

Development of Self Directed Learning Skills - Junior Primary



Expectation: actively support students to develop self-efficacy and self-directed learning skills, including...

- making effective choices
- time and self management
- following task instructions
- research skills
- asking for help
- goal setting
- planning
- self-assessment

Range of examples provided, including snapshots of class discussions and co-constructed resources, targeting a range of ways of supporting self-directed learnership.

- goal setting
- reflection on self-management choices
- reflection on learning choices
- self-assessment of learning
- self-assessment of skills
- time management planning

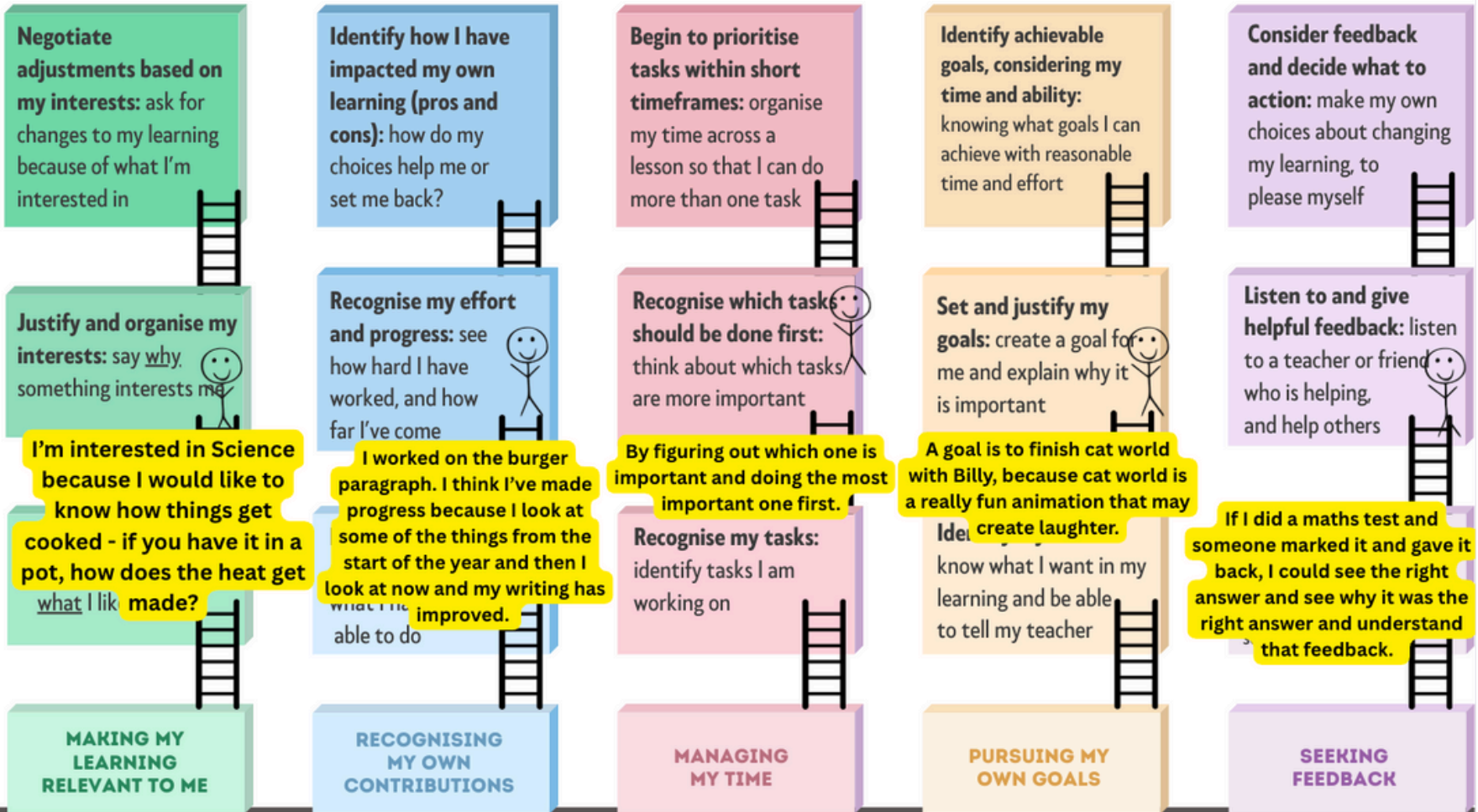
Resource used with students to support their **self-assessment of their learnership skills**, in preparation for presenting their learning to their parents. Students are supported to reflect and think of examples to justify their self-assessment. The first three levels of the Self-Directed learnership ladders reflect developmentally appropriate expectations for junior learners.

Managing My Own Learning

I can...



Move the little figure (or change it to your own symbol of yourself) to show where you are at for each learning skill.



SELF-DIRECTED LEARNERSHIP LOOKS LIKE...

Class discussion notes, scribed by the teacher, from a conversation with Level 3 learners prior to undertaking the Prime Minister's Spelling Bee for the first time. The purpose of the conversation was to support students to develop critical thinking skills to enable an accurate assessment of each of the options and overcome their nerves about participating. From this conversation, all Level 3 learners were then able to take ownership of participating in the competition.

Option 1: WORST CASE

skip some questions, put in nonsense.

know some.

You do them.

You get them wrong OR they're all too fast.

Option 2: MIDDLE CASE

Half right,

half wrong.

Option 2: BEST CASE

All right!

You might not win a prize.

You have lost nothing.

You have gained... life skills.

You've shown courage.

You might not win a prize.

You have lost nothing.

You have gained... life skills.

You've shown courage.

You get to compete in the State level.

You have lost nothing.

You have gained... life skills and opportunities.

You've shown courage.

Example of conversation notes around helping students notice and consider the impact of choosing to use an iPad for a task versus choosing to use paper. Original conversation prompt did not include icons. **Teacher dialogue:** “I’ve noticed two things from this activity – one group of people worked at this level, and one group of people worked at this level. What do you think the difference between the groups might be?” Conversation then followed around why an iPad might have that impact on our learning, and what we might choose to do differently in the future.

3 observations
only (mostly
level 1 or 2
observations)



more than 3
observations,
and some level 3
or 4 observations



1	CLOSED (simple facts)	“They’re both events.”
2	VAGUE	“They’re both annual.”
3	SPECIFIC DETAIL	“You go to ____ for this event” “You eat these foods at this event” “They both have machinery involved”
4	MORE THAN ONE TOPIC CONNECTED	“The purpose is for fun remembering the people that fought for our country in WW1 and WW2” “The purpose is about things from the country coming to the city people” (Uniting city and country communities)
5	COMPLEX	“It’s about (topic) remembrance because, A) B) C) D)”

Example of resource developed with students to support each child to keep track of their progress and set goals for how to manage their time within a learning block.

Name	Student Led Conference PREP	Science Simulation	New events poster	Code.Org	Name	Student Led Conference PREP	Science Simulation	New events poster	Code.Org
			OCEAN FESTIVAL					KIDS DAY	
			WHATEVER YOU WANT DAY					FRIENDSHIP DAY	
			NATURE DAY					ANIMAL DAY	
			MINECRAFT DAY						
			GERRY DAY					GET FIT DAY	
			INSECT DAY					RELAX DAY	
			ANIMAL DAY					LEGO DAY with	
			ANIMAL PARADE					NATIONAL PET DAY/DOG DAY	
			Bring your favourite toy to school					Stuffed toy day	
			LEGO DAY with						
not started yet		work on this			show the teacher		finished		

Example of resource developed with students to support each child to reflect on their learning choices and self-management choices during a self-directed learning lesson. Plearning is our term for playful learning. The rules used in this reflection were co-constructed with students during original negotiations.

Tuesday Plearning Reflection

Reflect on how well you followed our rules for plearning.

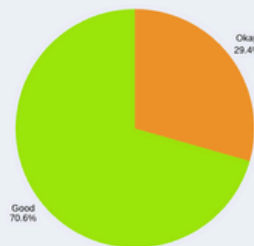
*Green: good
Orange: okay
Red: needs improvement*



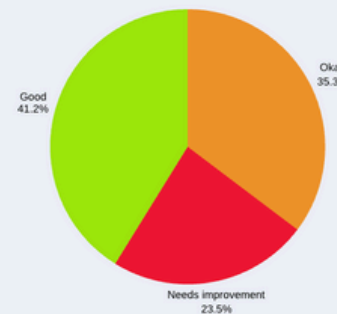
1. Be respectful and quiet
2. Your plearning has to be related to your learning and appropriate for school
3. Help yourself and others where you can
4. Be responsible (not silly)
5. **Challenge yourself (don't give up if it gets tricky)**

Self-reflections used to generate class averages, which were then used at the beginning of the next continued session to help students set goals.

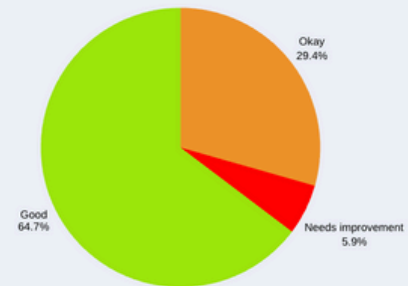
Respectful and quiet



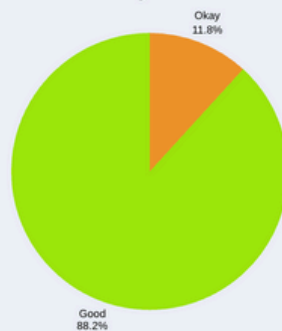
Helpful to self and others



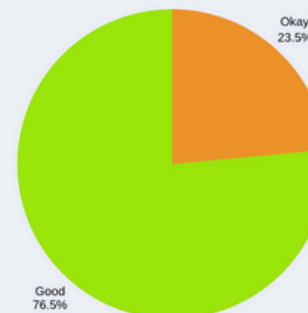
Challenging



Related to your learning



Responsible choices



THURSDAY PLEARNING

- continue Tuesday's negotiation
- continue Maths from L1and2

MY WRITING BY HAND GOAL

NAME _____

DATE _____

When I am doing writing by hand, I want to IMPROVE my...

Circle your goal(s)



words that show details



adjectives: the short, fancy elephant



verbs: the elephant leaped, twirled and walked on the ceiling



adverbs: slowly, softly, quietly, eagerly, happily



details in the sentence



spelling



capital letters and full stops



commas



neatness



writing on the lines



finger spaces



neat letters

I can practice this by...

Example of goal setting resource to support students to take ownership of their writing practice and drive their own improvement. Similarities in individual goal setting then inform grouped classroom processes and direction.

CHECK YOUR WRITING

Full stops

Capital letters: beginning of sentences

Capital letters: Proper Nouns (names)

Setting description

Techniques ↓

onomatopoeia (sound words)

adjectives (describing words)

similes (like or as)

senses (taste, touch, sound, smell, sight)

hyperbole (exaggeration)

thoughts (wondered, thought, hoped)

Example of progress scaffold to support students to independently self-assess their creative writing drafts.