

The background of the slide features a blurred photograph of several students in a classroom. On the left, a girl with dark hair in a braid, wearing a red and black plaid dress with a white Peter Pan collar, is looking towards the right. In the center, a boy in a light blue shirt is looking down. To his right, a girl with blonde hair in a braid, wearing a red and black plaid dress with a white Peter Pan collar, is looking towards the right. On the far right, a boy in a light blue shirt is looking towards the center. The overall scene suggests a collaborative learning environment.

Building a Learning Community at St Pius X

‘Learning Conversations’

Wednesday 14th June

**Welcome & Introduction
Barbara Gomez - Principal**



Dear Lord,

We thank you for the opportunity to learn and grow in the knowledge of our world and of ourselves. As we come together this evening, help us to be open to your Spirit at work in us, showing us how we can help each other to learn and set goals. As we do this, may your love flow through us to achieve the best we can, so that we can shine.

We thank you that you have a special plan and dream for our lives. May our time at school and the learning we do, help us to bring forth your kingdom of love, joy and peace. Amen.

Overview

- Prayer
- What are Learning Conversations?
- Who is involved?
- Why do we have them?
- What do our children say?
- Goals? How and why?



What are Learning Conversations?

'Learning conversations can take many forms, but all share a common theme: **the learner is at the heart of the process.** "The question, 'How do you learn?' demands quite different answers from the question 'What have you learned?' An in-depth appreciation of this difference is essential to understanding how you might improve your capacity for learning."

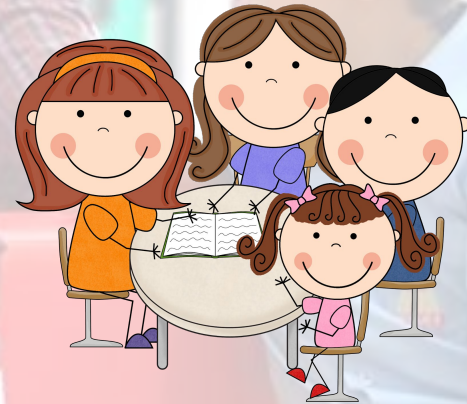
Laurie Thomas & Sheila Harrie-Augstein

The Learning Conversation focuses attention not only on learning and mastering particular topics, behaviors and skills, but on the process of learning itself--on learning-how-to-learn.



The purpose of the learning conversation is to:

- keep the learner at the centre and to work with their agenda
- challenge and motivate learners to improve
- enable learners to explain their progress and how far this deepens their understanding of the topic, theory or concept
- enable teachers* to explain how far learner progress fits in with overall understanding of the topic, theory or concept

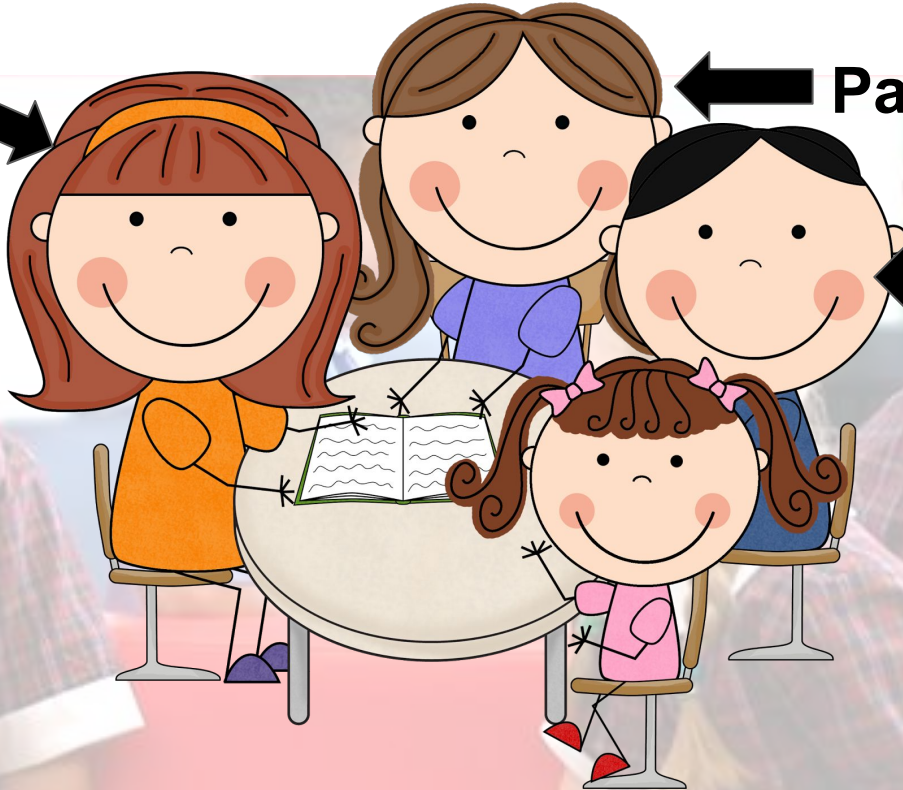


- keep the learner actively engaged in analysing learning information and using it to plan their own learning and development, for example, they are able to set targets, to reflect on feedback and to carry out self-assessment
- enable the individual to become an expert learner, self-motivated and able to manage their own learning independently
- encourage the individual to become a reflective learner and to transfer skills.



Who is Involved?

Teacher



Parent/Carer



Students



Learning Conversations

SPX News

Beginning

Middle

End



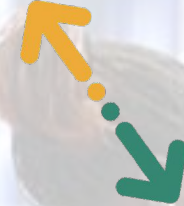
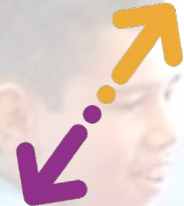
Motivated Students



Engaged Parents



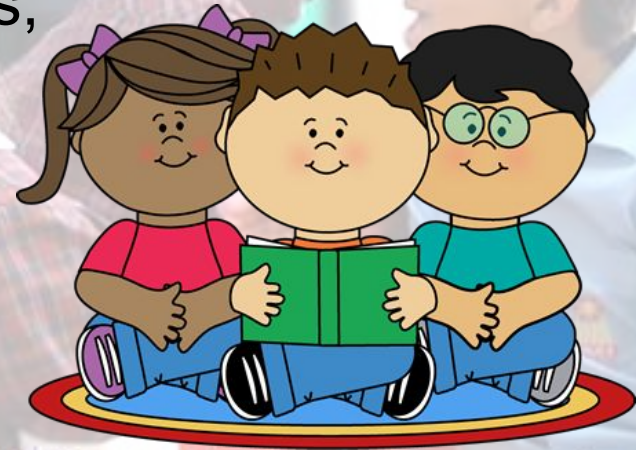
Empowered Educators



This is what our children say.

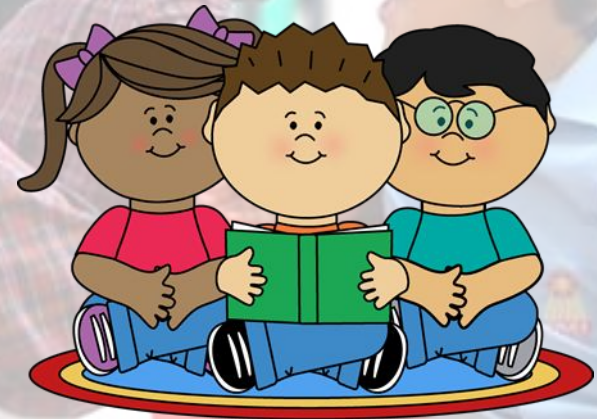
Learning Conversations are important because they:

- Give parents a better perspective on what we are doing
- Allow all students to share what they know
- Give greater student voice
- Give the learning power to the students, not the teacher
- Open conversations about learning between the students and parents
- Engage students in their own learning



Learning Conversations are important because they:

- Revisit the goals we have set - make us accountable, but also make us aspire to reach and surpass set goals
- Make us focused and determined to achieve goals
- Make us intrinsically motivated
- Make learning more fun because our goals are individual
- Make us responsible for our own learning - we set the goals, not the teachers



G O A L S

How and why do we set goals?



Discuss with your child the goals they have been working on this term.
- how and why they set them

