

BACKGROUND & CONTEXT

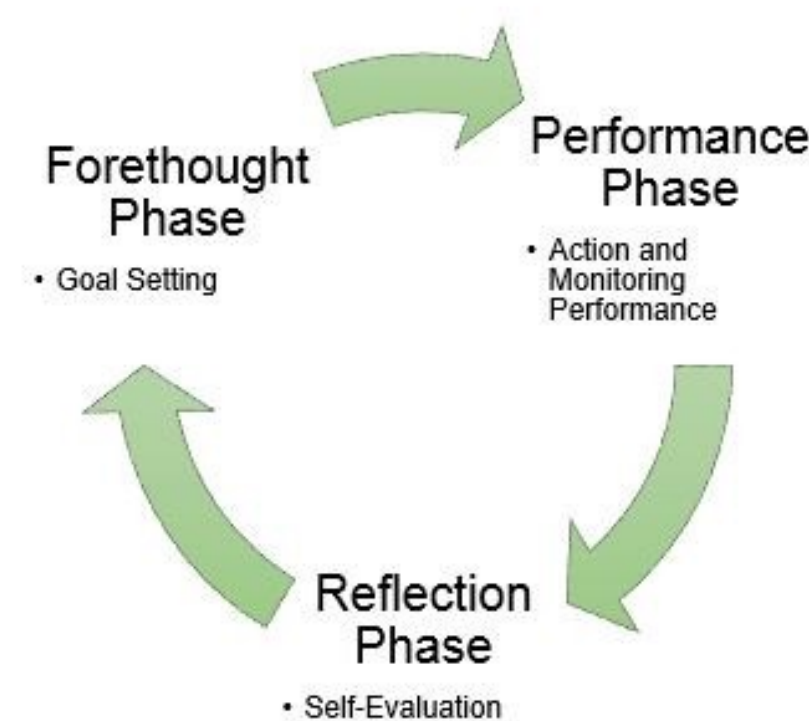
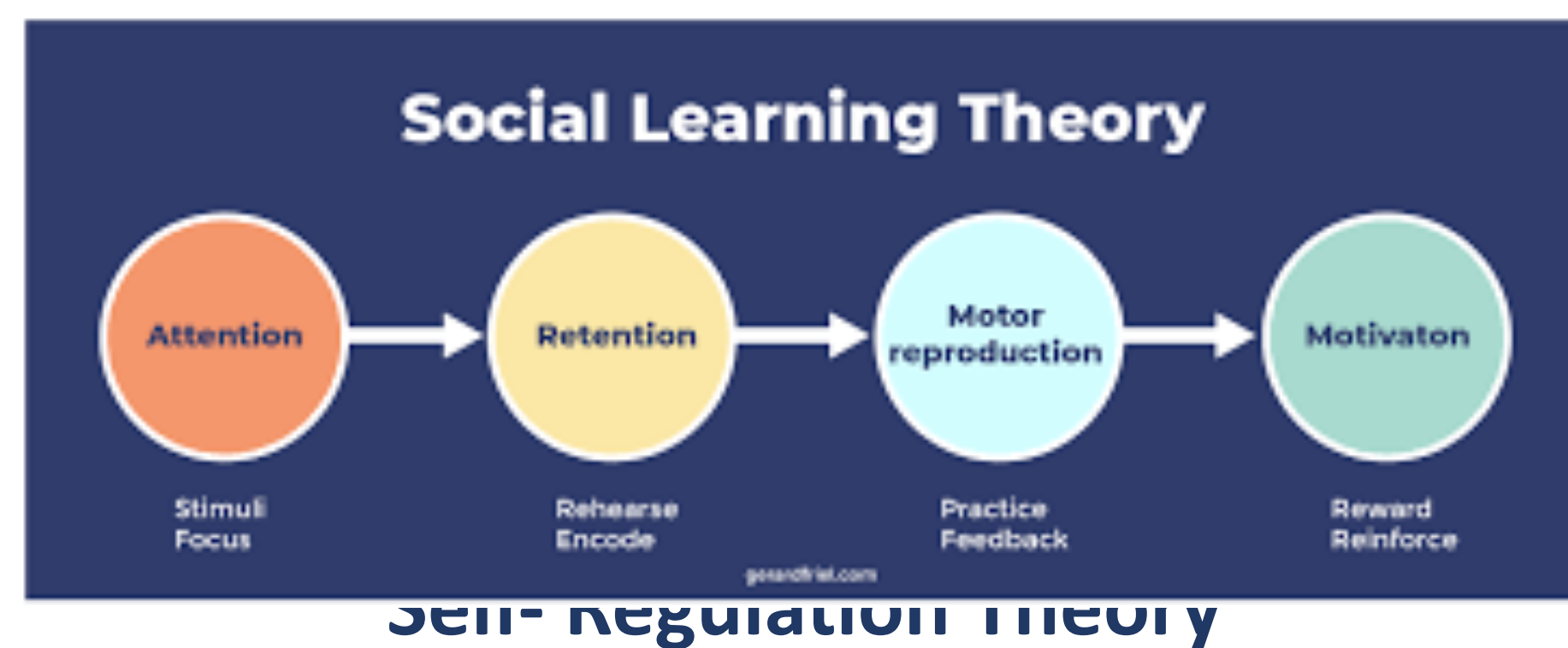
- Anecdotal evidence indicated that our students use a limited range of learning strategies, particularly ones that are not effective.

Overarching aims:

- Gather a subjective understanding of how and when different learning strategies are used.
- *Our vision:* upon conclusion of the investigation, we will have a curated list of divergent learning strategies that staff can explicitly teach to their students, that students can use across the whole suite of their subjects and that provide the school community with a common learning language.

What the research tells us:

Social Learning Theory, Bandura



RESEARCH QUESTIONS

What learning strategies do our students know and routinely use?

How are they utilised?

METHODS

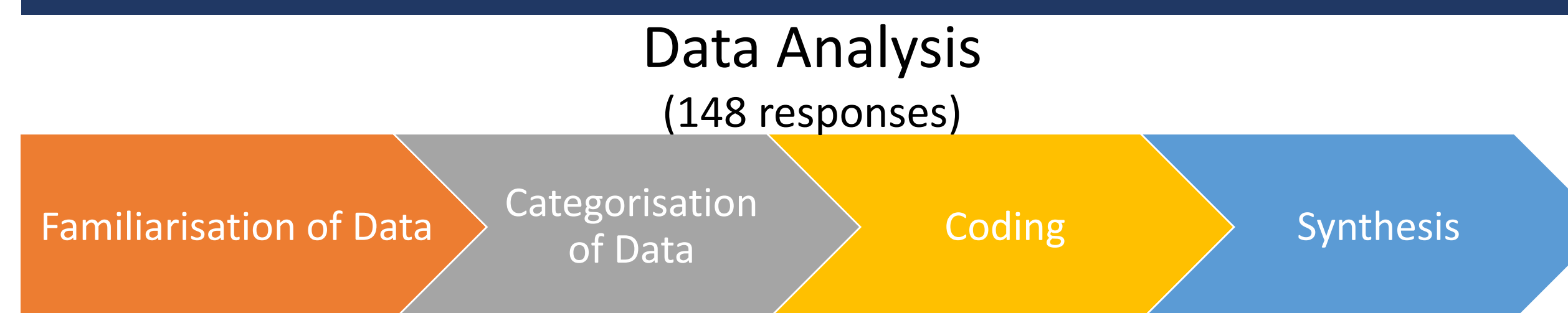
Participants

- Stratified random sample of Prep to Year 4 students.
- Convenience sample of 123 Year 5 – 12 students and 14 Year 5 – 12 teachers.

Procedure

- For Prep to Year 4 students, interviews were conducted with small groups of 2 – 4 students per year level.
 - All questions were asked in the same order.
- Year 5 – 12 students volunteered to complete a survey during class. Classes were selected based on teachers' who agreed to partake in the research.
 - Surveys were completed via Microsoft Forms.
 - Students were encouraged to complete surveys independently. Time limits were not enforced.

ANALYSIS & RESULTS



Preliminary Findings, Junior Years

- Majority of responses were centred on the notion of 'focus'.
- Students struggled to expand on the concept of 'focus'.
- Responses linked to minimal metacognitive capabilities in the forethought and performance stage, based on the self-regulation model.

Examples

"Maybe Cleo is focusing more."

"Listen to the teacher and focus on in."

"Keep focusing and have little breaks."

Preliminary Findings, Senior Years

- Students rely on strategies that are teacher focused and those that reflect on an individualised approach to learning.

Q: What strategies do you use to help you get the task finished (and minimize distractions?)

Highlights

Q: How would you show your friend what to do?

46%
Music/earphones

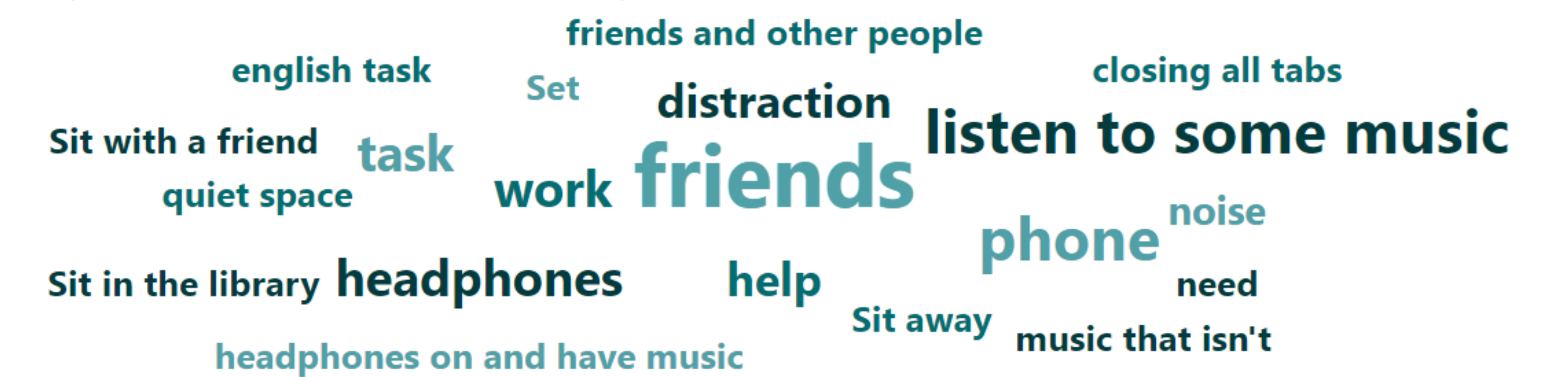
30%
Sit by self

45%
Explain

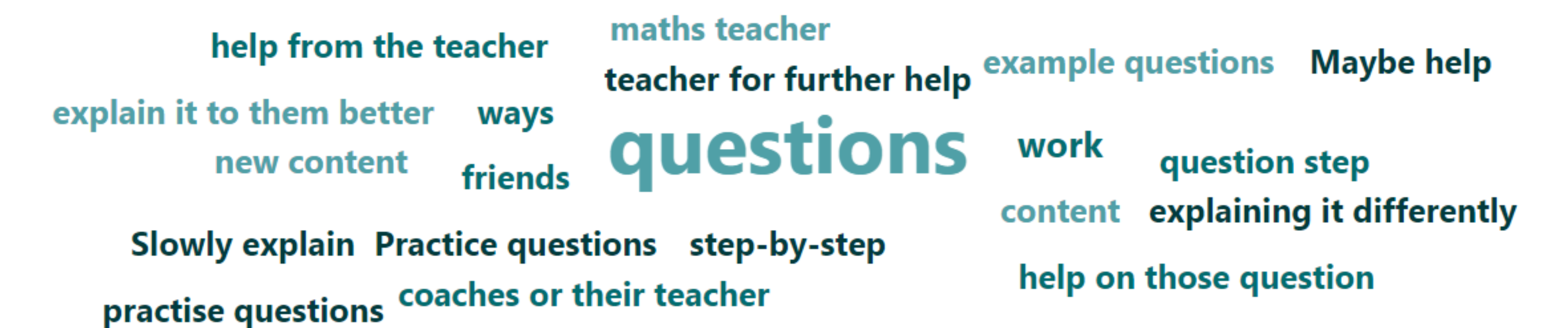
25%
Ask a teacher

ANALYSIS & RESULTS

You have an English task to complete by the end of your ILT. What strategies could you use to help you get the task completed? How could you minimise distractions?



You have learned new content in Maths this week. Your friend is struggling to learn the same content. How should you show your friend what do do?



LIMITATIONS & CHALLENGES

- Sampling methodology
- Response rates
- Question phrasing

CONCLUSIONS & NEXT STEPS

Findings & Implications:

- We need to explicitly teach learning strategies.
- Further discussions with teachers around learning strategies would be beneficial.
- We have an understanding of some learning strategies but require a common language to further develop.
- There is a lack of social self-regulation. Students view their learning to be completed independently rather than in groups.

Next Steps:

- ❖ Create a common language.
- ❖ Create a kit of age-appropriate learning strategies, with a common thread.
- ❖ Student and staff focus groups.