



Principal's Post

About Teaching and Learning

Tailored Learning- We teach children

Our goal for 2016-17 in the area of curriculum, instruction, assessment and supervision is to promote a shift to student centered planning and implementation of lessons.

When we think of learning, we often think about our own school experiences. Depending on how old we are, our experiences were mostly sitting and listening, taking notes, writing compositions and taking tests.

At that time, the focus in planning was on presenting content. Content is the “stuff” of learning: grammar rules and usage, history dates and facts, computation skills, math problems and science concepts. The main means of instruction was lecture, reading, practice and drill.

But times have certainly changed. In those days, teachers taught **content** to children. Today, we teach **children** the content. We know that children learn differently; learning styles and ways of processing and assimilating information vary greatly. So now, in planning and implementing lessons, considerations are given to knowing each individual child in the class. Knowledge of the learner is an important component in planning and teaching.

Research identifies seven learning styles:

- **Visual (spatial)**: using pictures, images, and spatial understanding.
- **Aural (auditory-musical)**: using sound and music.
- **Verbal (linguistic)**: using words, both in speech and writing.
- **Physical (kinesthetic)**: using your body, hands and sense of touch
- **Logical (mathematical)**: using logic, reasoning and systems.
- **Social (interpersonal)**: learning in groups or with other people.
- **Solitary (intrapersonal)**: working alone and use self-study.

There is usually a dominant learning style for individuals but most students utilize a combination of learning styles, or different styles are used for different subjects. Each of the different learning styles employs a different part of the brain; the more parts of the brain that are engaged, the more effective the learning. So teachers present content in a variety of ways.

In addition to student learning styles, teachers need knowledge of the learner's academic strengths and needs. We have good measures to identify what students already know, as well as indicators of their strengths and areas of need. Some of these include:

- DIBELS (Dynamic Indicators Of Basic Early Literacy Skills)
- Benchmark Assessments
- Pretests for math skills, spelling and vocabulary
- Terra Nova Scores

Knowledge of the students' learning styles, strengths and needs, informs decisions about grouping, strategies and curriculum. Our teachers are using these measures to develop learning profiles of their students. These profiles drive decisions about planning and instruction. Within the different subject areas, our teachers are consulting and collaborating; sharing strategies and discussing ways to present the content for different learners. Our teachers are committed to planning and teaching lessons that are student centered. Our teachers are committed to teaching **children**.

Source: <http://www.learning-styles-online.com/overview/>