

The Nature of Learning: Using Research to Inspire Practice

Seven Principles of Learning

The learning sciences are a rich field of research that has helped us to better understand how we learn. Understanding the fundamentals of how we learn allows us to address more effectively the conditions in which successful learning can occur. Learning environments should be where: constructive, self-regulated learning is fostered, learning is sensitive to context, learning will often be collaborative. The ultimate goal of learning is the ability to apply meaningfully-learned knowledge and skills flexibly and creatively in different situations. This goes beyond acquiring mastery or routine expertise in a discipline. It involves the willingness and ability to change core competencies and continually expand the breadth and depth of one's expertise. It is therefore central to life-long learning. The **seven principles** guide the design of learning:

Learners at the Center

The social nature of learning

Emotions are integral to learning

Recognizing individual differences

Stretching all students

Assessment for Learning

Building horizontal connections



NLPS Goals (Achievement Contract 2014)

- Goals: Meet each student's unique needs
- The continuous improvement of instruction and assessment



TRAILBLAZERS

“rethinking what is taught, how it is taught, and how learning is assessed.” (Centre for Educational Research and Innovation)





“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Benjamin Franklin



Personalized learning involves students in their learning, in the process of their learning and in the assessment of their learning



Project Wild—Outdoor Learning

Trailblazers

The Trailblazer’s program prepares students for the future.

21st century skills



Trailblazers incorporates the Core Competencies of the Ministry of B.C curriculum; communication, thinking and personal and social development. The foundation is Numeracy and Literacy skills with the focus of the 7 Principles of Learning.

Trailblazers engages students in leadership opportunities such as participating in workshops, team teaching, public speaking and presentations. Students will work individually and in teams on engaging hands-on projects; learning skills for life long success through Inquiry Based and Personalized Learning.

Uplands will be working in cooperation with the Career and Technical Center creating skills and trades projects. Other activities include Project Wild Outdoor Education, Fine arts, Community Connections and Aboriginal Education using inquiry to learn about diversity and culture.

Assessment: Students will be assessed on their Individual Support Plan goals. These will be based on Peer, Self and Teacher assessment through a personal portfolio.

Career and Technical Center—Skills and Trades - Skills Canada Competition



COMMUNICATION—written and verbal

- connecting and engaging with others to share and develop ideas.
- acquire, interpret, and present information (includes inquiries).
- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experiences and accomplishments.

THINKING—creative and critical

- Creative -generating, valuing and developing ideas.
- Critical—analyze and critique. Question and investigate. Develop and design.

PERSONAL and SOCIAL Development

- Positive, personal and social Identity—Relationships and cultural contexts. Personal values and choices. Personal strength and abilities.
- Personal awareness and responsibility. Self-determination, Self-regulation and well-being.
- Social Responsibility Contributing to community and caring for the environment. Solving problems in peaceful ways. Valuing diversity and