

Let me Learn Network

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x'tahsebu...?

Nixtieq naqsam maghkom ftit hsibijiet dwar it-tagħlim differenzjat. Hafna drabi ahna l-ghalliemna nitkellmu fuq il-bżonn illi nilhqu l-htigijiet tat-tfal kollha. Żgur illi mhux l-ewwel darba li ppreparajna 'handouts' iżjed faċli għal xi tfal illi fl-opinjoni tagħna jkollhom livell ta' abbiltà anqas mill-kumplement tal-klassi. Għal hafna żmien bqajna nenfasizzaw il-htieġa illi nifirdu t-tfal skond l-abbiltà biex minghalina jirnexxilna nilhqu l-bżonnijiet edukattivi tagħhom ahjar. Izda hafna riċerka qiegħda turina li l-abbiltà hafna drabi tista' turina x'mhux kapaċi jagħmlu iżda ftit li xejn tagħtina ideat kif nistghu nilhqu lil dawn it-tfal. Fir-realtà hemm hafna evidenza li turi li meta nagħzlu lit-tfal skond l-abbiltajiet akkademiċi u skond ir-riżultati li jġibu f'eżamijiet summattivi biss, l-iskejjel ma rnexxielhomx jilhq l-bżonnijiet kollha tagħhom. Huwa biss meta t-tagħlim differenzjat nifhmuh bħala proċess ta' għarfien, apprezzament u hidma

biex nilhqu l-modi diversi ta' kif persuni differenti jitgħallmu li t-tagħlim ikun esperjenza pożittiva. It-tagħlim differenzjat huwa proċess illi jpoġġi lill-persuna fiċ-ċentru tas-sistema edukattiva. Huwa biss meta l-istudent jiġi mogħti l-ghodda biex huwa nnifsu jerfa' r-responsabilità ta' dak illi qiegħed jitgħalliem li ssehh tassew il-bidla meħtieġa. Tajjeb li ninvestu hin u enerġija f'hiliet ta' tagħlim li jagħtu lill-istudenti nfushom l-kontroll fuq dak li jitgħallmu. Pereżempju, huwa tajjeb illi l-istudenti jiġu mistiedna jaħsbu fuq il-patterns tagħhom u jirriflettu fuq kif dawn jistghu jużawhom biex jagħmlu eżerċizzju partikolari ahjar. Hemm bżonn ukoll jitgħallmu kif janalizzaw biċċa xogħol skond il-patterns rikjesti biex b'hekk ikunu jistghu johlqu strategiji kif iħaddmu l-patterns tagħhom u jwettqu dak li hu mitlub minnhom.

Għalhekk, aktar ma jirnexxielna ngħaddu

lill-istudenti d-drawwa li jirriflettu u li jużaw il-patterns tagħhom biex jgħinuhom jinnawikaw fil-baħar ta' hiliet u għerf li qiegħda toffri d-dinja llum, aktar inkunu qegħdin inwieġbu għall-htigijiet edukattivi tagħhom.

Colin Calleja

Issa illoggja fuq il forum tal-websajt u għidliha x'tahseb.
www.educ.um.edu.nl/ml/forum





naqsmu ideat,
hsibijiet, mistoqsijiet u esperjenzi. Sabiex
jintlahaq dan il-ghan, it-tim tal-Let Me
Learn, hareġ b'numru ta' inizjattivi:

Network: L-ghan ta' din il-pubblikazzjoni
huwa li din isservi bħala pont bejn it-tim
tal-Let Me Learn, l-ghalliema u l-istudenti
fl-iskejjel. Għalhekk, inhegġukom biex
tikbulna l-esperjenzi u l-hsibijiet tagħkom
biex dawn nippublikawhom f'Network.

Fora Virtwali: Minhabba l-hin limitat li fih
jistghu jiltaqqu l-ghalliema, qed noffru
servizz ta' forum fuq l-internet fejn nistghu
niddiskutu esperjenzi ta' tagħlim, naqsmu
l-ideat u l-hsibijiet tagħna, eċċ. Sabiex
tkunu tistghu tipparteċipaw fil-forum, idhlu
fil-websajt tal-Let Me Learn:
www.letmelearnmalta.com fejn issibu
istruzzjonijiet faċli ta' kif tużaw il-forum.
Hemmhekk, intom tistghu taqraw il-hsibijiet
ta' għalliema ohra kif ukoll tagħtu
l-kontribut tagħkom billi taqsmu xi
esperjenzi tagħkom magħna.

Mentoring

Minn Jannar 2005, ser jibda
jinhata s-servizz ta'
'mentoring' mit-tim tal-Let Me
Learn, li qed jigi offrut
lill-ghalliema li jkun q

isegwu t-tieni faċċita'

tahriġ. L-ghan tal-'mentoring' huwa li
tinghata għajnuna lill-ghalliema li jkun ser
jibdw jimplementaw il-Let Me Learn ma'
l-istudenti tagħhom għall-ewwel darba.
L-ghalliema li huma interessati li jirċievu
dan is-servizz, huma meħtieġa li japplikaw
għalih. Għal aktar informazzjoni intom
mitluba li tikkuntattjawna fl-uffiċċju fuq
2340 2554 jew tibagħtu email fuq
info@letmelearnmalta.com

Laqgħat ta' Appoġġ

It-tim tal-Let Me Learn qiegħed jorganizza
laqgħat ta' appoġġ għall-ghalliema li jkun
lestew it-tahriġ tagħhom. L-ghan ta' dawn
il-laqgħat huwa li nlaqqgħu għalliema li
jgħallmu l-istess sena, sabiex flimkien
ikunu jistghu jippreparaw lezzjonijiet
tal-kurrikulu li fihom jużaw il-Let Me Learn.
Dawn il-laqgħat qegħdin isiru darba kull
term. Dawk li huma nteressati li jattendu,
huma mitluba li jikkuntattjawna fuq:
2340 2554 jew jibagħtu email fuq:
info@letmelearnmalta.com

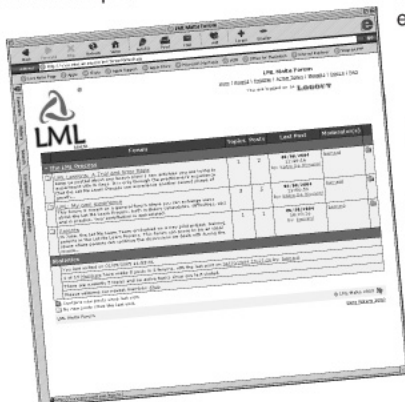
Għinuna ngħinukom

Intom l-ghalliema li diġà tharriġtu fil-Let Me
Learn u li tixtiequ xi tip ta' appoġġ...
Ibagħtu s-suggerimenti tagħkom u għidulna
x'tip ta' għajnuna tixtiequ li noffrukom biex
issahhu l-esperjenza ta' tagħlim fil-klassi
tagħkom.

Niltaqgħu... f'Komunitajiet ta' Tagħlim

It-twermin tagħna hu li l-proċess tal-Let
Me Learn jista' joffri mod totalment
rivoluzzjonarju ta' kif aħna nħarsu lejn
is-sistema lokali ta' l-edukazzjoni. Aħna
nemmu li fil-futur, kull persuna jkollha
l-ghodda neċessarja biex tiegħu f'idejha
t-tagħlim tagħha mingħajr ma jkun hemm
l-ebda barrieri li jzommu milli jsehh dan
l-iżvilupp.

F'dan il-kuntest, aħna nixtiequ li
l-ghalliema,
l-ġenituri,
l-kapijiet ta'
l-iskejjel, kif
ukoll l-istudenti,
jipparteċipaw
magħna f'dan
it-twermin billi
niffurmaw
komunitajiet ta'
tagħlim fejn aħna
niddiskutu,



Mistoqsija

Ghaliex il- Learning Connections Inventory (LCI) hu ta' ghajjnuna għall-ghalliema?

Il-Learning Connections Inventory juri lill-ghalliema dawk il-patterns li permezz tagħhom kull student u studenta jibdwew it-tagħlim tagħhom. Juri kif x'aktarx l-istudenti jibdwew jaffrontaw it-tagħlim tagħhom. Aktar importanti, L-LCI jghin lill-istudenti jibdwew jikkomunikaw ma' l-ghalliema dwar it-tagħlim u x-xogħolijiet li

huma jkunu mitluba jagħmlu, sabiex dawn jagħmlu aktar sens għalihom. Permezz ta' l-LCI l-ghalliema jagħrfu għaliex xi drabi l-istudenti ma jifhmux dak li jkun mitlub minnhom.

Jekk għandkom xi esperjenzi jew sugġerimenti li tixtiequ twasslu kif ukoll xi mistosija iktbu: info@letmelearnmalta.com

L-Erba' Patterns - x'inhuma?

Kull persuna hija unika fil-mod ta' kif titgħalliem u tifhem id-dinja ta' madwarha. Għaliex?

Meta ahna nagħmlu l-inventarju (LCI), ahna nibdew niskopru l-mod ta' kif ahna nużaw l-erba' learning patterns tagħna. Permezz ta' dan it-tagħrif, ahna nistghu nibdew nifhmu xi jfissru dawn il-patterns għalina u kif ahna nużawhom meta ngħaddu minn esperjenzi ta' tagħlim. Kull individwu huwa uniku fil-mod ta' kif huwa jitgħalliem minhabba l-mod individwali ta' kif joperaw dawn il-patterns:

Sekwenza

Is-Sekwenza tfittex l-ordni u l-konsistenza. Min juża hafna dan il-pattern ikollu bżonn:

Direzzjonijiet ċari - "Jiena niddejjaj meta d-direzzjonijiet mhumix ċari jew ma jagħmlux sens."

Prattika u pjanar - "Nsibha diffiċli meta l-ghalliema mhix organizzata u ma tispjegax l-affarijiet sewwa."

Bi-☐ejjedhin biex issir biċċa xogħol - "Għandi bżonn il-hin biex nistudja u nispiċċa biċċa xogħol fil-klassi".

Kollox mi-☐mumpulit - "Għandi bżonn

il-hin biex nagħmel kollox pulit u nkun ċert(a) lit-tweġibiet huma tajbin"

Preċiżjoni

Il-Preċiżjoni trid tkun taf eżatt x'inhu jgħri. "Jien inhobb naqdem b'mod eżatt u fid-dettall. Naqra l-informazzjoni eżatt, niktibha eżatt u niftakarha."

Min juża hafna l-pattern tal-preċiżjoni jkollu bżonn:

Informazzjoni e-☐atta - "Niehu gost meta l-ghalliema(a) jara li xogħli huwa tajjeb.

Informazzjoni ddettaljata - "Niehu noti ddettalji sabiex naqrahom u nerġà nirrevedihom."

Tweġibiet u mistoqsijiet - "Jekk trid tara x'naf, aqra t-tweġibiet jew staqsini xi mistoqsijiet."

Kitba ta' tweġibiet ddettaljata - "Nhobb nuri dak li naf billi nikteb hafna u nfttex hafna dettalji."

Teknika

Il-hsieb Tekniku jipproċessa billi jirraġuna wahdu u b'mod indipendenti. Meta tosserva lil min juża hafna l-pattern tat-Teknika tara predominanza ta' **Hsieb tekniku u l-u-☐ta' l-idejn** -

"Hallini nibni u nesperimenta dan kollu li qiegħed tghid".

Awtonomija u xogħol barra mill-klassi -

"Hallini nitgħalliem billi mmur id-dar u ngħix dak li għadek kemm għidt."

Esperjenzi fid-dinja reali - "Ohroġni u urini eżempji mill-ambjent ta' madwarna."

Konfluwenza

Il-Konfluwenza sserrah fuq l-intwizzjoni aktar minn informazzjoni speċifika jew tagħrif dwar kif jaħdmu l-affarijiet. Għalhekk min juża hafna l-pattern tal-konfluwenza:

Ju-☐al-ideat tiegħu - "Ma nhobbx nagħmel biċċa xogħol b'ċertu mod biss."

Ju-☐al-immaġinazzjoni - "Inhobb nesplora affarijiet ġodda."

Ju-☐apre-☐entazzjonijietu affarijiet kreattivi - "Nhobb nikteb b'mod li l-affarijiet nkun qisni qed ngħidhom."

Kull persuna, meta tkun qed titgħalliem, tuża dawn it-tifsiliet f'daqqa. Madankollu, hafna drabi wahda jew tnejn minn dawn it-tifsiliet ikunu ppreferuti jew jippredominaw f'ċertu sitwazzjonijiet. Dawn it-tendenzi jibdwew jiffurmaw sa minn meta l-bniedem ikun fil-ġuf.

Tahriġ ta' l-Għalliema

Is-sena l-oħra, grupp ta' 54 għalliem minn 21 skola differenti, ipparteċipaw fit- tahrġ fil-proċess Let Me Learn. Il-parteċipanti għal dan it-tahrġ kienu għalliema ta' l-iskejjel tal-primarja u s-sekondarja, kif ukoll kapijiet ta' skejjel.

L-interess f'dan it-tahrġ kien wiehed inkoraġġanti u rajna hafna mpenn u dedikazzjoni mill-għalliema li ġew mħarrġa. Dan deher ċar fix-xogħol li kienu meħtieġa jagħmlu l-għalliema. Fil-kitbiet u r-riflessjonijiet tagħhom, hafna mill-parteċipanti urew li qegħdin jikbru u jimmaturaw f'dan il-proċess. Wara li tgħallmu dwarhom infushom bħala learners, l-għalliema għamlu l-inventarju ma' grupp żgħir ta' studenti u baqqu isegwuhom sabiex josservaw jekk kienx hemm xi kambjamenti jew fl-istudenti, jew fil-mod ta' kif l-għalliema/j/tares lejhom. Kien hemm xi għalliema oħra li għamlu lesson plans u osservaw kif tfal b' patterns differenti irreaġixxew għall-istess lezzjoni u żammew kont tal-hsibijiet u l-osservazzjonijiet tagħhom.

Iż-żmien ta' bejn l-ewwel u t-tieni fażi kien żmien ta' riflessjoni u osservazzjonijiet għall-għalliema. Hafna kienu herqana li jibdw is-sena skolastika ġdida u jimplimentaw it-tahrġ li hadu ma' l-istudenti tagħhom. Dan huwa propju li sar fit-tieni fażi ta' tahrġ li kienet bbażata aktar fuq il-prattika.

L-istudenti fl-ewwel snin tal-primarja ġew introdotti mal-karattri filwaqt li l-istudenti fill-livell sekondarju għamlu l-inventarju u ġew introdotti ma' l-erbgha patterns.

Flimkien ma' l-għalliema, hloqna osservazzjonijiet u profil ta' kull klassi sabiex b'hekk jgħinuna noholqu pjanijiet ta' lezzjonijiet immirati lejn klassijiet speċifiċi. L-għalliema urew interess li jesperimentaw f'dan il-metodu ta' tagħlim differenzjat sabiex huma jilhqu aħjar kull student u studenta li huma jgħallmu.



Dawn huma xi riflessjonijiet li kitbu għalliema li attendew għal dan it-tahrġ:

"Having performed the LCI with each student, made the students themselves aware of their learning strategies... Once, we had a Science

Technology Workshop and I was asked by the peripatetic teacher to divide my class into four groups. Each group consisted of students with different learning patterns: this worked quite well and each group produced wonderful experiments."

"This process enhanced my 'listening to the voice' of each and every student, thus making me more conscious of their learning needs... I encourage all teachers to participate in this course."

"Most especially, it has helped me not to worry too much about one of the 'problem' children in class. After some days of observation, it clearly showed that this child has a technical disposition as well traits of confluence. The boy seems to have responded to my new approach and thanks to Let Me Learn, I succeeded in understanding the child better."

"I have realised that lesson plans, resources and even the language I use has to be adapted to different needs. For the Let Me Learn Process to succeed I

definitely have to make some serious changes! The first change starts with my teaching style...there is a further adventure which I must face: letting my students learn the way they feel most comfortable in. That is a challenge!"

Esperjenzi ta' Għalliema tal-Primarja

Ms Anna Napier hija għalliema tal-hames klassi fl-iskola Patri Wistin Borġ fil-Kalkara. Hija pparteċipat fl-ewwel fażi ta' tahrġ għall-għalliema u kitbet dawn ir-riflessjonijiet dwar kif il-Let Me Learn tejjeb l-esperjenza tagħha fil-klassi:

"The Let Me Learn Process is helping me to be more specific in the targets I want to attain. Learning my scores has really helped me to adapt myself to different class situations and to accept the various approaches the students take. I find myself more willing to allow them to tackle tasks in their own different ways and tolerate children who take longer to begin or finish a given task, trying hard to listen to the voice of the students in front of me.

In fact, I felt that I should include comments about the inclusion of the LML in my PMP. I stated that every student should be encouraged to be responsible for the presentation and preparation of his/her work, emphasising that assessment marks should be awarded on different criteria, besides academic performance. Thus, every individual is awarded for any kind of effort made. My specific target and priority is always to try and help every individual to believe in him or herself, keeping in mind life-long education.

I always used group-work quite extensively in my lessons, even in my early years of

teaching. I always felt that through group work, students do acquire the knowledge of inter-personal learning. However, now I am fully aware that I used to group children using a 'trial and error' method. I just used to refer to mixed abilities and leadership to form a group. Today, I am more conscious to look for different learning patterns, reminding every member of the group to give his/her share so that each and every one of them will be a great asset to the group.

Lately, the children worked on four different legends (original legends created by the children themselves). The whole exercise was carried out in class - some students came up with ideas, others wrote down the legends whilst others checked the spelling and copied it neatly, others drew pictures (only in this area some of the students sought assistance because they were not utterly satisfied with the outcome) and others created short plays or mimes using the same ideas. It was really satisfying to watch the pupil's sense of pride in doing it all by themselves!

I do need more guidance to fully utilise the strategies which really instil in all our students the power to learn and thus make them feel more confident about their unique capabilities. Thus, we'll continue to aim to help all students attain a positive attitude towards learning, using healthy learning methods. Lately, in order to enhance this acceptance, I used the words in a children's song which said "Thank you Lord for making me me!" I asked the children to reflect well on the words of this song.

Two Samples of Children Profiles

Luke

Sequential	25
Precise	26
Technical	32
Confluent	17

Luke receives complimentary teaching. His participation in class was very poor at the beginning of the scholastic year.

Following the awareness session, I began to talk more frequently about the four learning patterns. Luke's technical pattern is quite high. In fact, this was really evident in a Science and Technology activity held at our school. Here, I was myself amazed at the way Luke was tackling the task. He was the first pupil to start plotting a diagram. He took control of the whole situation and he led his friends in a way that, in no time at all, everybody was working on the activity. I could see that, thanks to the way that he was himself explaining the pros and cons of why they could or couldn't place the apparatus, he was making sense to the whole group. In fact, his group finished successfully first and he asked permission to help other groups as well. Of course, I commented about his ability later on in class and encouraged him to do his best in every subject.

His mother also approached me lately and commented about her son's improvement. She said that she could also note the increased enthusiasm and willingness to learn. His other patterns, apart from the confluent pattern, are quite high. However, despite his low confluent pattern, it is quite evident that he is stretching it to suit his needs, especially when combined with the Technical pattern. I am confident that the LML will continue to be of great help to this boy.

Mark

Sequential	25
Precise	9
Technical	28
Confluent	19

Mark's academic ability has always been very low. He faces difficulty in both writing and reading. He also receives complimentary teaching. At the beginning of the scholastic year he hardly participated in any lesson and he just sat in class showing no interest whatsoever.

I believe that Mark needs individual help. I praise him for any participation on his part. I encourage students to clap for him. They have now been frequently hearing me say that everybody can do his/her best because we all have our different learning patterns.

In a recent lesson about symmetry, he showed great enthusiasm and did all the work. He enjoyed using a mirror, and in one particular lesson about symmetry of letters, he went into more detail and actually drew the letters in a double lined way. For him this was a great achievement and I could see the look of satisfaction on his face.

I am going to continue to take the opportunity to praise him for any effort so that, hopefully, his self-esteem will improve and he will learn to stretch his other patterns, thus enabling him to cope with more difficult tasks.

Cari Gallagher, għalliema fi skola primarja fl-Istati Uniti, kitbet din l-esperjenza tagħha dwar kif thaddem il-proċess tal-Let Me Learn ma' l-istudenti tagħha:

"Our first grade class began learning about Let Me Learn in September. First, we learned the continuum words and the four learning patterns. Once the students could differentiate between the continuum words, they took the inventory. I then began grouping students according to their patterns, and I saw a vibrant difference in attitudes and in productivity. We then began working on communication. The students began to use and apply the cue words for their use first patterns on a daily basis. The majority of the tattling stopped also. My students reached a point in learning in which they could understand "why" others said certain things or acted in different ways. We then began applying LML into lessons. We have completed many centers using our literacy curriculum. We have also ventured into story characters. We have been applying the patterns to movie and story characters that we have read about. My students are wonderful. They have been extremely receptive and responsible with the Let Me Learn Process. They have even brought LML into their homes. My expectations have been met - and then some. I feel confident that my students have a solid foundation of the Let Me Learn process and they will be able to use their patterns to the fullest. It is almost like a positive light will shine above them wherever they go on their learning adventures. I am so proud of my students' success with Let Me Learn in our class and most importantly, they are proud of themselves!!!"



Esperjenza ta' għalliema tar-Reliġjon fil-Junior College.

Sekwenza	20
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L-għarfien tal-*learnings patterns* tiegħi huwa ta' għajjnuna kbira fix-xogħol tiegħi. Meta sirt naf dwar il-proċess tal-Let Me Learn, fhimt li kien minhabba l-precizjoni tiegħi li waqt il-lezzjonijiet kelli tendenza li nirrepeti ta' sikwit u nagħti hafna eżempji.

Indunajt li studenti li jevitaw il-precizjoni jistgħu jtilfu l-interess minhabba dan. Fhimt ir-raġuni għaliex minhabba l-konfluwenza tiegħi, ninsisti li jsiru diskussjonijiet waqt il-lezzjonijiet. Fhimt ukoll aktar il-bżonn li nagħmel programm u li nżomm miegħu sabiex inlaħhaq is-sillabu. Wara li

hriġt il-profil tal-klassijiet, indunajt għaliex f'ċerti klassijiet isiru hafna mistoqsijiet u f'ohrajn isiru inqas. Per eżempju, f'dawk il-klassijiet fejn il-maġġoranza ta' l-istudenti jużaw il-precizjoni u l-konfluwenza l-ewwel, jiddiskutu u jsaqsu aktar. Minhabba dan, ma' dawn il-klassijiet bdejt nuża s-sekwenza aktar sabiex ma nintilfu f' hafna suġġetti varji u nohroġu barra mit-topik ta' spiss. Mal-klassijiet li jevitaw il-konfluwenza u l-precizjoni, fejn l-istudenti jsaqsu u jiddiskutu inqas, bdejt nenfasizza aktar id-diskussjonijiet sabiex nidhlu aktar fil-fond fis-suġġetti. B'hekk, permezz ta'

l-għarfien tal-*patterns* tiegħi, jien nista' nżomm aktar bilanċ bejn l-aspetti kollha tal-mod kif ngħallim.

Dawn huma xi whud mil-kummenti li għamlu l-istudenti tal-Junior College wara li saru jafu bil-proċess tal-Let Me Learn:



"Sibtha nteressanti li l-għalliema tispjega l-imġiba tagħna u l-mod kif nitgħallmu b'mod personalizzat permezz tal-*learning patterns* uniċi tagħna. Indunajt li hi taf affarijiet fuqna li ma nkunux għidnihomlha. Hu permezz tal-Let Me Learn li ċertu karatteristiċi personali johorġu ċari."

"Biex norganizza ruhi ahjar, speċjalment kif nistudja, il-Let Me Learn jgħini nippjana skond kif jien magħmula u kif nitgħallim jien. Minhabba li għandna hafna x' nistudjaw, issa qed norganizza ruhi skond il-*learning patterns* tiegħi."

"Jien nuża l-konfluwenza l-ewwel u qabel kollox. Innutajt li x'aktarx li għalhekk dejjem irrid inpaċpaċ, il-hin kollu, biex inkun nista' naqsam l-ideat tiegħi u biex nisma' ta' l-ohrajn. Xi drabi l-ideat li niehu waqt il-lezzjoni ma jkunux stimulanti biżżejjed għalija minhabba li dejjem inkun irrid insir naf affarijiet ġodda. Ir-repetizzjoni ta' l-istess ideat iddejaqni."

The Let Me Learn at INSET

The 17th, 20th and the 22nd of September were the start of a new scholastic year for a good number of teachers attending the In-service Training for Teachers organised by the Department of Curriculum. Mr Lawrence Muscat, EO PSD co-ordinated a training course for 15 PSD teachers posted at different secondary schools in both Malta and Gozo. The course was delivered by Ms Katya De Giovanni who is a full-time lecturer at the Vocational Teacher Training Unit at MCAST and who is also a certified Let Me Learn Trainer.

The emphasis of the course was on the teacher as a learner. Very often, experience has shown that teachers “forget” that they themselves are learners. By means of exploring their own learning patterns, teachers became more aware of their own teaching patterns. Teaching patterns contain hidden messages of what an ideal learner is supposed to do. Rather than a top-down approach, through Let Me Learn, learning becomes a process of continuous interplay that goes on in class where roles of teacher and learner are continuously interchangeable. All learners are encouraged to make use of their learning profile in a conscious way. For example, they might be encouraged to “stretch” certain patterns or to arrive at another pattern that is not so strong through a leading pattern. All learners are enabled to come to a point where they are fully responsible for their own learning.

It is envisaged that these teachers will pursue their growth in the Let Me Learn Process and most of them are in fact interested in becoming Let Me Learn Practitioners. This augurs well for a substantial growth in the Let Me Learn Maltese Family!

The programme was organised as follows:

DAY 1

- Introduction to the course
- Getting to know my learning patterns
- My learning story
- Team exercise to elicit different working patterns
- The Learning Combination Inventory: a tool
- Description of Patterns
- Interaction of Patterns

DAY 2

- Find someone who...
- Stop and Think! Team exercise
- The Interactive Learning Model
- Validation of LCI's
- Presenting Results to help you plan lessons

DAY 3

- What did you do this morning?: An Analysis of and Activity using all patterns.
- Lesson Planning and Topic Planning: Team exercise
- What is Metacognition?: An exercise on metacognition
- The Power Card
- Evaluation

Mill-librerija

Fil-librerija tal-Let Me Learn hemm diversi kotba dwar it-tagħlim li intom tistgħu tissellfuhom. Wiehed minn dawn il-kotba hu: *Project Spectrum: Early Learning Activities* (1998). L-edituri ta' dan il-ktieb huma Howard Gardner, David Henry Feldman, Mara Krechevsky, Jie-Qi Chen.

Dan il-ktieb origina minn proġett li sar mill-1984 sal-1988 biex jidentifika u jeżamina kapaċitajiet mentali distinti fi tfal żgħar, saħansitra dawk ta' erba' snin. Ir-riċerkaturi ta' 'Spectrum', iddisinjaw

attivitajiet fejn jistgħu jiġu eżaminati seba' oqsma differenti ta' għarfien: lingwa, matematika, mużika, arti, għarfien soċjali, xjenza u abbiltà fiżika. Dan jiġi evalwat waqt attivitajiet prattiċi bħal loġhob, l-użu ta' stejjer, u bini ta' oġġetti.

Il-proġett 'Spectrum' joffri metodu ta' assessjar alternattiv u ta' żvilupp tal-kurrikulu għat-tfal tal-*Kindergarten* u ta' l-ewwel snin tal-primarja. Ix-xogħol ta' dan il-proġett hu mibni fuq it-twemmin li kull tifel u tifla għandhom profil uniku u abiltajiet differenti jew varjetà ta' intelliġenzi. Dawn l-intelliġenzi m' humiex fissi, iżda jistgħu jikbru permezz ta' opportunitajiet edukattivi bħal f'ambjent mimli b'riżorsi u attivitajiet stimulanti. Dan il-metodu li joffri 'Spectrum', jenfasizza li l-kapaċitajiet tat-tfal għandhom jiġu identifikati u dawn għandhom iservu bħala l-pedament ta' programm individwalizzat fl-edukazzjoni.



Nota:

Għalkemm dan il-ktieb għandu perspettiva differenti dwar it-tagħlim minn dik tal-Let Me Learn, hu interessanti għaliex juri l-kapaċitajiet differenti tal-moħħ. Il-Let Me Learn jenfasizza aktar dwar kif nużaw l-għarfien personali ta' l-erba' '*learning patterns*' tagħna sabiex it-tagħlim ikun jista' jseħh b'mod intenzjonat.

Kotba oħra relatati ma' dan is-sugġett li tistgħu ssibu fil-librerija tagħna huma: *Intelligence. Multiple Perspectives*. H.Gardner, M. L. Kornhaber, W. K. Wake (1996) *Observing Teaching and Learning. Principles and Practice*. C. Tiltstone (ed). (1998) *Interactive Approaches to Teaching*. M.Collins and P. Lacey (1996) Biex tissellfu dawn il-kotba jew oħrajn iktbu: info@letmelearnmalta.com jew ċemplan 23402554

Objettivi

“Uff miss! Ha nerġghu naghmlu l-aġġettivi? Dawn diġa ghamilnihom kemm-il darba fil-primarja! “Din hija frazi li spiss kont nisma’ mill-istudenti. Veru li fis-sillabu taghna hemm hafna topiks li jiġu ripetuti kemm-il darba matul is-snin skolastiċi. X’ nistghu naghmlu sabiex l-istudenti taghna ma jitlejx il-motivazzjoni taghhom meta nkunu ghadna anqas biss bdejna l-lezzjoni, għax jahsbu li ser jagħmlu xi haġa li diġà għamlu fis-snin ta’ qabel? Jiena m’għandix riċetti (!), iżda nixtieq naqşam xi ftit hsbijiet magħkom. Forsi

mod ta’ kif nistghu nevitaw din is-sitwazzjoni hija li fil-bidu tal-lezzjoni nitkellmu ma’ l-istudenti dwar l-objettivi li nixtiequ nilhqu flimkien. Din hija lezzjoni ġdida? Jew lezzjoni ta’ konsolidazzjoni? Kemm huwa faċli li nifthu l-ktieb u nibdew il-lezzjoni mingħajr ma jkollna objettivi ċari f’modhna ta’ xi rridu nilhqu sa l-aħħar tal-lezzjoni? Jew inkella inpoġġu quddiemna objettivi li huma wisq vagi, u li diffiċli biex tassessja jekk dawn ġewx milhuqa mill-istudenti? Eżempju ta’ objettiv: li l-istudenti jitlejx ix-‘shapes’.

X’ qiegħed nifhem b’ jitlejx hallmu’? Kif ser inkun naf jekk it-‘tagħlim’ sarx jew le? M’huwix aktar faċli biex nara jekk ilhaqtx objettivi bħal: li l-istudenti jkunu kapaċi jiddistingwu bejn ‘shapes’ differenti, jew li jkunu kapaċi jiddeskrivu il-karatteristiċi ta’ ‘shapes’ differenti? Allura tajjeb li noqogħdu attenti għall-lingwaġġ taghna billi nużaw verbi speċifiċi ta’ x’qed nistennew, u b’hekk ikun aktar faċli għalina l-għalliema biex nassessjaw jekk dawn l-objettivi ntlehqux jew le.

Instructional Verbs				
Level	Sequential	Precise	Technical	Confluent
Knowledge (to know about)	list; identify; locate; match; outline; recognise; follow directions; organise; sequence; classify; plan; order; arrange; reproduce.	define; label; describe; name; tell; state; recognise.		
Comprehension (to understand)	convert; apprehend; comprehend; summarise; model; demonstrate.	explain; interpret; describe; expand; measure; prove; paraphrase; rewrite; look for; summarise; apprehend; comprehend; defend.	illustrate; apprehend; comprehend.	interpret; imagine; apprehend; comprehend
Application (to use knowledge and understanding)	choose appropriate procedures; prepare.	produce (written); modify.	apply; use; solve; erect; operate; produce; construct; assemble; build; perform; demonstrate.	invent; dramatise.
Analysis (to break down)	organise; break down; separate; subdivide; categorise; diagram.	analyse; dissect; conclude; differentiate; debate; diagram.	diagram.	generalise; relate.
Synthesis (to combine; to create)	plan; organise; rearrange.	compile; modify.	produce; formulate; reconstruct.	create; combine; design; compose; devise; improvise.
Evaluation (to judge)	decide.	judge; evaluate; develop criteria; appraise; criticise; support; observe; examine; compare; contrast; conclude.		

Tahriġ għall-ġenituri

Is-surmast ta' l-iskola primarja 'Francis Ebejer', fiz-Żurriq, stieden lit-tim tal-Let Me Learn sabiex jagħmel numru ta' laqgħat ta' tahriġ għall-ġenituri. Madwar 24 ġenitur attendew għall-dawn l-għaxar sigħat ta' tahriġ li sar matul ix-xahar ta' Ġunju.

L-ghan ewlieni ta' dawn il-laqgħat kien li l-ġenituri jitgħallmu dwarhom infushom u dwar uliedhom bħala 'iearners'. Sar ukoll tahriġ sabiex il-ġenituri jkunu kapaċi jagħrfu x'tip ta' appoġġ għandhom bżonn it-tfal tagħhom fix-xogħol relatat ma' l-iskola. Permezz ta' l-inventarju li sar kemm mal-ġenituri, kif ukoll ma' wliedhom, huma tgħallmu kif jistgħu jifmhu aktar lil xulxin u jaqsmu aħjar flimkien.

Għan iehor ta' importanza kien li tinbena komunità ta' appoġġ bejn il-ġenituri, fejn huma jkunu jistgħu jiltaqgħu sabiex jgħinu lil xulxin filwaqt li jaqsmu bejniethom l-esperjenzi u l-ideat tagħhom.

Dawn il-laqgħat saru bħala studju pilota għall-ġenituri tat-tfal fir-raba' sena. Fejn is-soltu jsiru biss laqgħat ta' informazzjoni, din kienet l-ewwel darba li l-ġenituri ingħataw għaxar sigħat ta' tahriġ. L-għalliema ta' dawn it-tfal huma wkoll imħarrġa fil-LML, u allura t-tfal mistennija jkollhom appoġġ shih kemm mill-iskola, kif ukoll mid-dar.

Il-ġenituri wrew interess kbir f'dawn il-laqgħat, u hafna kummentaw li jixtiequ li jkollhom aktar minn dan it-tip ta' tahriġ li

jiggrwidahom sabiex ikunu jistgħu jgħinu lill-uliedhom. Huma qalu li t-tahriġ għenhom sabiex jifmhu li uliedhom huma lkoll differenti u b'hekk jistgħu jappoġġjawhom aħjar jiżviluppaw il-potenzjal tagħhom.

Dawn huma xi ftit mill-kummenti li tawna l-ġenituri:

"...Bl-'*iscores*' ta' Sekwenza, Preċiżjoni, Teknika, u Konfluwenza qed ikoll stampja ċara ta' kif l-aktar iħossuhom komdi t-tfal biex jistudjaw u jaqsmu...Fl-aħħar mill-aħħar, qed nipprova naddatta il-mod ta' kif ngħin lit-tlett itfal li għandi b'mod differenti minn xulxin peress li l-*iscores* tagħhom huma lkoll differenti. Grazzi"

Elizabeth Zerafa

"...tgħallimt li t-tfal mhumix kollha xorta għax kulhadd għandu l-mod tiegħu kif jitgħallmu u jesprimi ruħu...

Jiena omm ta' 'triplets' u wiehed minnhom huwa totalment differenti mill-oħrajn. B'hekk issa nispera li nkun kapaċi aktar biex ngħinu fil-mod tat-tagħlim tiegħu."

Marlene Schembri

"Indunajt li mhux jien biss forsi ma nistax nifhem lill-uliedi sew...Qed nipprova nifhem lili nnifsi aħjar... Indunajt kemm lż-żewġ itfal li għandi huma ferm differenti minn xulxin.

Għalhekk irrid nibda naqdem

magħhom b'modi differenti."

Rita Cassar

"Għaliya kienet sigħat originali ta' kif insiru nafu l-attitudni u l-mod ta' kif it-tfal tagħna jaraw l-affarijiet... Hemm bżonn hafna osservazzjoni u, aktar importanti, paċenzja,

għaliex il-frott tiegħu jibda jidher wara tul ta' żmien."

Rita Pisani

"Permezz ta' dawn il-lezzjonijiet tgħallimt aħjar kif nimxi ma' wliedi...għaraft nirrispetta il-'patterns' ta' kulhadd."

Frances Debono



"...mill-laqgħat fhimt li t-tifel jista' jkun tajjeb mhux biss fil-kitba iżda wkoll fit-teknika. Jiena nahseb li qatt m' tajtu dak iċ-ċans li juri x'jaf jagħmel hu. Dejjem kont nixtiequ li jagħmel bhal ma ngħidlu jien u jahseb dak li nahseb jien."

Carmen Zahra

"Il- Let Me Learn sibtu interessanti hafna għaliex l-ewwelnett sirt nifhem aktar lili nnifsi u l-mod kif jien inhobb nitgħallmu. Barra min hekk, permezz ta' l-inventarju, sirt nifhem aktar il-mod kif binti tippreferi titgħallmu u kif jien għandi nagħmel biex ngħinha tohroġ il-potenzjal tagħha. Jien dan il-kors nirrakkomandah lill-ġenituri kollha li għandhom għall-qalbhom l-edukazzjoni ta' wliedhom"

Carmen Mangion

Teachers and Kids as Reflective Practitioners of their learning.

Let Me Learn (LML) is an advanced learning system that provides a process and a vocabulary to enable learners to gain awareness of and to make explicit their unique bases for learning.

After taking the inventory, the teachers develop an understanding of themselves as learners. They also begin to see the connections between their own learning patterns and their experience in the classroom. They also begin to see that their reactions towards children differ depending on their patterns. They become more sensitive and responsive to the learning and personal needs of others.

Children have a similar experience. They become aware of their own patterned operations as well as those of their colleagues. They use the information to organise groups for cooperative learning - groups are more effective when all of the pattern strengths are represented. The information also affects the quality of their interpersonal relationships.

As learners become aware, it is possible for them, to select and use strategies with intention to change the way they approach learning tasks. The first step is to learn how to analyse learning tasks. While some tasks require sequence, other tasks require confluence. The successful learner is the one who uses task-appropriate strategies. The learner must analyse the task to see what the requirements are: what does this particular task require of me if I am to perform it well?

The specific goal of the LML process is to enable the learner to learn with intention.

Intentional teaching and learning become the goal for the final development stage in learning in the LML process. But neither teachers nor children simply leap into this new level of learning accomplishment. Understanding of and practice with the process of meta-processing and meta-awareness are what propel student and teacher learners into intentionality.

Meta-processing is the internal self-talk of learning that occurs whenever a learner is confronted with a learning task. It is a conversation among the mental processes of cognition, conation and affectation. Using meta-processing strategies, learners are able to articulate what before they experienced but could not express. The meta-processing strategies enable learners - children or adults - to gather information about their learning experience

and to share information with others to gather valuable feedback. The learner goes through different phases:

- mulling
- connecting
- rehearsing
- expressing
- revisiting

The culmination is learning. Going through these phases, the learner becomes able to grow, change, and develop and to do so responsibly and with intention.

While these meta-processing strategies all support individual learning, they also change the nature of learning in several ways. First, they redefine learning as a collaborative effort rather than an individualistic and competitive process. Learners assume personal responsibility for their own work and also learn to rely on others to support their learning. They learn

to value critical feedback because they see its positive effects on their own work. The quality of conversation about work is not about brilliance or incompetence, but on ways to enhance performance. The emphasis is on effort and progress rather than ability. In each LML activity, learners are engaging in reflective practice, gathering information about their performance, assessing their performance relative to their intentions and their goals, and revisiting strategies to improve their practice in the next situation.

By raising these thought processes to conscious awareness, learners are able to translate this internal talk into external, explicit communication with other learners and teachers using LML vocabulary. Communication of the internal to the

outside world makes it possible for learners to provide teachers and other learners with the information enabling them to engage in effective teaching, coaching, mentoring, and support.

When learners are able to use meta-processing with intention, they arrive at the highest state of self-awareness, meta-awareness. When students achieve this level, they can use their

learning power with intention and deliberateness.

Through LML, teachers and students begin to reconceptualise learning itself. Teachers also develop a new understanding of their students. They begin to respond to the students' different needs in different ways and diversify their teaching strategies. Teachers become more open to learner requests; children begin to initiate suggestions. It means that teacher and child learners liberate themselves from



some of the traditions of schooling that actually inhibit rather than support learning.

Students who experience LML also develop a very conscious understanding of their own learning behaviour. They begin to interact differently with teachers, peers, and with the learning situation. They become empowered and personally accountable learners. More importantly, now they have the information that empowers them. They know how to help themselves learn. They are no longer dependant on the teacher. They are no longer powerless in a system that they can't understand. With this new paradigm, they change their behaviour. While they may still not like tests, they know what they need to do to be successful on them.

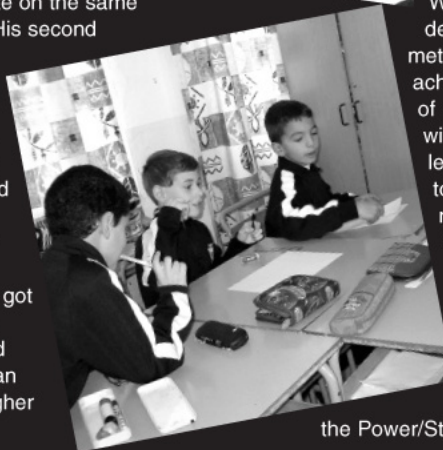
As a result of their involvement in LML, teachers and students change individually, but the level of change extends beyond that to change the very nature of the relationship between teachers and students in the learning process, where teachers and students work as partners in learning.

The above article is a summary of chapter 7 from the recently published book Reflective Practice by Dr. Karen Osterman & Dr. Robert Kottkamp.



Joe has just completed a writing test - he failed (3/10) Like many other children, Joe doesn't do well in standardised tests. Joe doesn't feel good about himself, and his teacher doesn't feel highly competent. The school principal decided to experiment with an innovative professional development effort, the Let Me Learn Process®. After only twelve weeks, Joe and his classmates wrote on the same prompt a second time. His second essay was noticeably different (5/10). His number of words more than doubled, he made fewer spelling mistakes and his sentences varied more in form and in length. Joe was not the only one to show progress. Students who got the lowest marks on the first writing task, showed greater improvement than students who scored higher marks.

After taking a look at Joe's scores S - 23, P - 27, T - 34, C - 24, his performance in the writing task grows increasingly understandable. While he has a Use First level of Precision, his extremely high Use First Technical completely overpowers his Precision if he remains in an unreflective state. Joe now knows that his learning pattern is incongruent with the



writing task he has been assigned. So what does he do? He has learned to analyse tasks. Now he needs help to expand his repertoire of strategies so that he can be more effective on tasks that are difficult, given his specific patterns.

When Joe has developed his skills in meta-processing and has achieved a minimal level of meta-awareness, he will understand his own learning needs, be able to analyse task requirements, and develop an appropriate strategy, in essence, counselling himself to change his own learning practice. One powerful tool is the Power/Strategy Card

Joe is taking on responsibility and accountability for his own learning and has a clear intention to learn well. He has an active rather than a passive role. He is now an empowered and accountable learner.

Objectives and Outcomes for Phase 2

1 Successfully completed Phase 1

Outcomes:

Participants should be:

- Conversant in LML terminology, namely the Interactive Learning Model, the four learning patterns and metacognition.
- Able to prepare the class for taking the Learning Combination Inventory (LCI); administer the LCI; validate the scores; interpret the resulting learning combination.

2 Acquire the skill of creating appropriate learning materials, which support different learning combinations

Outcomes:

Participants should be:

- Able to use the template to input the scores and to construct a class profile.
- Able to generate graphs in order to get a visual representation of the variabilities:
 - (a) within the class learning profile
 - (b) of the individuals' learning combination.
- Able to interpret the data and write a report including:
 - (a) the analysis of the class profile
 - (b) the comparison and contrast of the teacher's scores to those of the class
 - (c) the awareness of which patterns need to be tethered and/or stretched in specific situations
- Able to plan learning strategies and activities that support variable learning profiles. This includes analysing learning objectives and given tasks in terms of

learning patterns. The teacher needs to explore the possibility whether the planned learning objective may be attained by different means denoting different learning patterns or in one given way that denotes the use of one specific pattern.

3 Acquired the knowledge and skill to enable students' awareness of their different learning combinations, thus empowering them to take control of their own learning

Outcomes:

Participants should be:

- Able to create a system of ongoing awareness for pupils in whom the latter would be able to continually refer to. This would entail a process through which the pupils themselves become conversant in the four learning patterns. E.g. The display and regular reference to the Word Wall and the regular use of the metacognitive friends.
- Regularly dedicate time from the lesson in order to focus on and refer to learning patterns before tackling a learning situation.
- Be able to facilitate the process of creating task specific strategy cards. When students face a challenging task they would be able to create a strategy which should portray the following three steps:
 - (a) Decode the task in terms of which learning patterns are being demanded.
 - (b) Identify the patterns that need to be stretched or tethered.
 - (c) Create personalized strategies to meet the demands of the task.

- The students should be aware of their own and their peers' learning patterns and be able to work in a group, using all patterns at play so as to interact and function effectively as a team. Working regularly in teams should help them create a learning community in which they can help and learn from each other.

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