

contributive learning



Contributive Learning means learning to add to the world. Together, self-understanding, connection, knowledge, and competency help people add to the world in their way

Over the course of five 90-minute virtual workshops, participants will engage in a lesson design process that integrates academic and social-emotional learning in everyday instruction in ways that engage and empower students, teachers, families, and communities. Participants will implement Contributive Learning through a series of collaborative, interactive workshops designed to give teachers the confidence and capability to improve students' well-being through curricular learning.

During this workshop participants will be involved deeply in lesson design through a focus on integrating Self-Understanding in everyday academic learning. When students learn about who they are (their interests, cultures, beliefs, goals, and more), they learn what's important to them, what they value and stand for, and, therefore, how to live and what to do with their lives. Self-understanding adds purpose to learning for all.

COURSE MATERIALS

- All materials will be provided electronically to the participants. Participants will be able to download these materials and use them digitally or in paper form as they like.
- Participants should have resources for everyday planning available, including access to curriculum documents during the sessions.

**\$595
+GST
DISCOUNT
FOR
MULTIPLE
ENROLMENTS**

WORKSHOP COMMITMENT

One of the most important aspects of this workshop is the creation of a community of learners who support and learn from each other, reflect together, and share their successes and challenges implementing a student-centered, more contributive learning approach. This is best reached through the consistent attendance and participation of everyone in the cohort. We hope you can set aside this time for yourself and are able to engage fully in each session.



Instructor:
Tammy Baart

Cohort	Session Dates		Session Times
Semester 2 2022	August 24 September 7 September 14 October 26 November 23	Term 3 Week 7 Term 3 Week 9 Term 3 Week 10 Term 4 Week 4 Term 4 Week 8	Wednesday 3:30-5:00pm

To enrol click [here](https://www.eventbrite.com/e/contributive-learning-in-australia-lesson-design-workshop-series-tickets-396857791337) or copy address below:
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WORKSHOP DESIGN

Session	Details	Resources
Session 1 Learning Culture	<p>Participants are introduced to Contributive Learning and engage in an interactive discussion.</p> <p>Participants then explore their school's learning culture (environment) through rich, rubric-guided discussions about how well their learning environments' current conditions are suited to the implementation of Contributive Learning. Facilitated conversation and activities are designed to unpack existing biases and assumptions and establish precise actions for improving conditions in the learning environment.</p> <p>Participants are then introduced to the lesson design process and to key tools and strategies for beginning the process with their students. Teachers select one "Lead Learner" from among their students around whom to focus their professional learning.</p>	<p>LEARNING CULTURE RUBRIC: Descriptions of learning conditions at five levels of progression to help establish cultures of Contributive Learning in a learning environment.</p> <p>LEAD LEARNER GUIDE: A comprehensive guide to selecting and beginning the process with a Lead Learner, including example questions for teachers for conducting one-on-one interviews with students to better understand identities, interests, learning styles, and goals, and a template for student profiles that can be continually fleshed out with information gathered throughout the learning process.</p>
Session 2 Learning Connections	<p>Participants debrief about their experiences interviewing their Lead Learner and the ensuing change(s) (to behavior, practice, lessons, etc.) resulting from a deeper understanding of the student and their needs.</p> <p>Participants engage with the Self-Understanding Learning Progression, and then use the tool to determine their Lead Learner's baseline level of progression.</p> <p>Participants then return to the Learning Culture Rubric and reflect on their class's learning environment with particular attention to their Lead Learner's identity, and to how the environment might be enhanced to better meet the student's needs.</p>	<p>LEARNING PROGRESSION: Descriptions of the dimensions of self-understanding at five levels of progression to determine current social-emotional learning levels.</p>
Session 3 Learning Design	<p>Participants are introduced to the Contributive Learning Lesson Design Framework with activities that help them link curricular (academic) standards with the social-emotional learning outcome of Self-Understanding.</p> <p>Participants explore SEL Skills and Objectives to link academic and self-understanding goals, and then use the Learning Design Guide to begin to design lessons, units, activities, learning experiences, etc. that meet the academic and social-emotional needs of their Lead Learner.</p>	<p>SEL SKILLS AND OBJECTIVES: Learning objectives in the social-emotional areas of self-understanding that can be linked to curriculum standards to complement and enhance academic learning.</p> <p>LEARNING DESIGN GUIDE: Supports the design of enhanced lessons, units, activities, learning experiences, etc. in everyday learning.</p> <p>SELF-UNDERSTANDING STRATEGY MAP: A tool for identifying and spreading best practices that enable Contributive Learning.</p>
Session 4 Proven Practices & Authentic Assessment	<p>Participants discuss their experiences since the last workshop with regard to lesson design and their Lead Learners' progress.</p> <p>Participants learn about proven practices for implementing Contributive Learning and explore their own practice considering their and their Lead Learners' experiences.</p> <p>Participants share the lesson plans they are designing and work collaboratively to enhance the lessons in ways that will improve their Lead Learners' experience, focusing on how student voice, agency, and identity can take center stage in their learning environment.</p> <p>Participants learn about authentic assessment, engaging in discussions and collaborative activities centered on gathering Contributive Learning "evidence," both qualitative and quantitative, in a variety of ways throughout the everyday learning process.</p>	<p>SELF-UNDERSTANDING EVIDENCE MAP: A tool for identifying, recording, and tracking evidence that demonstrates students' development of academic knowledge and self-understanding.</p>
Session 5 Collaborative Moderation	<p>Participants engage in Collaborative Moderation, a professional learning experience that facilitates deep discussions about teaching and learning and supports the identification and dissemination of best practices among teachers.</p> <p>Participants form small groups in which they take turns sharing and discussing their Contributive Learning Showcases, recording notes about the experience and key lessons learned which are then shared back with the wider group.</p> <p>The process culminates in group reflection, discussion, and celebration of the Contributive Learning journey, and with ideas for sustaining Contributive Learning moving forward, both individually and with their school community.</p>	<p>CONTRIBUTIVE LEARNING SHOWCASE TEMPLATE: A template for creating a showcase of (1) experienced teaching and learning outcomes and (2) the reasons those outcomes were achieved.</p>

PUTTING LEARNING INTO ACTION:

After each virtual session, participants will be provided with three ways to put the learning into action to support growth, understanding, and application of Contributive Learning in their individual role in education.

- **Application:** The participant will take what he/she has learned and apply it to their learning environments, lesson designs, and overall teaching and learning processes.
- **Reflection:** After application, the participant will be asked to reflect and share learning, thoughts, successes, and challenges by writing in their Contributive Learning Journal (provided electronically). These reflections will help guide discussion and further learning in the sessions following.
- **Contribution:** Ideas/resources will be provided for the participant to share their learning with colleagues, students, families, etc.

ADDITIONAL INFORMATION:



Contributive Learning Website: www.contributivelearning.com
 Follow Contributive Learning on LinkedIn and Facebook: @ContributiveLearning
 The Learner First Website (parent company): www.thelearnerfirst.com
 Follow The Learner First on Twitter, Facebook, and LinkedIn: @thelearnerfirst

