teachers* in adopting the Learner's Toolkit strategies, and what is the extent and nature of their use in the classroom?

Third Year: How can we make the *Learner's Toolkit* a core component of the *Canterbury Way*?

LIMITATIONS & CHALLENGES

- Change management
- Continued 'value' to teachers

CONCLUSIONS & NEXT STEPS

Implications for Teaching & Learning

Teaching: *Coherence* and *consistency* in the use of the Learner's Toolkit thought the teaching and learning framework, CID document and OneNote template.

Learning: Students benefit from evidence-based practices in the classroom and in study.

- Next Steps**
- How do we make it sustainable in professional growth?
 - Aligned to Professional Growth Framework
 - Communities of practice
 - PD
 - Teach meets
 - How do we make it non-compliance in planning?
 - CHILD document
 - OneNote lesson template

