

# MAKING THE MOVE TO... *Learner Led* Instruction



## CORE COMPONENT

**Learner Led:** Enable learners to take ownership of their learning so that it can dynamically adjust to their skills, curiosity and goals

There are many ways to get started with personalized learning. Below are just a few strategies from the LEAP Learning Framework for cultivating a *Learner Led* environment. Use these and the accompanying *Teacher Moves* to start thinking about tangible ways to be *Learner Led* in your classroom.



## How Might We Support Learners in... Collaborating with others to achieve goals?

### CULTIVATE AN ENVIRONMENT FOR LEARNERS TO MOVE PURPOSEFULLY AND FREELY WITHIN THE CLASSROOM TO ENHANCE COLLABORATION AND PEER SUPPORT

**TEACHER MOVE:** Allow students to choose where and with whom they will work. Coach students to identify work areas and partners that support their work and progress.

**HOW DOES IT WORK?** Teach students how to use new work areas. Guide the class through developing expectations for the safe use of new seating, standing or movement-based options. Help students develop collaborative relationships. Guide students to develop expectations for peer work time. Model and role play productive peer collaboration. Provide an anchor chart with sentence stems to help facilitate conversation. Remember, some students will need more teacher support than others.

### PROVIDE GUIDELINES FOR TEAMWORK THAT HELP PROMOTE POSITIVE TEAM FUNCTIONING AND THE DEVELOPMENT OF TEAM SKILLS

**TEACHER MOVE:** Work with students to establish agreed-upon group norms.

**HOW DOES IT WORK?** Engage the whole class in a discussion on what working cooperatively looks, sounds and feels like. Use literature circle roles or book club structures to help guide and facilitate student collaboration.

### SET EXPECTATIONS AND SUPPORT FOR THE DEVELOPMENT OF "TEAM SKILLS" (e.g. negotiation, conflict resolution, and assertion)

**TEACHER MOVE:** Role play problem-solving conversations and provide an anchor chart with sentence stems to support conflict resolution among peers.

**HOW DOES IT WORK?** Provide a common scenario, such as students who disagree about how to solve a math problem. Ask two students to role play the disagreement. Guide the class through developing appropriate language that students should use to discuss their different strategies. Post the language on a chart for continued student reference. Add new language to the chart over time.

**TEACHER MOVE:** Engage students in reflection and self-assessment of their individual participation and the group's performance.

**HOW DOES IT WORK?** Guide the class through a discussion to create a rubric that describes expectations of the group and individual participants. Include questions that provide students the opportunity to reflect on their contribution to the group, what they did well, and areas for improvement.

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