

LEARNERSHIP THE SKILL OF LEARNING

YOU ARE A SKILFUL TEACHER. BUT ARE YOUR STUDENTS' SKILFUL LEARNERS IN MATHEMATICS?

The MAV is proud to partner with leading educator James Anderson to bring you this unique learning opportunity focusing on learnership – the skill of learning, with links and practical application directly to the primary mathematics classroom.

What is Learnership?

Think of learnership in the same way as you'd think about leadership, or craftsmanship. It denotes the skill of learning. As an experienced teacher you've honed your craft over many years. You know how to teach and you're good at it. But quality teaching isn't always enough.

Learning is the product of what the teachers does and what the learner does. If our students aren't engaging effectively in the learning process, then even the best teachers face an uphill battle!

In this series of workshops, you'll unpack James' Learnership Matrix, identify the type of learners you have in your classroom, and learn how to guide your students in becoming more skilful learners. The learnership model will be demonstrated by practical examples from Jen Bowden, MAV mathematics Education Consultant allowing your develop your learners with the context of the mathematics classroom.

Why Learnership?

First and foremost, the most effective learners achieve more! When students engage more skilfully in the learning process by embracing challenges, cultivating their Habits of Mind, making the most of feedback and mistakes, and investing their time more effectively they get better results. Many of the strategies we'll discuss rank among the highest of Hatties effect sizes. (1)

But at least as important as student learning outcomes is teacher wellbeing! Ineffective learners need to be led, and sometimes dragged, through the learning process.

LEARNERSHIP: THE SKILL OF LEARNING

James Anderson

	CHALLENGE	HABITS OF MIND	MISTAKES	FEEDBACK	TIME & ENERGY
AGILE LEARNER	EMBRACES	CULTIVATES	DESIGNS	TAILORS	GROWING
INDEPENDENT LEARNER	TARGETS	DEVELOPS	USES	REQUESTS	STRIVING
DIRECTED LEARNER	ATTEMPTS	EXTENDS	CORRECTS	RESPONDS	PRODUCING
PERFORMANCE LEARNER	LIMITS	APPLIES	AVOIDS	SELECTS	PERFORMING
BEGINNER LEARNER	REDUCES	DESCRIBES	RECOGNISES	ACKNOWLEDGES	DOING
NON-LEARNER	AVOIDS	IGNORANT	IGNORES	DISREGARDS	WASTES

www.jamesanderson.com.au/learnership

They need teachers to guide them through the learning process, set appropriate challenges, correct mistakes and more. In mathematics the tasks you select and apply for students can either help lead students, or restrict their development. That's why we want to show how leadership model and mathematics success go hand in hand!

By focusing on teaching students how to engage in the learning process more effectively we give teachers back their time and energy. Look at the Learnership Matrix and ask yourself how different your classroom would be if all you could move all your learners up the matrix just one level!

(1) Hattie Effect Sizes: Deliberate Practice 0.79, Effort 0.77, Help Seeking and Feedback 0.7, Learning Goals V's no goals 0.68, Teachers not labelling students 0.61, Metacognitive Strategies 0.6, Mathematics programs 0.59, Appropriately Challenging Goals 0.59, Explicit Teaching Strategies 0.57, more.)

Delivered virtually over 6 weeks

4pm – 5.30pm

Register at www.mav.vic.edu.au/events

TURN OVER FOR MORE INFO

LEARNERSHIP

THE SKILL OF LEARNING

How does the course work?

This is not a program, and it's not extra work. This is about engaging in pedagogies in mathematics, and in fact all subjects that focus on students becoming better learners. It's about ensuring students are playing their role in the learning process to make the most of the good work you do.

Each fortnight you'll unpack a different aspect of learnership. This includes completing an online learning module, and a 90-minute webinar to consolidate the knowledge and skills you need to progress. You will also receive extra resources for extending your learning, to use in the mathematics classroom and to share experiences with colleagues.

This is a highly practical course. While you'll be given deep insights into the learning process, the focus is very much on what you do in your classroom to help students become better learners. Each topic includes tools, strategies, activities and techniques for you to apply immediately in your maths classroom.

While the strategies you learn are applicable across all learning areas, the specific examples and applications will be given in the context of teaching maths.

Who?

James Anderson is an Australian-based international speaker, author and educator who is passionate about helping fellow educators develop students as better learners. Originally a teacher and school leader, for the past 20 years, James has been working with schools to make classrooms more thoughtful places. He challenges teachers to think deeply about their own mindsets and how their beliefs are communicated to students in often subtle and unintended ways. James' work combines Growth Mindset with Habits of Mind and Practice to create Learning Agility. He puts the growth back into Growth Mindset! And, by creating and describing the Mindset Continuum, he provides the cornerstone for effective Growth Mindset interventions. Through his description of Learnership - the skill of learning, he is guiding learners to improve learning outcomes by becoming more skilful learners.

6 modules delivered fortnightly

Module 1: Introduction to learnership | Monday 2 August

Module 2: Growth mindset | Monday 16 August

Module 3: Challenges and mistakes | Monday 30 August

Module 4: Habits of mind | Monday 13 September

Module 5: Effort | Monday 11 October

Module 6: Developing learnership | Monday 25 October

Each session runs virtually from 4pm – 5.30pm.

	Members	Non members
Individuals	\$600	\$750
Teams of 3-5 teachers	\$1500	\$1875
Teams of 5-10 teachers	\$3000	\$3750

Jennifer Bowden has worked as an Education Consultant at the Mathematical Association of Victoria for 14 years. She enjoys inspiring teachers to become more critical and creative in their teaching. As an education consultant for the Mathematical Association of Victoria, she works with teachers and leaders to build teacher capacity, increase knowledge of curriculum content, develop pedagogies and establish school-wide improvement plans. Jen's current interest is in developing tasks with teachers to ensure all students are engaged, challenged and actively thinking in their learning. She is interested in utilising inquiry to strengthen students' mathematical understanding and cognitive engagement.