

Module 5: Teaching the competences and values

Guidance material	5.3.3 Teaching Independent Learning Grade 10-12
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of independent learning
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 What is the SCF? 1.2 Structure of the SCF 1.3 Definitions matching activity 1.4 Prior knowledge brainstorm activity 1.5 Close reading – Executive summary 1.6 Close reading – Framework Requirements and Exemplifications 4.1 What are competences? Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.3 What is Independent Learning?
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Independent Learning Grade 10-12

Here are some strategies and teaching approaches to try in your classroom to promote independent learning:

- Encourage students to start practicing their new learning when they are ready, not when you as the teacher are ready. For example: “I am going to pause here. If you think you understand this new learning then you can get started on the task. If you are still unsure stay here with me and we will look at it in a different way.”
- Effective formative feedback encourages students to be independent because it allows them to take control of their own learning. Ensure the written or verbal feedback you give students is detailed enough so that they can act on it independently. Make it clear what they need to do to improve.
- Independent learners can see where they are heading with their learning. Support students to see where they are heading by sharing rubrics and learning progressions. Having rubrics and progressions on the wall in the classroom means that students and teachers can immediately talk about where they currently are and what their next steps are.
- Students develop a time management schedule to complete all class and social activities. They reflect on how realistic the schedule is and make adjustments. They summarise their experience for others to help them manage time.
- Independent learners reflect on their learning. Below are some reflective questions teachers can ask, students can ask themselves and students can ask each other. Try making dice with these questions and after each lesson students throw the dice to find out their reflective question for that lesson.
 - What were you learning and why?
 - What were the tricky bits and why?
 - What new learning can we celebrate?
 - What helped the learning to happen?
 - Who needs more help and what needs to be re-taught?
 - What do I need to learn next?

- Use learning contracts to support students to set targets for their learning and identify the outcomes of their learning.



[Learning contract maker](#)

[Learning contracts](#)

Learning Contract –Sample

To demonstrate what I have learned about _____, I want to

- | | |
|--|--|
| <input type="checkbox"/> Write a report | <input type="checkbox"/> Design a mural |
| <input type="checkbox"/> Put on a demonstration | <input type="checkbox"/> Write a song |
| <input type="checkbox"/> Set up an experiment | <input type="checkbox"/> Make a movie |
| <input type="checkbox"/> Develop a computer presentation | <input type="checkbox"/> Create a graphic organizer or diagram |
| <input type="checkbox"/> Build a model | <input type="checkbox"/> Other _____ |

This will be a good way to demonstrate understanding of this concept because

To do this project, I will need help with

My Action Plan is _____

The criteria/rubric which will be used to assess my final product is _____

My project will be completed by this date _____

Student signature: _____ Date ____/____/____

Teacher signature: _____ Date ____/____/____

Source: www.k8accesscenter.org/training_resources

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- Use action plans to support students in setting appropriate targets and timescales for their learning. Before developing an action plan use the questions below to focus students on their goals and how they are going to achieve them:
 - What area of your learning would you like to develop?
 - What particular topics or questions would you like to explore?
 - What particular goals would you like to achieve? For example:
 - I would like to have greater knowledge of
 - I would like to develop the ability to.....
 - What strategies will you use to achieve these goals?
 - How will you show that your goals have been achieved?
 - What might make it difficult for you to achieve these goals?
 - What timeline do you have for achieving these goals?

Example Action Plan:

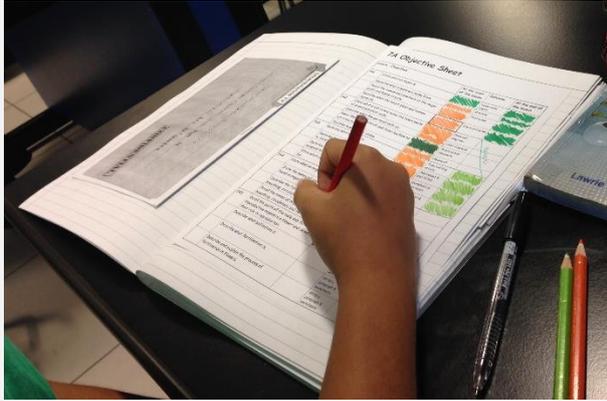
Learning goal/target: Understand the properties of quadrilaterals				
Learning target	Action steps	Date achieved by	Evidence	Reflection
I can identify quadrilaterals	1. I will research the different types of quadrilaterals 2. I will watch a Learnzillion video and list the quad's and identify their attributes	Monday 6 April	I can list the different types of quadrilaterals on my own	I learned there are four types of quadrilaterals and I can list their attributes
I can compare quadrilaterals	3. Using attributes I will compare rectangles vs rhombus	Tuesday 7 April	I can create a compare and contrast chart of rectangle vs rhombus	I learned rectangles and rhombus are both quadrilaterals and can be squares but a rectangle cannot be a rhombus
I can classify quadrilaterals	4. Using the quad attributes I will classify the quadrilaterals	Wednesday 8 April	I can draw a quadrilateral tree with attributes	I learned how to classify quadrilaterals by their properties and attributes

Thanks to Jill Thompson

SCF Pilot School Case Study

Independent workstations

SCF Pilot School	Al Bateen Secondary School	SCF Lead Teacher	Lauren Clarke
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Science teacher Lauren Clarke supports her students to be independent learners in a range of ways. As soon as students sit down they are expected to be independent learners due to the classroom routines Lauren has established. For example, at the start of every lesson students automatically reflect on the learning objectives for that day. They read their own copy of the objectives and show their prior knowledge by colouring in the objectives green, orange or red (e.g. green means they already know quite a bit about this new learning and red means this learning is new to them). At a glance Lauren

gets an idea of the student's prior knowledge and can ask questions to find out more about what they already know or can do.

During a lesson about the reproductive organs of a flower Lauren used independent workstations to support her students in accessing this new learning. She set up two workstations...

1. A mini research task:
Students selected a resource from a range of resources to complete a research based worksheet.
2. A flower dissection activity:
Students dissected a flower and then separated, labelled and measured the parts of their flower.



Students had to complete both workstations in the time given. Before students went to the workstations Lauren taught the students how to be independent by leading a class discussion about:

- What does an independent learner look like and sound like?
- How do I choose which workstation to start at?
- How will I keep track of my time?
- What knowledge, understanding and skills do I already have that will help me?
- What resources will I need to complete the two tasks?

While students were at the workstations Lauren moved around the room asking questions and giving feedback on both the science focus (reproductive organs of a flower) and the competence focus (independent learning).

- Students can design, develop and reflect on their work using a portfolio. Examples of their work could be annotated to identify and review the strengths, weaknesses and outcomes of their learning.



[e-portfolios](#)

www.teachcuriously.com

- Sentence starters for student self-reflection in their portfolio
 - The steps I have completed in this task include:
 - The steps I still have to complete include:
 - Something I did not understand about this task was:
 - Something I am going to change/correct/add/remove from this task is:
 - One concept I have learned from this task is:
 - This piece of work demonstrates that I can (list the criteria):
 - I can improve my work by:
 - After reviewing this task, I would now like to achieve (define revised goals):
 - I would like to do this because (explanation):
- Independent learners set and monitor relevant and challenging targets for their learning. Support students to write SMART goals.

S	Specific	Make each goal specific, so you know exactly what you have to do.
M	Measurable	Make each goal measurable so you know how you are progressing.
A	Achievable	Don't set impossible goals, make sure each goal and sub-goal is attainable.
R	Relevant	Make your goals something you are willing and able to do.
T	Time-bound	Set time-limits or deadlines for when to achieve your goal and sub goals.

