**Learning to Learn Unit Term 1 2014**

**Teachers:** Whole school Prep-6. The following web planner incorporates aspects being covered from all levels across the school. Different levels will focus on age appropriate activities and class discussions.

<table>
<thead>
<tr>
<th><strong>Key Question</strong></th>
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<td>How do we want our learning community to be?</td>
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**AUSVELs connections:** Personal Learning, Interpersonal Learning Strands

**Throughlines:**

1. Each person is unique and there are many things that shape our identity as we change and grow.
2. We become increasingly resilient when we actively and positively manage ourselves and our responsibilities.
3. The way we see, think and feel about ourselves has an effect on the way we live, behave and relate to others.
4. We have our own values and changing view of the world, yet we share common needs.
5. We can take responsibility for our own physical, mental, social and emotional health and well-being, and contribute to that of others.

**Questions**

What does a great learning community look like, sound like and feel like?
How can I contribute to the learning community?
What do we need to know as learners in order to fully participate in the learning community?

**Understandings**

- We are all valuable members of our learning community.
- We all have rights and responsibilities at school.
- Well-being is a key factor in our ability to learn effectively.
- We are unique and special people who bring a wide range of; social, cultural and learning experiences and knowledge with us.
- We can all make valuable contributions to our learning and the learning of others.

**Skills**

**Interpersonal Development**

- Cooperating, responding to others work, sharing ideas

**Personal Learning**

- Making choices

**Communication**

- Listening, providing feedback, questioning

**Thinking**

- Self and peer assessing, reflections

**Thinking Skills**

- Brainstorming, questioning, sorting, observing, classifying, generalising, predicting, reflecting, sharing ideas, communicating, meta-cognition, comparing and contrasting, listening, decision making, persistence.

**Action**

A classroom environment set up to maximise learning of all students and for everyone to feel a part of this learning community. A classroom with established ‘Rights and Responsibilities’.