



Proudly presenting,

TAILORED LEARNING:



LEARNING MODEL
AMIT NETWORK 2023





Theory of Change

Addressing the core needs of learners will foster self-value and motivation, creating learners who-

- know how to learn
- **want to learn**
- **love learning**

The theory of change is based on the self-determination theory of Deci and Ryan, incorporating the contributions of Prof. Avi Assor.



A STUDENT THAT -

Wants to Learn

Understanding the importance of lifelong learning, putting value on the significance of learning for a meaningful life, and willingness to invest in learning and progress.

Loves to Learn

Treating learning as a process of discovery and excitement, stemming from curiosity and interest in what is happening.

Knows how to Learn

Learning is a central component in a changing world where acquiring new tools and skills is constantly required.

HUMAN CORE NEEDS

Core needs are the conditions for the student's growth.

They manifest within the learning educational community (relationships with teachers, classmates, and learning characteristics) and beyond it (family, friends outside the learning community).

The Core needs

Connection

Belonging

Safety

Sense of Capability

Freedom

Internal Compass

How they manifest

Deep connections with students and teachers that allow for natural behavior

Brings value to the group, contributes, supports, and can seek help when needed

Physical, social, and psychological (trust that all have their best interest at heart)

Belief in the ability to succeed in tasks; challenging tasks stretch belief

Making choices from among options, while being aware of limiting conditions and the responsibility derived from them

Choices and long-term goals are influenced by abilities, values, interests, beliefs, and aspirations

Competence

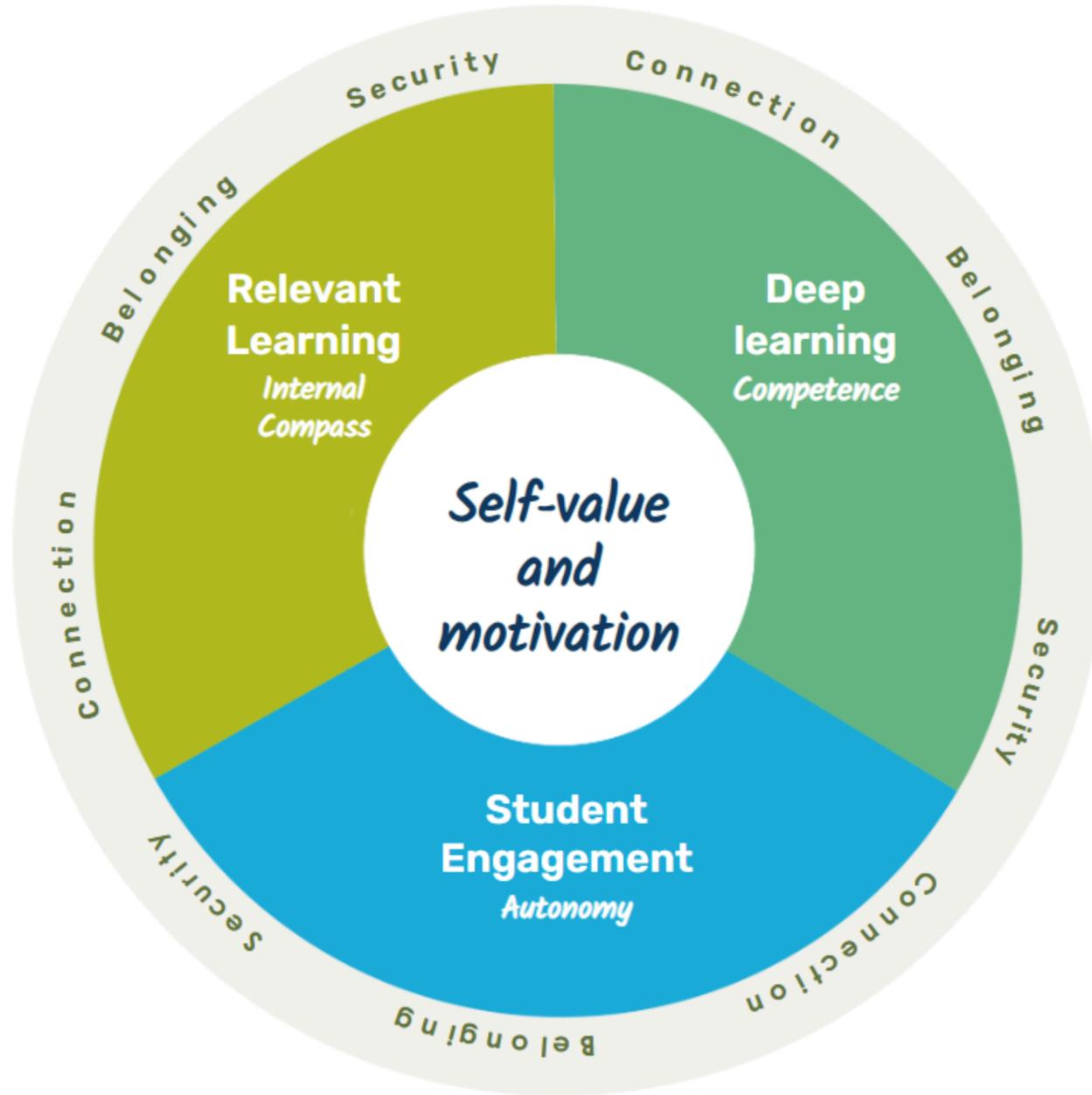
Belief in the ability to succeed in tasks; challenging tasks stretch and strengthen that belief.

Internal Compass

Long-term choices and goals influenced by abilities, values, interests, beliefs, and aspirations.

Autonomy

Choosing from options while being aware of limiting conditions and the responsibility derived from it.



Deep Learning

 Designed to ensure the development of knowledge and optimal learning abilities that will serve learners throughout their lives.

Relevant Learning

 Intended to create a situation where the studied content is connected to real- life situations (personal, social, ethical, public).

Student Engagement

 Intended to develop an active personal role in learning, establish learners' judgment criteria, and take responsibility for the learning process.

Learning Climate The space that allows personal and professional development.



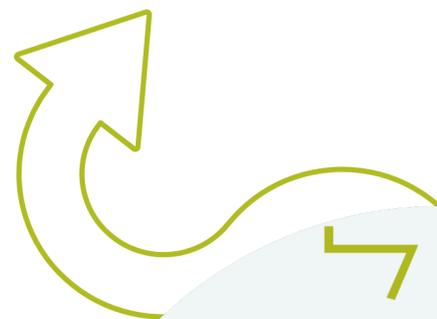
HOLISTIC LEARNING

- Values
- Processes of Personalized and Professional Growth
- Evaluation
- Skills
- Ecosystem
- Student Partnership

LEARNING PATHWAYS



**LEARNING
TOGETHER**



**INDEPENDENT
LEARNING**



**LEARNING THROUGH
EXPLORATION**





**LEARNING
TOGETHER**

The Human Core Need

A desire for connection, belonging, and confidence in the ability to achieve the required accomplishments.

Main method

Guided learning and instruction by the teacher, within the student group, with an emphasis on active learning and student collaboration.

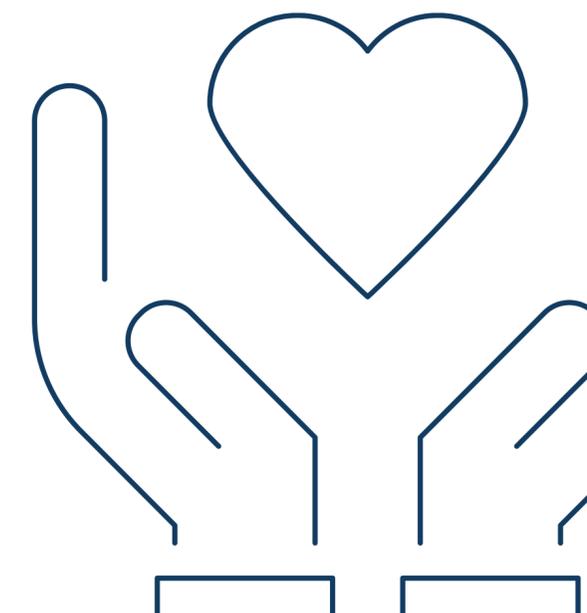
Target Audience

Students seeking interaction with the teacher, classroom discussion, and group work.

Learning is based on three circles of interaction: whole-group meetings, small group sessions, and individual (1x1 sessions).

Key Skills

Teamwork, social awareness, communication





**INDEPENDENT
LEARNING**

The Human Core Need

A desire for autonomy in the ability to achieve the required accomplishments.

Main method

Digital self-directed learning based on a predefined curriculum and designated lessons, occurring in both personal and classroom spaces.

Target Audience

Students who prefer autonomy and practicality in learning. They prefer to progress at their own pace and in a personalized manner. They are focused on success and academic requirements.

Student self-directed learning, including responsibility for time management and goal attainment.

Key Skills

Self-management, decision-making, digital literacy





LEARNING THROUGH EXPLORATION

The Human Core Need

Internal compass—Curiosity and eagerness for new discoveries.

Main method

Responsibility for the research process, involving the selection of content, the process, and the outcomes.

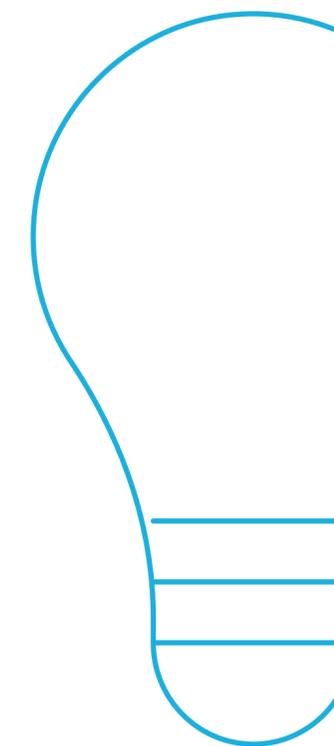
Target Audience

Curious students who demonstrate a desire and initiative in learning. Students with self-management and adaptability skills. Students willing to take responsibility for their learning and its requirements.

Learning of foundational knowledge, self-directed or collaborative inquiry aimed at creating new knowledge or a product, within broad boundaries and in a facilitative learning process.

Key Skills

Teamwork. Creative thinking. Critical thinking.



The Principles of learning



<p>Deep Learning</p> <p><i>Designed to ensure the development of knowledge and optimal learning abilities that will serve learners throughout their lives.</i></p> 	<p>Relevant Learning</p> <p><i>Intended to create a situation where the studied content is connected to real-life situations (personal, social, ethical, public).</i></p> 	<p>Student Engagement</p> <p><i>Intended to develop an active personal role in learning, establish learners' judgment criteria, and take responsibility for the learning process.</i></p> 
<p>Competence</p>	<p>Internal Compass</p>	<p>Autonomy</p>
<p>Learning includes thinking processes and acquiring skills (cognitive, emotional, and social), reflecting students' abilities to understand the material and create new knowledge.</p> <hr/> <p>Learning includes strengthening students' confidence in their ability to cope with the material, encouraging experimentation, handling both failure and success. It stretches their abilities and readiness to face new challenges.</p> <hr/> <p>The knowledge that learners will accumulate during the learning process, provides them with breadth of understanding and serves as a foundation for the comprehension and development of new knowledge.</p>	<p>Connection to the Big Idea- a paradigm that creates meaning, interest, and relevance to what is being learned.</p> <hr/> <p>Creating a connection between the learners and the content being studied.</p> <hr/> <p>Values - a conscious perspective and motivation for action woven into the learning process.</p> <hr/> <p>Life skills - (social-emotional, behavioral, and cognitive) that promote students' abilities to act effectively in the world.</p> <hr/> <p>Ecosystem - Connection between the real world and learning within the school.</p>	<p>Learners' choice In terms of: content/method/learning partners/learning outcomes.</p> <hr/> <p>Diverse learning experience that invite and express diverse: skills, points of view, perspective, senses, intelligences, imagination.</p> <hr/> <p>Learners' active involvement Expressed in:</p> <ul style="list-style-type: none"> - learners' engagement - personal expression - The percentage of active time <hr/> <p>Learner-oriented Learning:</p> <ul style="list-style-type: none"> - taking responsibility for the learning process - planning, monitoring, execution of tasks - Learning partners - Self-feedback <hr/> <p>Students share responsibility over their group's learning (content, learning process, acquisition, evaluation, and milestones).</p>

Learning Climate



Designed to foster personal and professional development, a space that provides a safe atmosphere, a sense of belonging, and connection, belonging, and security.

The teacher as an empathetic facilitator for the student and the group in personal and learning processes.

Safe framework and space
Creating group norms, a group contract, communication, and learning routines.

Group dynamics
Roles in the group, individual and group voice, dealing with conflicts.

Positive group interaction
Using various methods that promote mutual feedback and dynamic dialogue.

Growth-oriented assessment provided by peers (teacher, colleagues, and reflection) regarding the learning process, learning outcomes, and individual and group work.

THE LEARNING UNIT

UNIT STRUCTURE

Invitation to Learn

Learning invitation | expectation alignment | connecting to prior knowledge

Acquisition and processing of knowledge

Acquiring new knowledge and skills | Active learning/practice | Group discourse

Exit Ticket

Finalization and summary | assessment | personal reflection

THE LEARNING UNIT INCLUDES:



THE LEARNING MODEL

THE MODEL'S STAGES

Guidance
through the
process by a
personal and
professional
facilitator

Diagnostic assessment and
goal setting

Learning processes adapted to
diagnostic assessment and goals

Personalized assessment

TAILORED
LEARNING:

The Learning Vision OF AMIT NETWORK



Learning in AMIT network creates a space for development of identity, abilities, and resilience. It nurtures knowledgeable graduates with values, skills, motivation, and self-worth, who are eager to learn, love learning, and know how to learn, and to act in a changing and complex reality.

