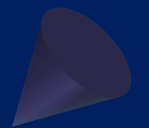


Teaching for Learner- Centered Environment s

Marie-France Labelle

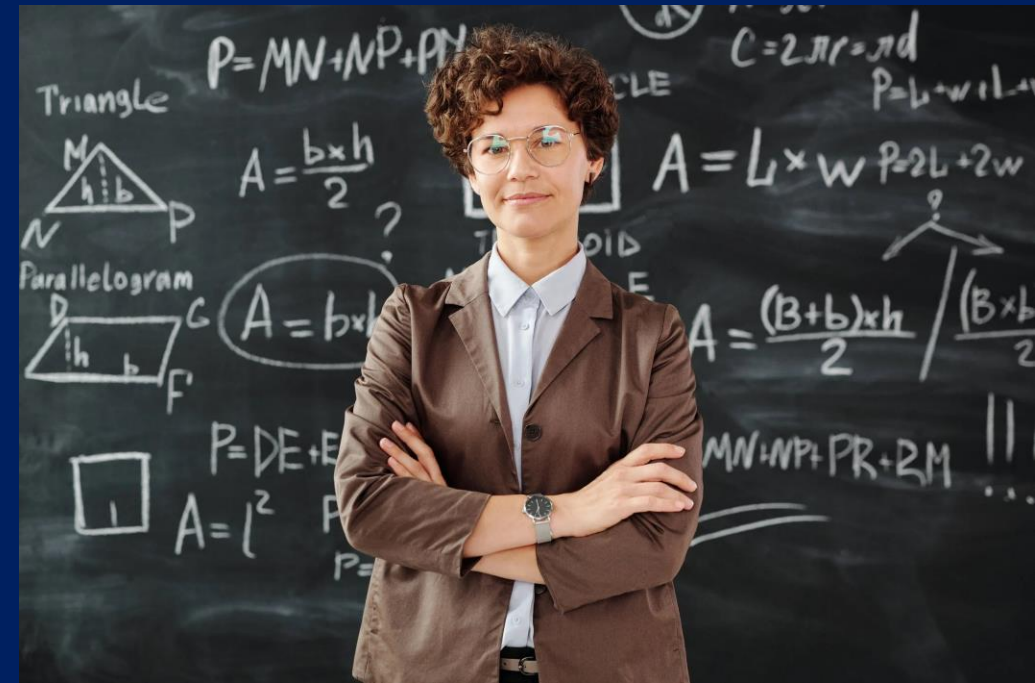
SASEP 2022



Memories

ACTIVITY CORNER:

- Remember your special teacher or a class you enjoyed.
- Why do you remember that teacher? Or that class? What impact did they have?



Source: Most pictures courtesy of Pexels.

Learning Objectives

1. Understand what constitutes a learner-centered environment.
2. Know to ask the right questions when planning for learning experiences.
3. Gain insight and use approaches to teaching and learning that are learner-centered.
4. Identify pedagogical strategies to develop a culture of thinking in the classroom.



LEARNER- CENTERED ENVIRONMENTS

ACTIVITY CORNER:

- Jot down a few ideas on what a learner-centered environment (LCE) looks or feels like.
- What attributes or skills would learners be developing?



Learner-Centered Environments

Several research papers identify a LCE as one where:

- Students are **empowered** to own their learning.
- Students **think critically** and **work collaboratively** to solve **real-life**/authentic problems (during interdisciplinary lessons).
- Students are **self-directed** and have a **growth mindset**.
- Students know how to adapt to change as they develop **resilience**.
- Students are **reflective** and **confident**.
- Students and teachers share the classroom environment and build **relationships**.





HOW TO GET THERE?

1. Plan experiences with the right questions in mind.
2. Use approaches to teaching and learning accordingly.
3. Develop a culture of thinking in the classroom.

ASKING THE RIGHT QUESTIONS

7 Seven Questions That Guide the Work of Inspired Teachers

1. Who are these students? How will I get to know each of them well enough to guide them productively?
2. What big questions will the course or units I teach help my students answer? What skills and abilities and qualities will I need to help them pursue answers to those questions? How will I build teaching and learning around those questions?
3. How will I find out what students' hopes, and expectations are for the course(s) we share, what their interests are? How will I address those hopes, expectations, and interests to support learning?
4. How will I help students learn to learn, to examine and assess their own learning, and to read and listen more thoughtfully, analytically, and actively?

7 Questions continued...

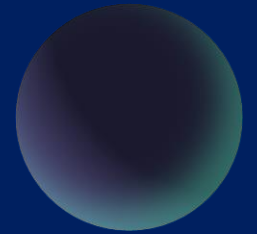
5. How can I interact with my students in a way that fuels their interest, curiosity, motivation, and thinking? How can I ensure that they interact with one another in ways that support understanding?
6. How can I create assignments that students will find fascinating—authentic tasks that will arouse curiosity and challenge their thinking? How will I create a safe learning environment in which students can tackle these assignments with optimism and be willing to try, fail, receive feedback, and try again?
7. How can I make clear the criteria for quality work we will use in class and help students understand why those benchmarks are significant? How can I help them learn to assess their own work using those standards? How can I support each of my students in reaching for excellence?

APPROACHES TO TEACHING AND LEARNING

Inspired by best practice
in IB World schools.



Approaches to Learning Skills



Thinking Skills



Communication Skills



Self-Management Skills



Research Skills



Social Skills



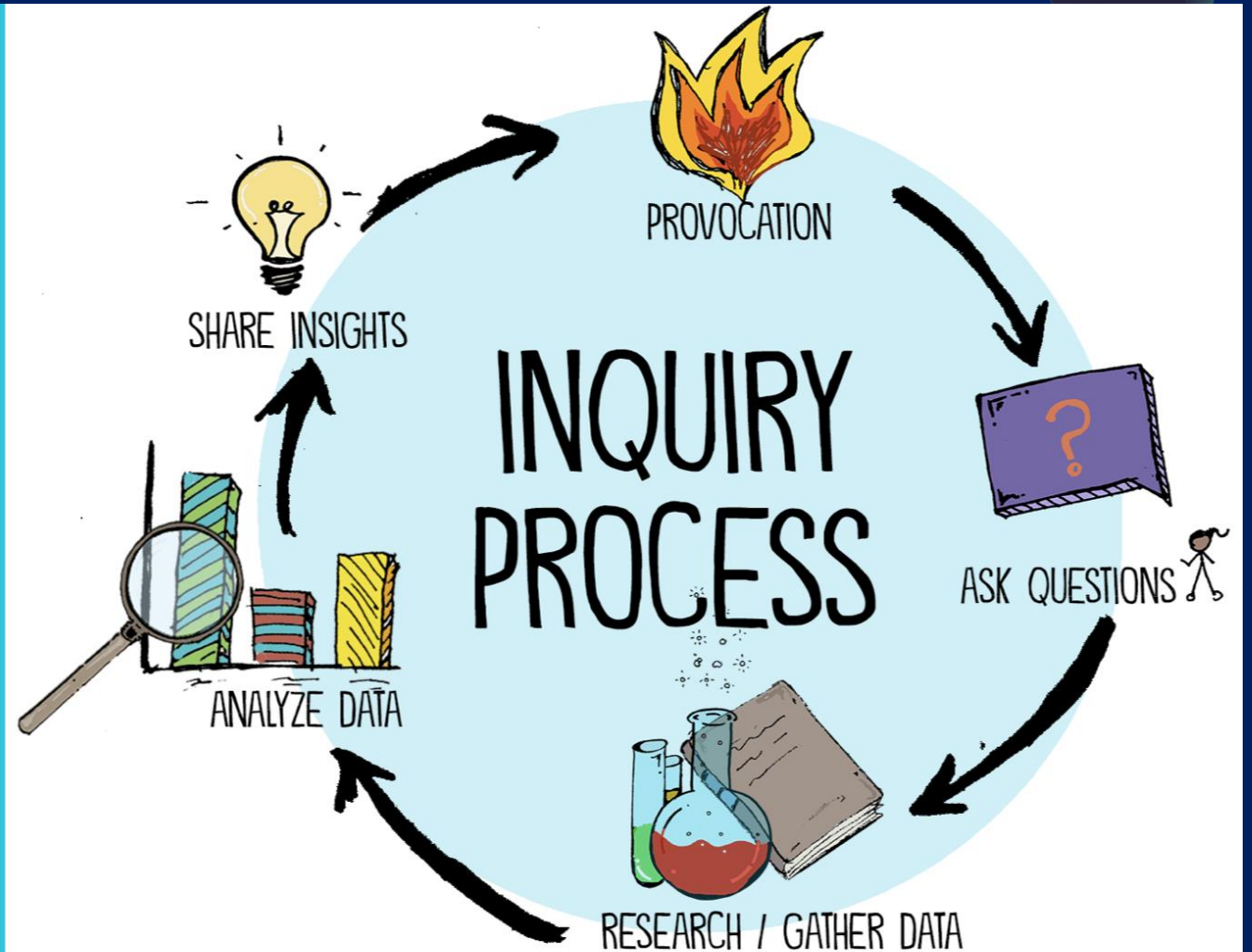
Source: IBO. (2015). Approaches to Teaching and Learning . Retrieved April 26, 2022, from https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/

Approaches to Teaching

BASED
ON INQUIRY

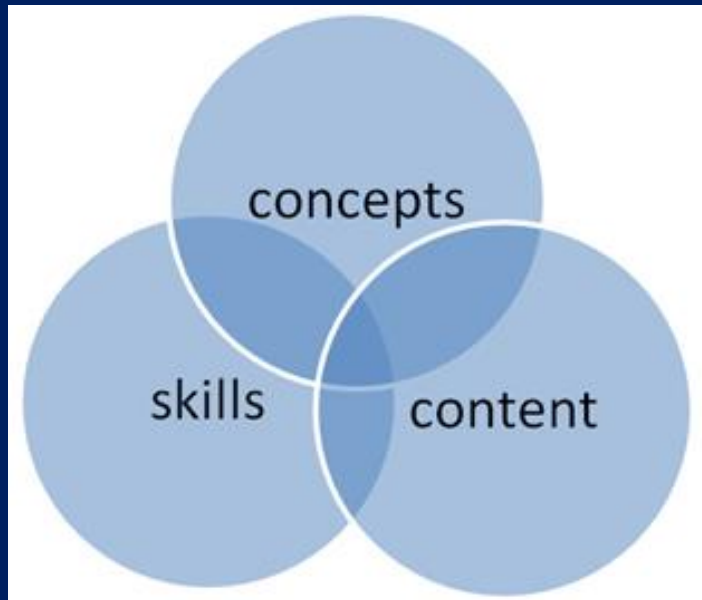
INQUIRY-BASED LEARNING

There are many great models for inquiry-based learning. Each model uses different terminology and different structures. However, in general, there are certain trends you see within the conceptual models. Often, it is cyclical and moves from questions through research, data analyst, and sharing of conclusions.



Source: Spencer, J. (2022, January 4). *Inquiry cycle*. John Spencer. Retrieved April 25, 2022, from <https://spencerauthor.com/visible-thinking-virtual/inquiry-cycle/>.

FOCUSED ON
CONCEPTUAL
UNDERSTANDING



DEVELOPED IN LOCAL
AND GLOBAL
CONTEXTS



Source: IBO. (2015). Approaches to Teaching and Learning .
Retrieved April 26, 2022, from
https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/

FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION



DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS



Source: Santhakumar,V., & Choden, P. (2014). Improving the quality of schooling: Some observations from Bhutan. University Practice Connect. Retrieved April 25, 2022, from <https://practiceconnect.azimpremjiuniversity.edu.in/improving-the-quality-of-schooling-some-observations-from-bhutan/>

INFORMED BY ASSESSMENT (FORMATIVE AND SUMMATIVE)



CULTURES OF THINKING

Forces that shape culture

- Expectations FOR students focused on deep teaching.
- Language e.g. conceptual language, criteria explained.
- Time and structure to think.
- Modeling e.g. show passion, interest, reflection, authenticity
- Seize and give Opportunities
- Routines by creating a pattern of behaviours
- Interactions by listening & questioning
- Environment set up by learning needs.

Source: Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools*. Jossey-Bass A Wiley Brand.

STE(A)M EDUCATION



"Excellence in education is when we do everything we can to make sure they become everything they can."

-Carol Ann Tomlinson





Thank you!

