

Learning Activity : Learning Behaviours checklist

Learning Behaviours: Identifying learning behaviours and self assessment

Teacher: KDJ

Date: 6/3/06

Class : 7A

Learning Activity Description:

After a short discussion students had to complete the sheet identifying the learning behaviours they used frequently, sometimes or not yet. The teacher also filled in the sheet and had a discussion with each student. Sheet is included at the end of this writeup.

Discussion Tool

As a class the results of their sheets were collated on the board and a series of learning behaviours were identified for the class to work on developing over the coming weeks. Students also had to comment in their journals on any differences there were between their own assessment and that of the teacher. The teacher had a brief discussion with each student about what they identified as their strengths and weaknesses.

The main learning behaviours that the class identified to work on were persisting with difficult work, planning a strategy before starting, checking work for accuracy and precision, evaluating work before submitting it and evaluating marked work and identifying areas for improvement.

Student Comments

Students made the following observations in their journals:

'I put frequently for nearly everything except for thinks before answering and Miss K put sometimes on a lot of them. When I asked her why she told me to have a think about some of the results I got for my work. She asked me what I needed to do to improve my grades. I mostly get C's and D's so I guess I could try harder in class and check that I've done all the work before I hand in my assignment.'

'I put down sometimes on all categories but Miss K put down frequently on persisting with difficult work. That made me feel happy because I do try hard in class.'

'I put down not yet on most boxes but Miss K said I was being a bit hard on myself. She said that I like to ask questions and that I'm a good listener when my friends have problems. I felt good when she said that.'

'I'm hopeless at most of these things but I would like to get better. Miss K reckons that with a little bit of work I could improve my marks a lot just by making some smart decisions about my learning like checking things before handing them in, trying hard and looking at what I got wrong when I get work back.'

Teacher Journal

What is my intention?

I want students to think about the elements of a good students and good learning behaviours. I want them to understand what I think are good learning behaviours and to fill out their learning behaviour sheets as honestly as they can.

How is the room set up? Where are the kids seated? Where am I positioned?

We brought all the chairs into a circle with an opening up to the board so we could see what was written on it. I was part of the discussion circle and I also wrote on the board during the discussion. We used the rules for a speak easy which means students have to raise their hands to speak and may not speak over the top of other students.

What happened?

I started the discussion by asking students to justify their choices from their tournament. I then changed the wording of the statement slightly to say 'A good learner is...' instead of a good student. This led to a discussion about their choices. I handed out the learning behaviours sheet and we talked about each of the behaviours and what they meant. The students then went back to their seats and filled in their sheets individually and glued them into their books. I then took their journals and also filled in my section. Over the next lesson I talked to the students individually about any differences I might be seeing and how they might improve.

What was my role?

My role was to direct the discussion and try to allow all students to be heard as well as clarify what they were saying.

What was the students' role?

They were expected to participate in the discussion following the rules of the speak easy and then fill out their sheets based on where they were thought they were at with their learning behaviours.

Were there other staff in the room? What was their role?

No other staff in the room.

What feelings and senses surround the event?

It was a really good discussion. All the kids were paying attention and were interested in what the others were saying. There were a lot of good questions about clarifying what the learning behaviours meant.

What were the important elements of the event?

Other than the discussion itself which I think was really worthwhile I am hopeful that the students might take some of the things on board about learning behaviours. It would be good if all students perhaps took up one behaviour that they might like to improve.

What were the blockers?

I don't think there were any. I was really happy with the way this lesson went.

Portland Secondary College

12 Ways Your Child or Student Shows Growth in Thinking Skills.

This is a parent/teacher tool for rating a student's home/school thinking behaviours at the beginning and end of a school year. It should identify student strengths and weaknesses and promote some goal setting to help the student develop more successful thinking strategies.

Mark each behaviour using: N = Not yet; S = Sometimes; F = Frequently

During the _____ school year, I notice that

Name: _____

Form: _____

	Student		Teacher		Behaviour
	Term 1	Term 3	Term 1	Term 3	
1					Persists with difficult work, but seeks assistance when necessary.
2					Thinks before answering a question.
3					Asks questions; shows interest in learning new skills and information.
4					Listens to others with understanding and empathy.
5					Enjoys problem-solving; is aware of strategies needed to succeed.
6					Identifies alternative ways to solve a problem.
7					Plans a strategy before starting and is prepared with necessary equipment and Planner.
8					Uses previously learned knowledge and skills in new situations.
9					Reflects upon ideas and topics, seeking links and further information.
10					Checks work for accuracy and precision without being prompted.
11					Evaluates work before submitting (depth, breadth, appropriateness of ideas, answers, etc.).
12					Evaluates marked work, identifying areas for improvement.