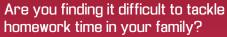# What are the benefits of the let me learn process®?

- Explains how children learn by describing the four learning patterns.
- Provides you with the Learning Connections Inventory (LCI), a scientifically-researched measure of the four learning patterns in use.
- Identifies how children absorb information, use tools for learning and develop as confident and successful lifelong learners.
- Utilises the LCI results to help you and your children communicate effectively about school, homework and other learning experiences.
- Assists you in helping your children succeed.
- Helps your children develop effective learning strategies.
- Enables your children to learn how to work with others and appreciate diversity.

Guide for Parents and Guardians

LML
...so others may learn

Are you finding it difficult to tackle homework time in your family?

Would you like to be in a better position to understand how your children learn?

Would you like your children to understand your expectations?

Would you like to develop skills that can help you support your children's learning more effectively?

As a parent or guardian, you know your children better than anyone else! You are your children's first teacher and you know how much education is important for them!

LML
...so others may learn

Website: www.letmelearnmalta.org
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lil

What is the let me learn process®?

The Let Me Learn Process® is based on the concept that each individual learner is unique. A major task for any parent or guardian is to understand how to motivate their children to learn. By using the Let Me Learn Process®, parents and guardians can reflect on the type of support they are giving their children. This can be personalised to enhance the children's understanding of what is being learned.

The first step in meeting the needs of your children is to understand how they obtain and process knowledge. The Let Me Learn Process® helps you to do just that. This process starts with the understanding that all learning is an interactive process of thinking, doing and feeling which reveals itself in four learning patterns which are constantly interacting and influencing one another. The learning patterns are Sequence, Precision, Technical Reasoning and Confluence.

From an early stage, the Let Me Learn Process® offers essential tools which measure the varying degrees in which individual children use the four learning patterns. The resulting combination of these learning patterns determines how children learn both at school and in the wider community and how they relate to different family members and any other adult responsible for their growth and education.

The next step is to help your children understand how they can make their learning combinations work successfully. Working closely with your children's teacher is crucial here. The Let Me Learn Process® provides you, your children and your children's teacher with strategies to succeed. These pratical tips, used whenever and wherever needed, will ensure the interactive and intentional use of the four learning patterns. The Let Me Learn Process® helps your children become self-directed learners, who solve learning difficulties and take increasing responsibility for their own learning. As parents and guardians, you will be empowered to truly partner with your children's teacher as your children celebrate the joy of learning!

The four learning Patterns

SEQUENCE

The learner seeks order and consistency.

S/he often needs to:

- go over instructions more than once
- view a sample of work
- take time to plan
- stick to schedules
- reorganise for neatness

But sometimes s/he:

- spends too much time focusing on instructions leaving too little time for the task
- has trouble getting started without a plan
- has difficulty deviating from the plan
- may have difficulty completing timed task

PRECISION

The learner seeks to keep up-to-date with the latest world-wide events.

S/he often needs to:

- ask detailed questions
- verify information
- write and explain in great detail
- check work for accuracy and additional details
- receive feedback and praise for excellence in work

But sometimes s/he:

- spends too much time searching for and checking information
- never feels as though there is enough information to complete the task comfortably
- agonises over every question and response
- gets lost in details and misses the main points

TECHNICAL REASONING

The learner seeks relevance, problem-solving, hands-on activities and autonomy.

S/he often needs to:

- find relevance or connections to real life applications in assigned tasks
- construct models to show skills or knowledge
- communicate knowledge on a one-to-one basis instead of in writing
- solve problems and seek practical solutions
- work independently

But sometimes s/he:

- has difficulty focusing and retaining information if relevance is not found
- requires timed breaks and instances of physical activity to be able to sit calmly and finish off assigned tasks
- finds lengthy written assignments difficult
- finds group work difficult

CONFLUENCE

The learner seeks innovation and relies on intuition.

S/he often needs to:

- see the 'big picture' rather than parts of a plan
- begin tasks and ask for instructions later
- explore new, original, creative ideas before starting
- be free to take a unique approach
- speak or act in front of an audience to show knowledge

But sometimes s/he:

- gets bored with repetition or frustrated by rigid requirements
- is easily distracted and begins another task without completing the initial assignment
- may be on the wrong track from the start
- has too many ideas and finds it difficult to choose the best or most practical idea to work upon