



WORKING TOGETHER, SHARING EXPERIENCES AND BEING PRODUCTIVE DURING A MULTIPLE SCHOOL WORKSHOP TO PRODUCE ASSETS TO ENHANCE THEIR SCHOOLS

HoL METHODOLOGY

THE POWER OF SOCIAL AND EMOTIONAL LEARNING

Hands on Learning features small teams fostering the development of strong, caring and nurturing relationships which create and sustain a safe environment at school for students to develop their social and emotional skills.

SHAPE OF THE DAY

A carefully structured day with expectations, boundaries and consistent parameters enables students to achieve in a safe environment. Everyone prepares and eats together, and students remain with their HoL group for the whole day (secondary) or part day (primary) including recess and lunch.

REAL PROJECTS

Doing real things and working on meaningful tasks is central to Hands on Learning. Students complete both small and large projects – building respected school infrastructure and undertaking valued community projects. Students learn the value of teamwork, commitment and leadership.

REFLECTIVE PRACTICE – FOCUS PLANS

Focus Plans are the heart of the HoL methodology and are used to target specific areas of behaviour, build capacity and confidence. Artisan-teachers use this structured reflective practice to support student progress, enabling students to build overall success at school.

Students learn to manage their emotions and social interactions, empowering them with a lifelong toolkit of strategies to make friends, cooperate, work in a team, understand and show empathy for others, establish and maintain supportive relationships, make responsible decisions, and build resilience.

“The students involved in HoL are a lot more connected and look forward to coming to school when previously, for a variety of reasons, they did not. It is not directed at just one group of kids – any kid with any issue can get benefit. We have kids with different needs from the shy and reserved, to kids not good at sharing, to those that lack the ability to self-regulate. Also the speed of the outcomes for students surprised me. Within three weeks we were seeing positive results back in the classroom.”

Marty Gray, Assistant Principal, Swan Hill North Primary School, Victoria