**LEARNING IN THE REAL WORLD**

Covid19 has created a situation where some parents are now faced with supporting learners who are now having to do distance learning at home.

Learning is the creation of knowledge and understandings while developing skills and strategies. Learning will occur in any interaction with the world, it is not confined to a classroom.

Over the next few days and weeks we will be sharing ideas about how the younger learners in your home can be supported while out of the classroom.

To start, here are some basic processes of the learning cycle. Some learners will progress through these processes as a cycle, others will move back and forward and around the different processes.

The basic learning processes include

**REFLECTING** The thinking that goes on before, during or after learning inquiries. This is probably the most critical learning process, in order for learners to be able to:

* Reinforce learning
* Uncover misconceptions
* Decide on next steps
* Think about the HOW and WHY of their own learning
* Make visible prior knowledge, connections or experience

**TESTING** This is an opportunity for learners to test ideas and create their own knowledge. It is not about recall or repeating things over and over again in order to memorise it. Testing ideas enables learners to:

* Develop skills
* Experiment with possibilities
* Build or make something
* Try out different ways of solving a problem
* Researching and asking questions
* Dress up and take on roles
* Act out real-life scenarios
* Play make-believe
* Make spaces and develop play to test ideas

**THINKING** This learning process is about supporting learners to take time to:

* Consider their own and others’ opinions and understandings
* Consider their reasoning and how they reached a conclusion
* Explore the logic or considerations being raised during the learning
* Decide on the type of thinking they want or need to use in order to approach the learning (creative, innovative, logical, design or critical thinking)

**REVISIT** This learning process, is strongly connected to the reflection process. By inviting and encouraging learners to revisit ideas they will be able to:

* Refine ideas and thinking processes
* Fine tune skills
* Strengthen understandings
* Recheck answers
* Uncover misconceptions
* Explore different possibilities and perspectives
* Develop skills in being able to explain, justify, analyse, scrutinise and share ideas

**CONNECT** During the learning process learners will form or see connections that they might not have previously seen or thought of. It is important to make news of these connections for the following reasons:

* The connections may help clarify thinking, challenge ‘logic’
* Merge ideas, skills and understandings
* Encourage discussion and debate
* Generate new thinking
* Develop ways of approaching the next steps in learning

**PROVOKE** This can be a really fun learning process. This part of the process involves prompting, exciting or engaging learners as they engage with and explore known or new ideas. It is strongly linked to the testing part of the process. Provoking learning involves providing stimulus materials or experiences that spark interest, might cause tension or provide space for open exploration. Some ideas include:

* Set up a mini museum
* Use photographs or images of different scenarios
* Writing prompts
* Collection of music
* Range of tools or materials
* Play based scenarios
* Open ended questions
* Riddles
* Sections or snapshots from movies
* Mini topic specific library or resources

Here are some examples of different inquiry resources that might be of use to you

* *Link to*
	+ *What can inquiry look like?*
	+ *Inquiry Process ABC*
	+ *Inquiry road*
	+ *Scientific inquiry process*
	+ *Design Process*
	+ *Writing process*
	+ *Ways to position yourself as a ‘teacher’*
	+ *Inquiry journals*
	+ *Schema charts*
	+ *Maker spaces*

**LEARNING AND DISCOVERING**

Most learning can be supported or initiated by using questioning.

We would like to share a model to help you think about the many elements that underpin the different areas educators use when planning and assessing work.

The model is based on the premise that by inviting the learners to respond to and develop their own questions, they are positioned to learn.

The model is called I ASK U.

Each letter of the model stands for a learning element.

**IT CONNECTS TO** is about connecting learning opportunities linked to a learners’ interests or prior knowledge. It is about exploring ways to help the learner find an interest or prior knowledge connection to the required learning. You might use these questions as a prompt:

* What do you know about these ideas?
* Have you seen/used/done/ anything like this before?
* Does it (*the learning topic*) remind you of anything?
* Are you curious or interested about anything connected to (*the learning topic*)?
* How might we use (*the learning topic*) in our everyday lives?
* What does (*the learning topic*) have you thinking or feeling? Why?
* *Link to*
	+ *Fast four*
	+ *Warm up resources*
	+ *Chat packs*

**AGENCY** is about ensuring that learners have the opportunity to be actively involved and response–abled during the learning process.

* What do you think will help you explore or test these ideas?
* How might you find things out or share your ideas?
* Where best do you think you would do this learning?
* *Link to agency posters*
* *Poz*

**SKILLS** are the processes and strategies that help people learn. Put simply, it is about HOW people learn:

* How do you organise ideas or information?
* What helps you work things out?
* How do you collect or share information?
* How do you solve problems
how can you reflect on ideas?
* PYP skills
* *Link to …*
	+ *Science process charts*
	+ *Math thinking boards*
	+ *Math strategies*
	+ *Literacy resources*
	+ *Reading strategies*
	+ *Phonics and spelling resources*
	+ *Reflection strategies*
	+ *Thinking routines*
	+ *Analysing an App*

**KNOWLEDGE** is the details, facts and knowledges related to an inquiry, discipline, topic or process*.* Parents or tutors can access this information from:

* The work set by the class teacher
* Using text and online sources to find facts
* Ask friends, family, work colleagues to share what they know
* Ask the learners to share what they know about the topic and where/how they might find out if they were in a classroom
* *Link to*
	+ *Thinking routines*
	+ *MAP*
	+ *DIG*
	+ *Wonder walks*
	+ *Games and topic resources*
	+ *Key sites for good information*
	+ *Reflection strategies*
	+ *Website/ Facebook links for direct questions and support*
	+ *Flip books*

**UNDERSTANDING** is the concepts and understandings that support learners to become meaning makers and enable learning to become portable across disciplines, time and place.

Think about these questions:

* Why do you think we are learning about this?
* Do you think other people in other places or times might use these ideas?
* How might you use these ideas in other places?
* *Link to*
	+ *Thinking routines*
	+ *DIG*
	+ *Reflection strategies*
	+ *Concept cards and prompts*
	+ *Perspective Inquiries*