

The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

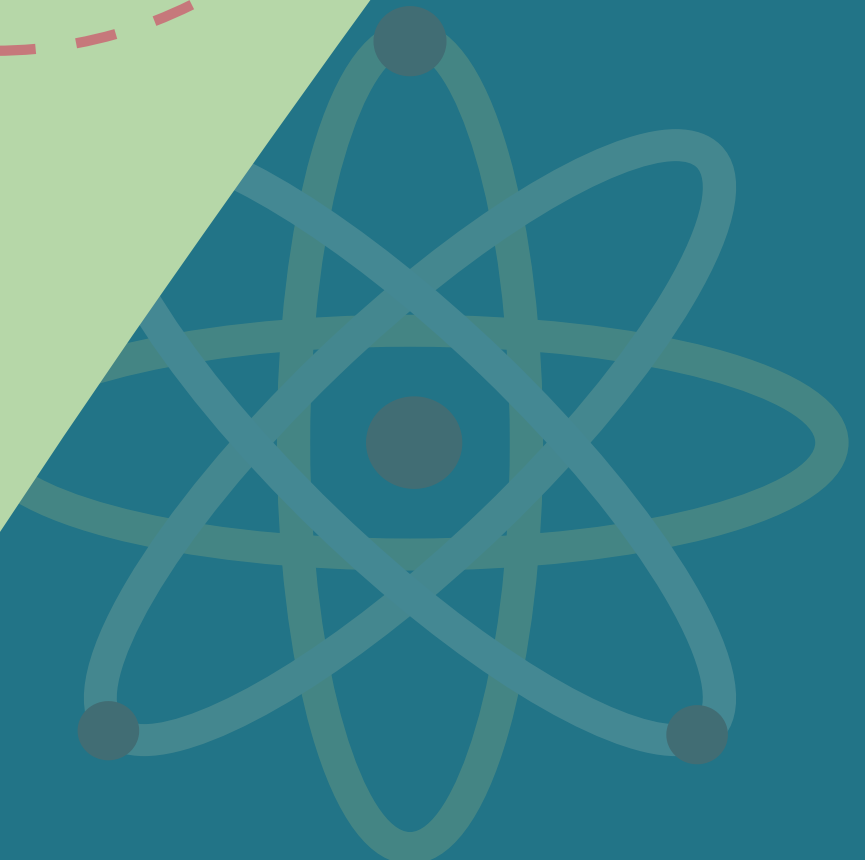
1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop self-regulated learners.



2 THE SOCIAL NATURE OF LEARNING

We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as students mature.



3 EMOTIONS ARE THE GATEKEEPER TO LEARNING

Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.



4 RECOGNISING INDIVIDUAL DIFFERENCES

Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.



5 CHALLENGING ALL STUDENTS

Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.

6 MEANINGFUL FEEDBACK FOR LEARNING

The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.



7 BUILDING HORIZONTAL CONNECTIONS

Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.

Based on the contents of: OECD. (2012). *The nature of learning: Using research to inspire practice. Practitioner Guide* OECD Publications.