

## **SAMPLE #1: Learning Principles from Schooling by Design (Grant Wiggins and Jay McTighe, ASCD, November 2008)**

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners constantly see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends upon understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understandings cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely, and user-friendly feedback in order to understand goals, produce quality work and meet high standards.
7. Understanding can only be attained by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks, via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), since any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Learning is enhanced when it is personalized – when the learners’ interests, preferences, strengths, contributions and prior knowledge are sufficiently honored.

## **Sample #1: Draft of Learning Principles**

### ***Orangeville, ON CANADA***

#### **Goals of learning**

- The goal of all learning is fluent and flexible transfer: powerful use of knowledge, skill and understanding in any context.
- Learning goals must be meaningful: there must be regular opportunities to see the value of what we are asked to learn and how it relates to past and future learning.

#### **Improving over time**

- All learners are capable of producing excellent work.
- A collaborative learning community requires learning from every member of its community since continual learning is vital for success.
- Learners need multiple opportunities to practice, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to reflect, re-do and improve.

#### **Building knowledge and understanding**

- Learners use what they already know to construct new understandings.
- Learners engage in discourse to present ideas and solutions and analyze the validity of those claims to explore existing understandings in new ways, reveal misconceptions and transfer their learning.

#### **Personalizing learning**

- Learning is designed to capitalize on the uniqueness of every learner (i.e. strengths, background, confidence, prior knowledge, experience, and interests).
- Learning is designed and redesigned to provide the right blend of challenge and comfort—knowing that excellence is attainable and realizing that persistent effort will pay off.

## **Sample #2: Draft of Learning Principles**

### ***South Tama, IA***

All students at South Tama draw upon their passion, motivation, creativity, and life experience to pose substantive questions, tackle complex problems, and effectively communicate information and ideas so they can successfully complete post-secondary education programs. To do this important work, they are expected to deepen their knowledge, improve the quality of their work through feedback and reflection, and experience the confidence and accomplishment that comes through the production of meaningful, challenging work.

- Learning is not given – it is an active process that requires the learner to ask questions, make connections, and apply learning to existing knowledge and new situations.
- Learners need clarity about what the learning goals are and the criteria for success to inform the development of their work.
- Engaged and sustained learning requires that learners constantly see the value of their work and how it contributes to personal success.
- Learning requires the right blend of challenge and comfort where learners know that success is attainable but must persist in order for it to happen.
- Learners require regular, timely, and meaningful feedback with opportunities for revision and improvement to produce quality work.
- Learners periodically question assumptions and habits based on new evidence and experiences, which often leads to change.