



Downe House  
Riyadh

# Learning Centre Guide

INFORMATION PACK FOR SUPPORTING INDEPENDENT LEARNING: SIXTH FORM  
SUPERVISED STUDY (WITH KS4 SUPPORT GUIDANCE).



# What is a Learning Centre (LC)?

Learning can happen anywhere and at any time, and at Downe House Riyadh the term Learning Centre reflects this belief. While learning is not confined to a single space, our Learning Centres (LCs) serve as key hubs that support students in developing independent learning skills. Importantly, they act as a bridge between the structured environment of school and the independent, self-managed learning expected at university, equipping students with vital study habits that are often overlooked, but essential for long-term success.

Across the campus, a Learning Centre may be a classroom, but we also have dedicated spaces designed specifically for this purpose. These include the Library and the Arabic Hubb, both are equipped with a range of learning zones, resources, and flexible seating to support a variety of study approaches and learning to learn skills.

Sixth Form students, and at times KS4 students, have self-study periods within their timetable. During these sessions, they may be required to complete a range of tasks within the Learning Centre, including (but not limited to):

- Collaborating with a group on a project,
- Individually completing a writing assignment,
- Conducting research for a project,
- Receiving coaching from a LC Coach
- Watching a video clip and responding to questions.

Within the Learning Centre, DHR students are provided with an environment to self-direct their learning and complete assigned coursework, while staff support them through a coaching approach, modelling good practice and developing independent study skills.

# The Role of a Learning Centre Coach in the Learning Centre?

Although LCs may be slightly different in size and layout depending on the campus, they should essentially function in the same way.

To allow for this range of learning experiences to happen, LC Coaches must recognise and maximise the possibilities for learning that are available within the LC and plan the students learning, assignments and study periods to make full use of these facilities and opportunities. Further, LC are available to all staff during their non-contact periods and use of the LC's are encouraged in order to model appropriate work habits and behaviours and to utilise the Learning Centre in the same manner as the students. It is the LC Coaches' responsibility to create an atmosphere that promotes learning and allows all students to study in a manner that best suits their learning styles and needs during that period of time, learning activity or project.

**Note: The term LC Coach refers to any staff working in the Learning Centre and may include teachers, learning support assistants, teacher aides, mentors, learning coaches etc.**

# Being a Learning Coach in a Learning Centre

*“Teachers open the door, but you must enter by yourself”*

- Chinese Proverb

When in the Learning Centre, all staff take on the role of a Learning Coach.

During designated self-study periods, a specific member of staff will be assigned to lead; however, every staff member shares responsibility for supporting students as Learning Coaches

Coaching is a relationship in which the coach's experience assists the student with their learning and is not reliant on an individual's subject expertise. All LC Coaches are facilitators of learning for all subjects.

Learning Coaches can help especially with the reflection and conclusions required in an assignment or project.

- Individuals prefer to learn in different ways and the coach should be aware of such differences.
- The role of the Coach in the student's learning is to support and enable the learner.
- Building a comfortable relationship is important.
- Learning Coaches make learning visible and facilitate purposeful learning conversations with students, regardless of the task or context.
- Learning Coaches are expert collaborators; they do not need to be subject specialists in the content being studied, but instead focus on guiding thinking, questioning, and the learning process.



# Guidelines - Students as growing Independent Learners

- Students should be setting daily learning goals and in particular take responsibility for setting goals in each Learning Centre period. These may be shared with their teacher or Learning Coach as appropriate but in a manner that doesn't disturb their workflow or focus.
- Staff may monitor student's work using any tools available to keep students safe. If there are any concerns about what they are doing, sites they are accessing or simply if they are creating distractions for the students, the staff member should speak with the student, and where necessary, log on cPOMS and inform the relevant form tutor and HoSF.
- Students are expected to remain in the Learning Centre during the study period to ensure that they are supervised. At times, students may need to use other learning spaces on campus and may do so if the HoSF permits this and adequate supervision is available.
- Students should understand that the Learning Coach assigned during their self-study period is the responsible adult and so they should work respectfully with them following the school's Code of Conduct
- Students should follow the direction of the Learning Coach if she asks students to separate or move to a different learning zone at any time because of their concerns around behaviours or work ethic and to ensure that students are being productive.
- Students should expect that a Learning Coach will check in with each student during their time in the Learning Centre. Students should be prepared to show their progress at the end of the period.
- Students should select their learning zone based on the task they are completing. Over the course of a typical session, they may move between zones to best support their learning. All zones are shared spaces and do not belong to any one group. The priority in Collaborative zones is for those working on group tasks and projects.
- Students may wear headphones; however, the volume must be kept at a level that does not disturb others. There may be times when students are asked to remove them, and they are expected to comply promptly.
- Students should ensure that all computer use during LC time is relevant to the task at hand. Any non-academic use of school laptops as defined in the ICT Policy, Student ICT Agreement form and ICT Misuse – Behaviour Management Policy is prohibited. If in doubt about accessing online content, students should seek guidance from LC Coaches, or HoSF / KS Lead.
- Students will act in accordance with the school ethos and behavior policy at all times.

# During a period, Learning Centre Coaches...

## START

- Do not sit at the admin desk – this area is for administration use only.
- Registers must be taken. The Sixth Form students on self-study will be on the register.
- Communicate with staff over issues / student needs that have arisen in previous lesson(s).
- Tour the LC to get familiar with what each student is working on (develop the relationship, create an environment for self-discovery).
- Move students if they are sitting in areas you consider are inappropriate to learning.

## MIDDLE

- Tour the LC to monitor student progress.
- Tailor methods to different individuals learning needs as much as possible. Remember we are creating the skills they will require for independent study at university and beyond.
- Check and explain if students have any questions/ provide feedback when needed.
- Do not distract students while they are working. This includes staff avoiding informal conversations within the Learning Centre, as these are shared working spaces for all.
- Act in the role of a Learning Coach. Support/ assist students in reflections and conclusions (assist with self-directed learning). A coach asks questions that provoke awareness.
- Check students are using optimal areas for the type of study/work they are doing - Booths, Quiet Zones, Collaborative tables etc.
- Conduct one to one or small group sessions if required.

## END

- Tour the LC and feedback to students in appropriate ways.
- Communicate with other staff in the LC over issues / student needs that need to be handed over to next staff member if required.
- Praise the girls who use their self-study well.



# Guiding Questions for LC Coaches



## General Check In








- What are you hoping to accomplish in this period?
  - What's your goal for this period?
  - What does your teacher have you working on?
  - What's the purpose of what you're doing?
  - Tell me what you are learning in this class?
  - What's the essential question you're working toward?
  - What's a reasonable amount of time for you to get settled in?
  - Is this hard, easy, or somewhere in between?
  - How much time should you be devoting to this task?
  - Is this the best zone for you to be sitting in for this task?
  - When is this task due?
  - Did you complete the task thoroughly? Can you add more to it?
  - Have you checked the grading rubric?
  - What plans did your task entail? Share the plans
  - What would you do differently next time?
- What did you like/dislike about the project?
  - What successes have you had?
  - Is this topic something you would like to explore further?
  - How can you apply this to another class/real world?



## When a Student is 'Stuck'

- What have you tried already?
- What's the essential question?
- What resources did your teacher give you to accomplish this?
- Who can help you with this?
- What are your challenges?
- What steps have you taken to address the problem?
- What tools can you use/have you used?
- Have you reached out to the teacher?
- Have you reached out to a peer?
- What is it you're seeking to learn? – go back to the initial question & break it down
- Do you need to get a drink or get moving around before moving forward?
- How is your day going so far? – connect emotionally before jumping into academics
- What has gone really well for you so far?
- What are the procedures to complete the task?
- What part don't you get?
- How can I explain it better?
- What is the end goal?

# Coach's Learning Centre Checklist

-  Have I asked the student about their plans for this study lesson?
-  Do I know what subject or task the students are working on?
-  Have I circulated through the Learning Centre to ensure that I am a 'visible presence'?
-  Have I helped the students to devise problem-solving strategies when they are stuck?
-  Am I asking great questions when I have dialogue with students, to provide challenge? E.g. Why have you chosen these resources? Have you considered other sources of information? Have you validated your data?
-  Have I ensured that the students have selected the correct zone for their task? (Some may need help with this)
-  If I don't know how to help, have I tried to find resources or another student who understands the concept to assist?



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