Establishing the Conditions for Learning
Continued Professional Development

Facilitator

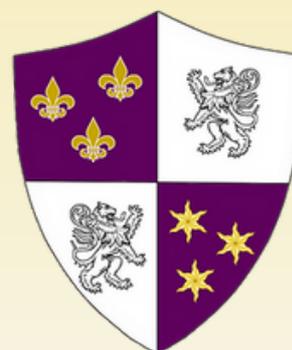### James Kemp
DEPUTY HEAD OF SCHOOL
BRITISH LEARNING CENTRE

www.britishlearningcentre.com

Wednesday, February 8th, 2023

Overview

Welcome to our professional development workshop on 'Establishing the Conditions for Learning'. Much of the theory of what we will discuss is taken from Tom Sherrington's book 'The Learning Rainforest'. This workshop is designed for international teachers who are interested in creating an effective and engaging learning environment for their students.

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Aims

In this workshop, we will explore the key principles for establishing the conditions for learning, as outlined in Sherrington's book. We will focus on the following areas:

- Building a Growth Mindset culture in the classroom
- Developing student autonomy and ownership of learning
- Creating a supportive and inclusive learning environment
- Encouraging student-led inquiry and problem-solving.

We hope you will leave this workshop feeling inspired and empowered to create an exceptional learning environment for your students. Let's get started!

By the end of the workshop, participants will have a clear understanding of how to establish the conditions for learning in their own classrooms and be equipped with practical strategies for putting these principles into action.

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Cultivating a growth mindset culture which emphasises that intelligence and abilities can be developed through hard work, learning, and dedication:

- Encouraging effort over ability
- Providing specific, actionable feedback
- Celebrating progress and perseverance
- Emphasising learning from mistakes
- Encouraging students to take risks and embrace challenges
- Providing opportunities for students to set and work towards personal goals
- Fostering a positive classroom culture that values growth and learning
- Encouraging students to reflect on their learning experiences and identify areas for improvement.

Cultivating a growth mindset

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Promoting student autonomy and responsibility in learning by encouraging students to take ownership of their own learning and develop independence in their studies:

- Providing choices in learning activities
- Encouraging self-directed learning and exploration
- Supporting student-led projects and inquiry
- Allowing for student decision-making in the learning process
- Promoting student reflection and self-assessment
- Fostering a sense of responsibility for one's own learning
- Encouraging students to set personal learning goals
- Allowing students to take control of their own pace and progress.

Promoting student autonomy and responsibility

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Fostering a supportive and inclusive learning atmosphere by creating a safe and welcoming environment for all students to learn, grow, and succeed:

- Differentiated instruction: Tailoring teaching methods to meet individual student needs and learning styles

- Collaborative learning: Encouraging teamwork and problem-solving among students

- Classroom management: Maintaining clear and consistent rules and routines to promote positive behaviour and reduce distractions

- Active engagement: Encouraging students to participate in discussions and hands-on activities

- Positive reinforcement: Providing praise, recognition and incentives to boost student confidence and motivation

- Cultural responsiveness: Incorporating students' backgrounds and experiences into lesson plans and acknowledging diversity in the classroom

- Open communication: Creating an atmosphere where students feel comfortable asking questions and seeking help when needed

- Student-centred teaching: Focusing on student needs, interests, and goals, rather than just following a set curriculum

- Accessibility: Making accommodations for students with disabilities to ensure they can fully participate in class activities

- Regular feedback: Providing constructive criticism and guidance to help students improve and succeed.

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Encouraging student-led inquiry and problem-solving by empowering students to explore and solve real-world problems through hands-on learning and critical thinking:

- Project-Based Learning
- Inquiry-Based Learning
- Group Discussions and Collaborative Problem-Solving
- Socratic Seminar
- Case Studies
- Design Thinking
- Game-Based Learning
- Problem-Based Scenarios
- Research Projects
- Hands-On Experiments

Further reading:
- 'Visible Learning' by John Hattie
- Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom' by Daniel T. Willingham

Encouraging student-led inquiry and problem-solving

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