



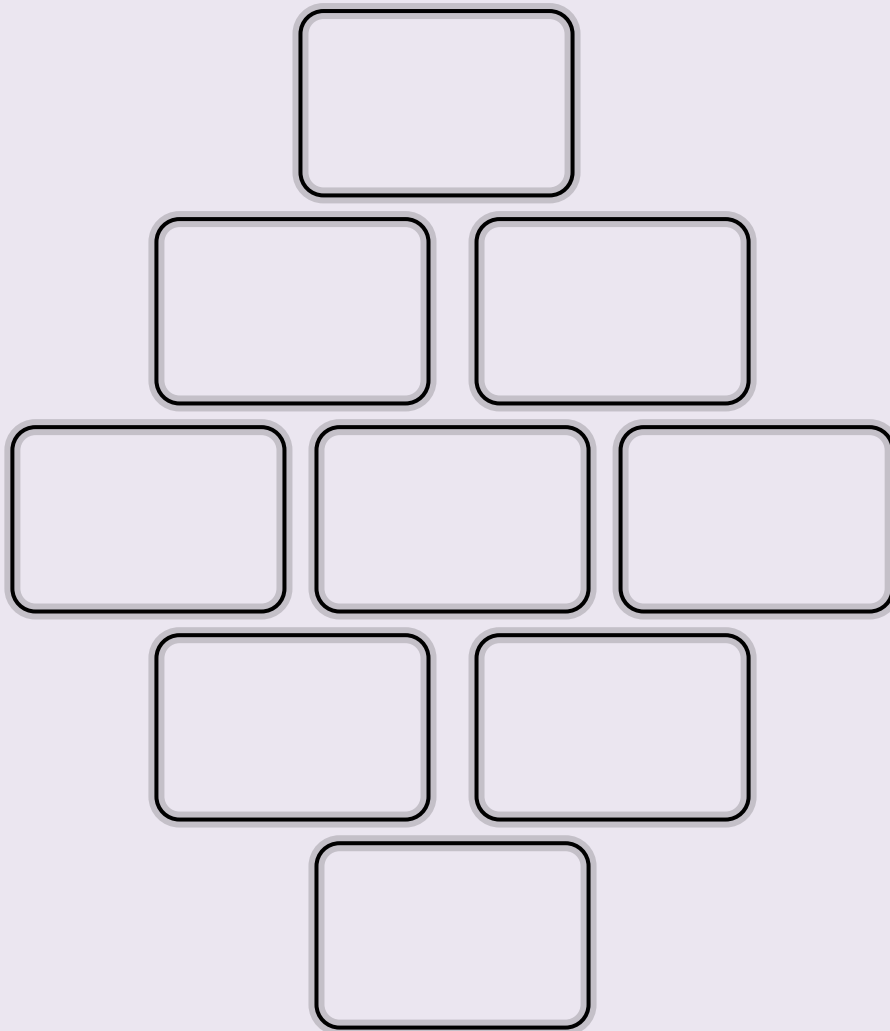
The Why, What and How of Building Learning Power

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BLP

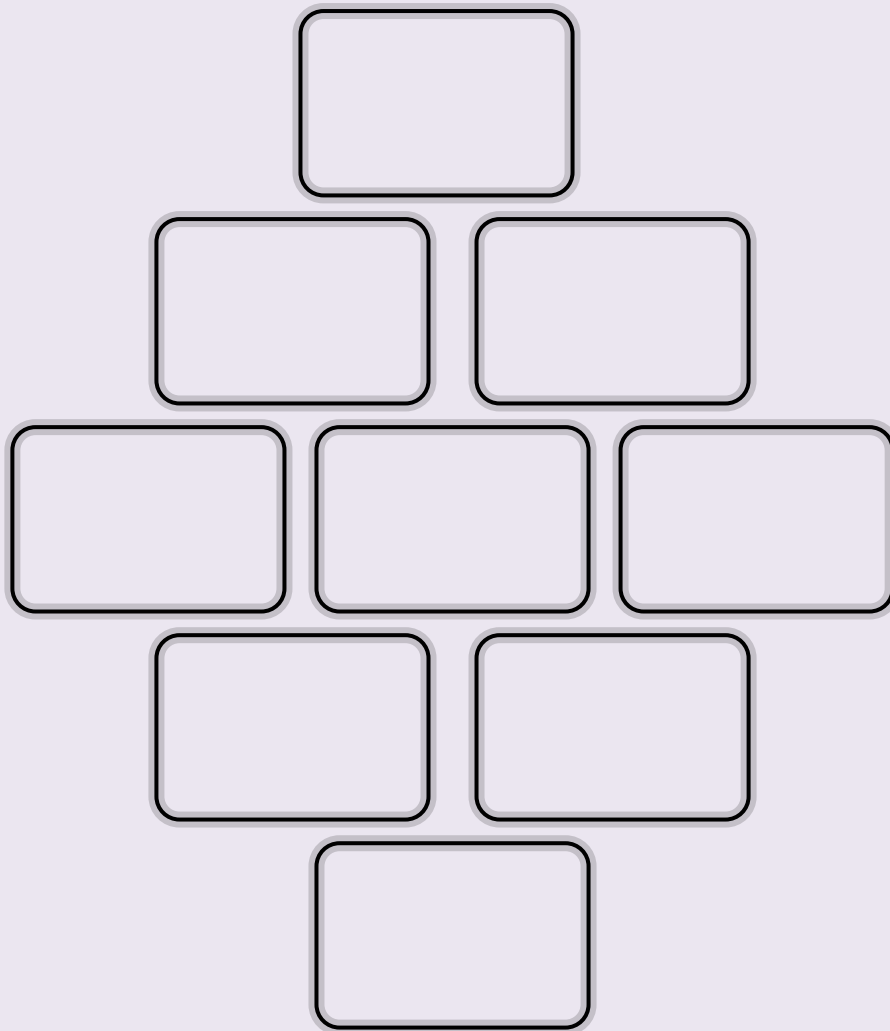


Activity: what do good learners do?



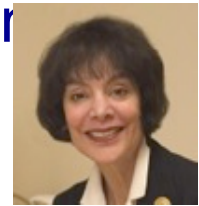
- Work with 4 or 5 others who work with similar aged children
- Ask..what would our children say good learners do?
- One idea per Post-it note
- Arrange in a diamond 9; most common view at the top

Activity – what do good learners do?

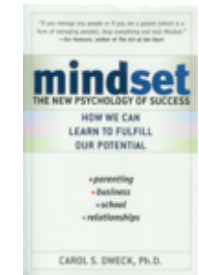


- In the same groups
- Use different coloured Post-its
- Put your professional hats on and think about what good learners do.
- One idea per Post-it
- Build a diamond 9 with most important at the top
- How do the diamonds differ?
- Why might this be?

Is intelligence learnable? We need to focus on achievement and effort rather than ability.



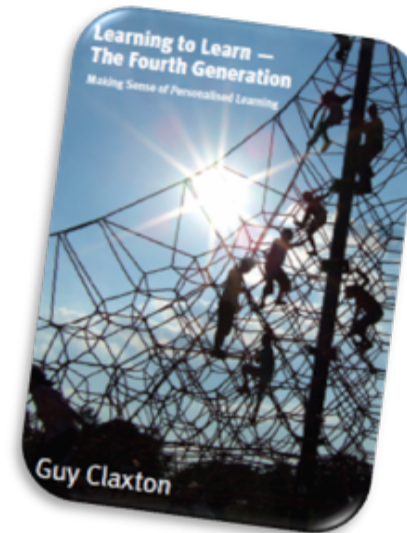
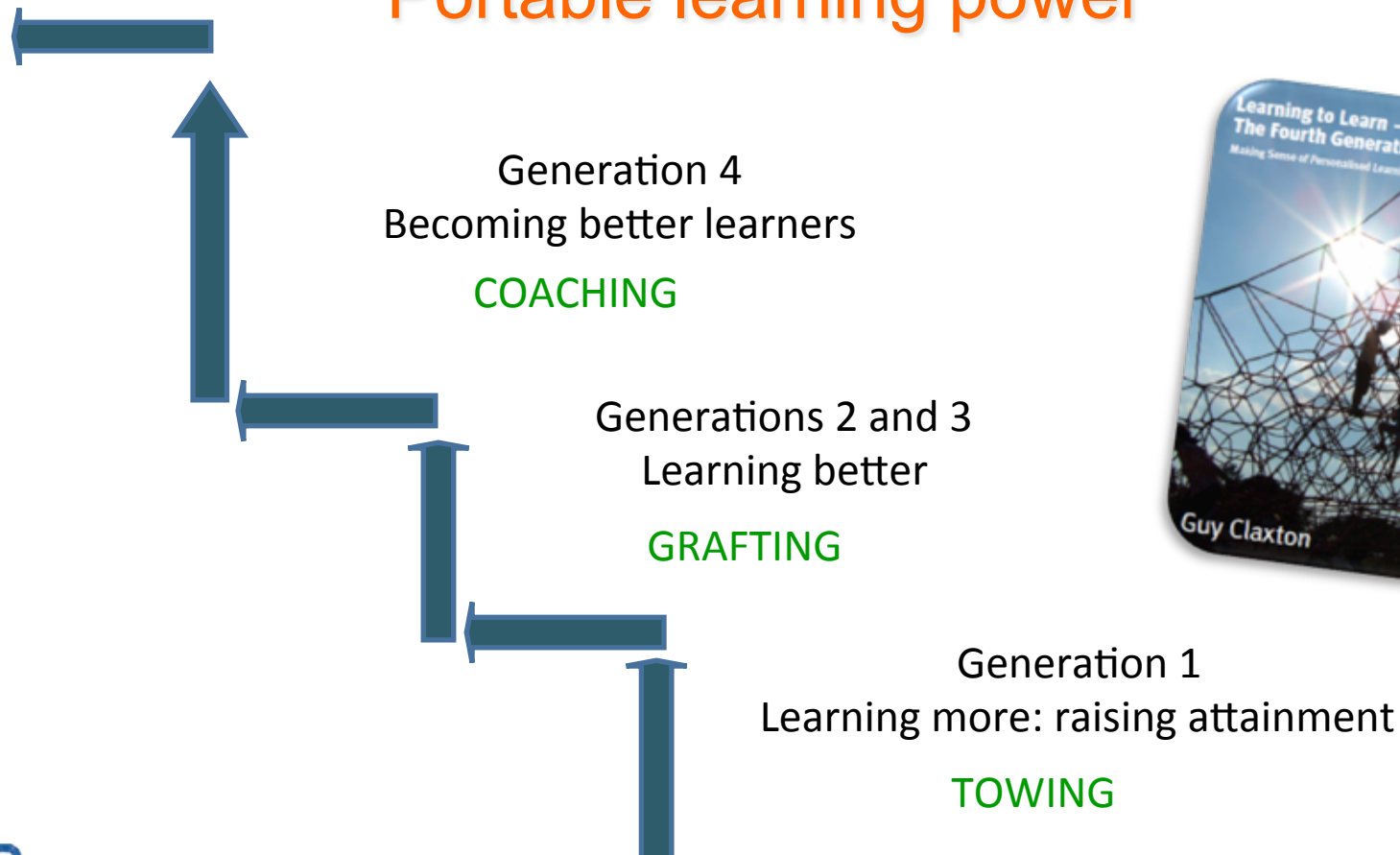
Carol Dweck



- BUCKET
- Fixed ability
 - Born smart
- Proving
- Conservative learning
- Failure/mistakes bad
- Effort averse
- Ignores information
- Shirk/blame/cheat
- Comparative/competitive
- BALLOON
- Expandable ability
- Get smarter
- Improving
- Adventurous learning
- Failure/mistakes useful
- Effort pleasurable
- Focuses on information
- Try/commit/be open
- Collaborative/generous

Building on the past: a step change

Real-life learning Portable learning power



Domains of learning

Successful learners ...



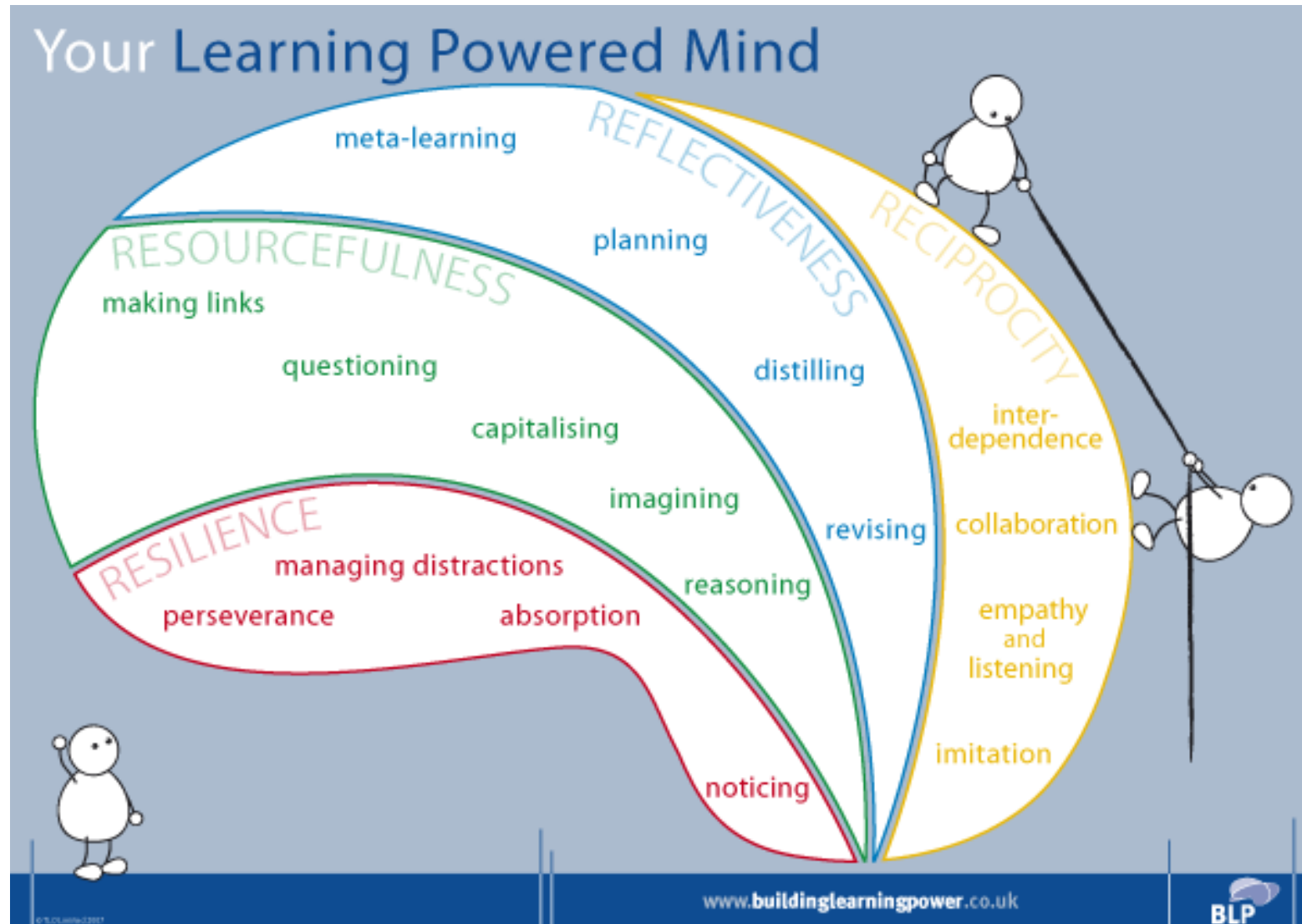
are emotionally engaged...
Resilient disposition

use a wide cognitive range...
Resourceful disposition

engage socially...
Reciprocal disposition

take strategic
responsibility...
Reflective disposition

The learning territory ...organised



Guy Claxton

Learning: poles apart

Fragile, dependent, risk averse, weak perseverance



Absorbed, attentive, hang in there despite toughness, give it a go

Resilient learners

Rule bound, like only tried and tested, fragmented info, passive, uncritical



Curious, rich understandings, imaginative, logical

Resourceful learners

Isolated and dependent, lack of engagement with others.



Collaborative, listen empathise, Learn with and from others

Reciprocal learners

Little self awareness, robotic, can't explain reasons for what/why they do things



Plan, revise, know themselves as learners. Like to take responsibility for own learning

Reflective learners

Activity: get curious about your pupils' learning power

- Think about your pupils as learners
- Can you think of a pupil for each descriptor?
- Fill in names of pupils as we go through each of the learning capacities

f) Get curious about your students' learning power

How well do you know your students' current strengths and weaknesses as learners?
Try to fill the name of a student into each descriptor, and think what evidence you might have that supports this judgement.

Now analyse your answers. Are there students in the class who are not mentioned? Where might you place them? Is there a gender imbalance in the students you have named? Are the named students mostly high or low

attainers, or do they represent a range of attainment? What other questions does your list of answers raise? You may find it interesting to think of students who don't like a challenge, or don't work well with others, or don't look to see how things fit together. But remember, those attitudes and behaviours are not set for all time. Helping students develop better learning habits – coaching them to flex and strengthen their learning muscles – is what building learning power is about.

Resilience in my students

- _____ likes a challenge
- _____ is not afraid of finding things hard
- _____ gets 'lost' in learning
- _____ makes accurate descriptions and observations
- _____ minimises negative distractions
- _____ sticks at things despite difficulties

Reflectiveness in my students

- _____ sorts out what needs to be done
- _____ likes to organise their work
- _____ takes stock to make sure things are on track
- _____ anticipates blocks & obstacles
- _____ pulls out key points from experience
- _____ can talk about their learning process

Resourcefulness in my students

- _____ is curious about possibilities
- _____ likes to get to the bottom of things
- _____ likes to see how things fit together
- _____ is logical and systematic when necessary
- _____ makes the most of a range of learning resources
- _____ enjoys using imagination

Reciprocity in my students

- _____ works well with others
- _____ maintains own ideas in a group
- _____ knows when to learn alone and when with others
- _____ shares ideas and information
- _____ puts themselves in other people's shoes
- _____ learns from the way other people do things

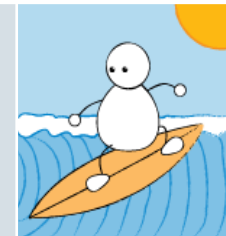
The Supple Learning Mind

Resilience:

Being ready, willing and able to lock on to learning

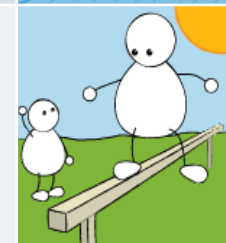
Absorption:

- flow; the pleasure of being rapt in learning



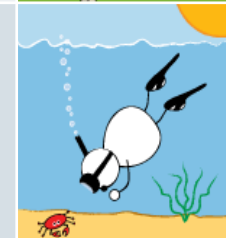
Managing distractions:

- recognising and overcoming distractions



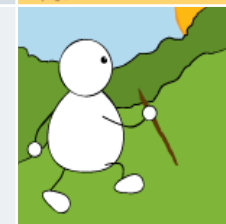
Noticing:

- really sensing what's out there



Perseverance:

- stickability; tolerating the feelings of learning



Evidence that resilience is missing

- Despair when an answer is not immediately clear
- Hatred of getting things wrong
- Want to do things quickly – to get rid of it
- Easily distracted
- Unaware of different strategies to try
- Expect learning to be easy
- Gravitate to non-challenging tasks



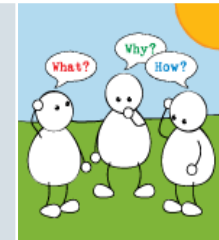
The Supple Learning Mind

Resourcefulness:

Being ready, willing and able learn in different ways

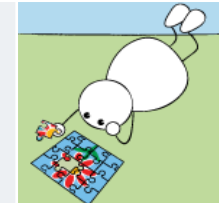
Questioning:

- getting below the surface; playing with situations



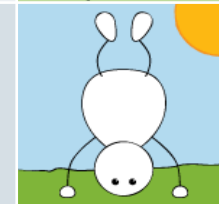
Making links:

- seeking coherence, relevance and meaning



Imagining:

- using the mind's eye as a learning theatre



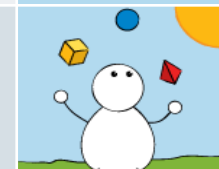
Reasoning:

- thinking rigorously and methodically



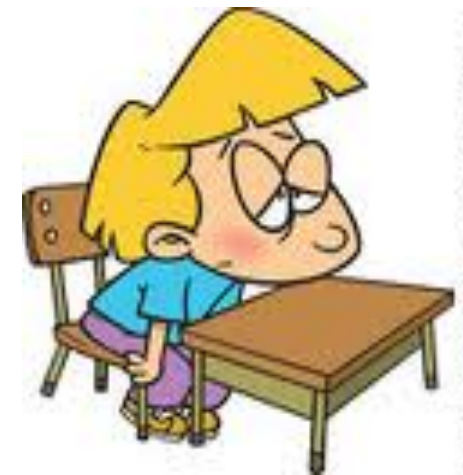
Capitalising:

- making good use of resources



Evidence that resourcefulness is missing

- Unaware of purpose of questions
- Poses simple questions expecting detailed answers
- Afraid of asking questions
- Happy with first answer
- Perceive thinking as 'hard work' & pull back from it
- Fails to look for or see patterns
- Keeps information in silos –
- Likes to keep rules; unadventurous, robotic
- Lacks spontaneity
- Bound by inhibitions
- Impulsive; jumps to conclusions



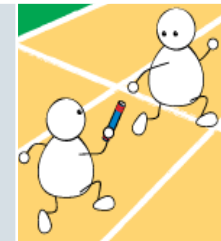
The Supple Learning Mind

Reciprocity:

Being ready, willing and able to learn with and from others

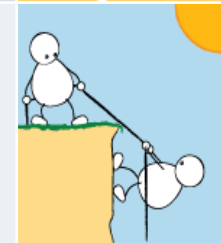
Interdependance:

- balancing self-reliance and sociability



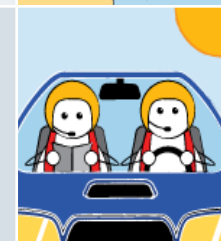
Collaboration:

- the skills of learning with others



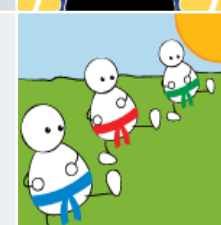
Empathy and listening:

- getting inside others' minds



Imitation:

- picking up others' habits and values



Evidence that reciprocity is missing

- Socially underdeveloped
- Unaware of others
- Social loafers or job hogs
- Inattentive to others
- Their way is the only way
- Feel isolated
- Feel unloved



The Supple Learning Mind

Reflectiveness:

Being ready, willing and able to become more strategic about learning

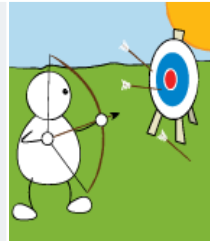
Planning:

- working learning out in advance



Revising:

- monitoring and adapting along the way



Distilling:

- drawing out the lessons from experience



Meta-learning:

- understanding learning, and yourself as a learner



Evidence that reflectiveness is missing

- Blurts out first things that come to mind
- Unaware of themselves as a learner
- Thinks learning just happens
- Rarely plans anything
- Doesn't think about how they have done something
- Little sense of 'doing their best'
- Rarely changes tack – sticks to familiar
- Makes nothing of feedback
- Lack of interest in improving



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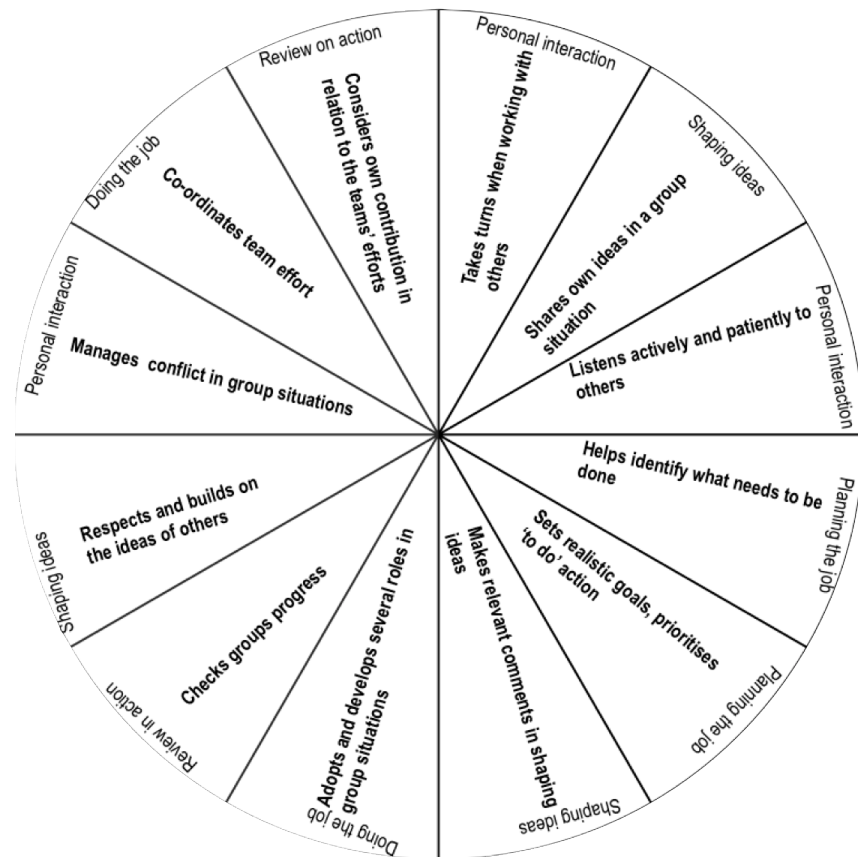
How do teachers build learning power?

- Through
 - introducing the capacities to pupils; making them aware of the tools they command as learners
 - developing the language of learning
 - infusing learning power into the curriculum
 - becoming a learning power coach
 - stopping spoon-feeding



Sorting collaboration in Cumbria

- 3 small schools working together
- St Josephs 66
- Bransty 136
- Frizington 120
- Children (KS2 mixed ages) engaged in den building
Teachers assessed behaviours using TLO's Apprentice wheel.
Formed baseline data
- Shocked at how poor collaboration skills were
- Skills taught.....group juggling, bridge making, lego men
- This is what they found.....



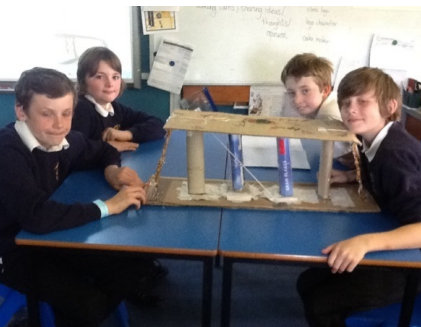
Baseline data from the three schools

	Pre teaching Bransty	Pre teaching Frizington	Pre teaching St. Josephs
Interacts with and helps others	15%	25%	16.5%
Shares with others	40%	37.5%	37.5%
Talks to and listens to others in the group	20%	12.5%	16.5%
Takes turns when working with others	25%	19%	22%
Shares own ideas in a group situation	25%	6%	16.5%
Listens actively and patiently to others	40%	12.5%	22%
Helps identify what needs to be done	5%	19%	11%
Sets realistic goals, priorities 'to do' actions	5%	12.5%	11%
Makes relevant comments in shaping ideas	20%	25%	27.5%
Adopts and develops several roles in group situations	20%	19%	16.5%
Steps back to allow others centre stage	10%	6%	5.5%

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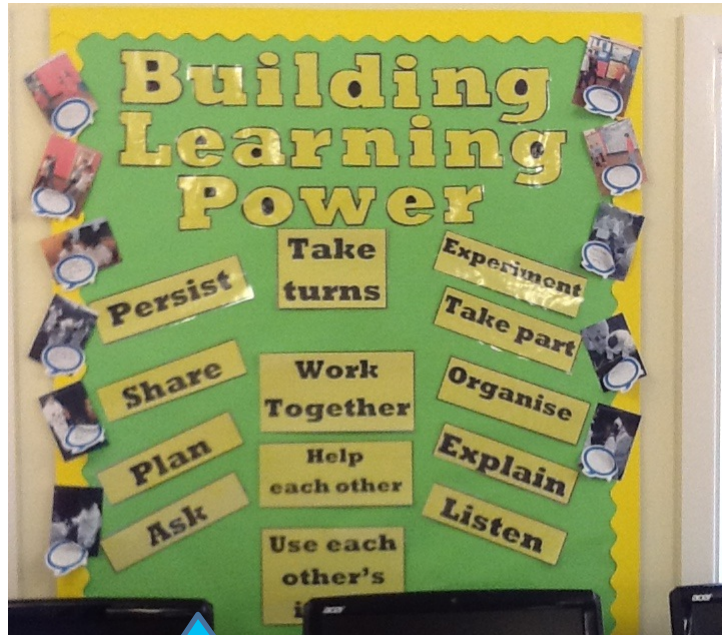


Building bridges - Bransty

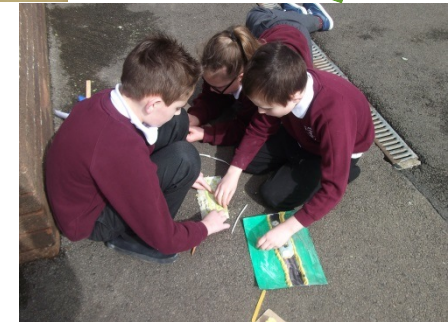


- Speaking and listening to each other
- Planning and setting a final outcome
- Jobs given and every child on task
- Building on each others ideas
- Problem solving and overcoming problems together
- Everyone involved and working towards the same goal.

Listening to others and building on their ideas



As a class, we generated a list of skills that help us collaborate. Now we record examples of good collaboration – and how the skills help us!

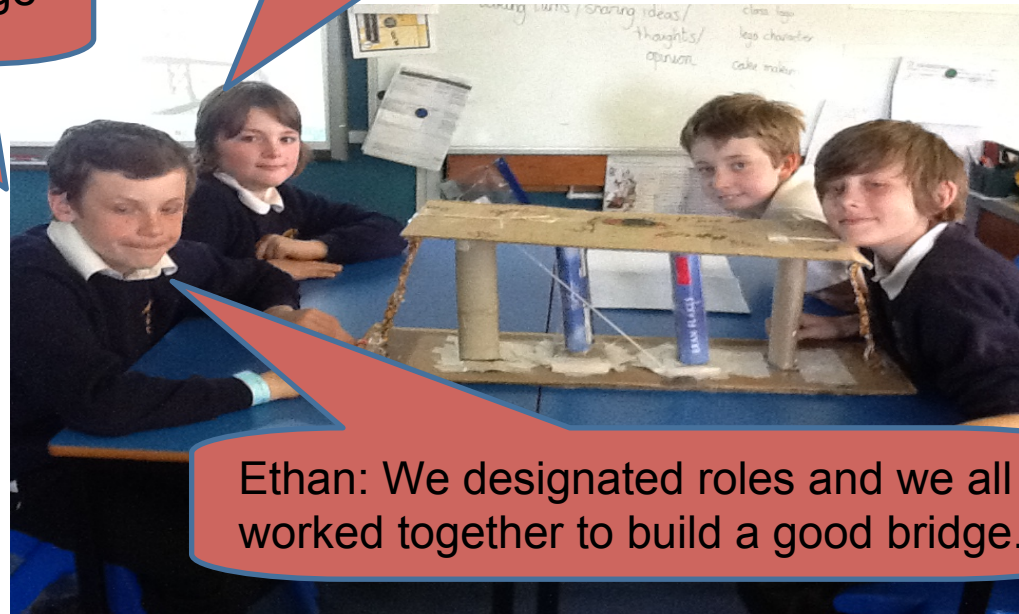


After reflection

Alfie: Because we planned this time around, the bridge stands.



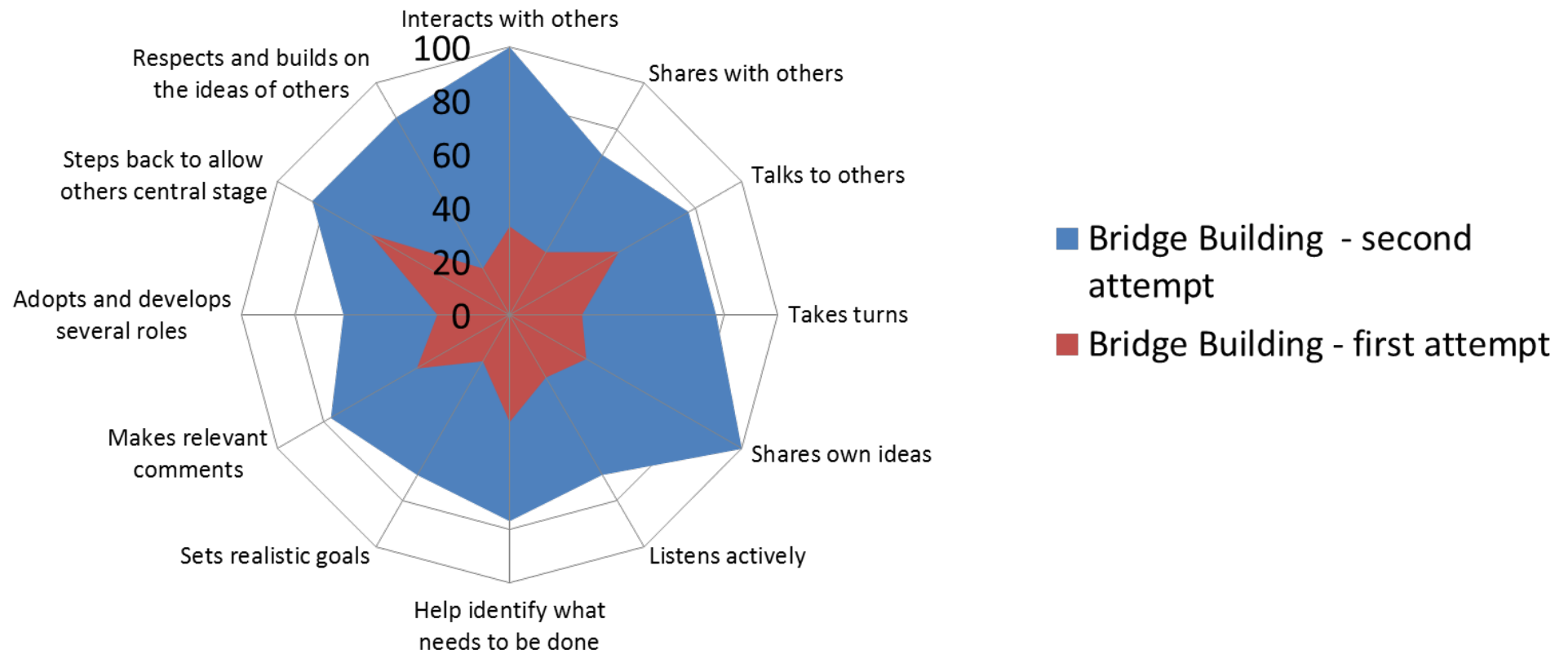
Jamie: We designed the legs and base so that it was safe and secure.



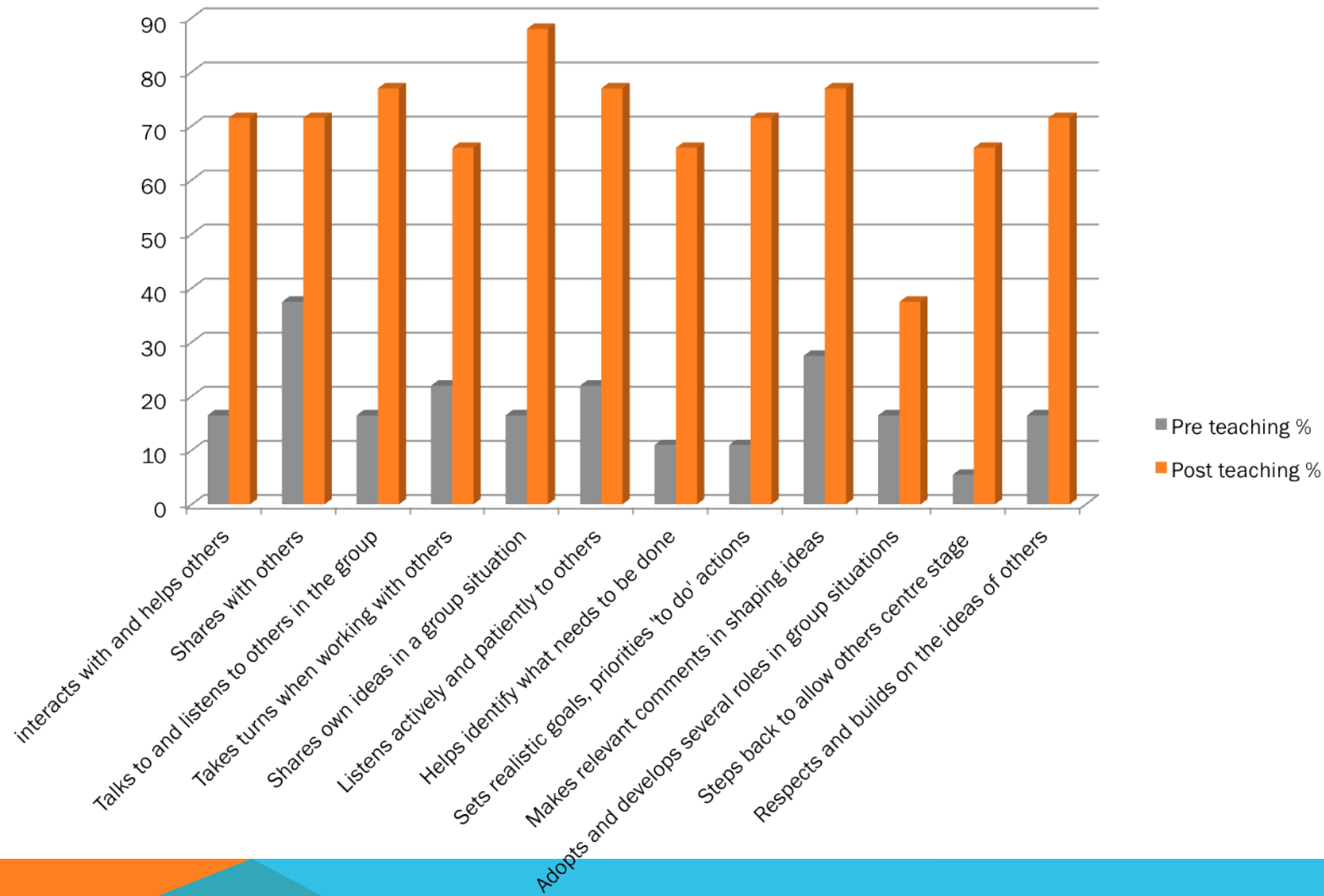
Ethan: We designated roles and we all worked together to build a good bridge.



Frizington data pre /post



ST JOSEPH'S DATA PRE/POST



Impact on learning

- Children are **taking more responsibility** for their own learning.
- **Aware** of importance and value of the **planning** process.
- Children **initiating their own** collaborative learning tasks
- Children understand the importance of active listening and other forms of communication.
- **Becoming less reliant** on adults guidance.
- Allows children to **show their creative** side.
- Becoming resilient and **persisting** when things go wrong.
- Gives children the opportunity **to take risks**.
- Children are aware of skills associated with collaborative work
- **Highly motivated** (asked for collaboration instead of extra play for a treat for best class attendance)

Impact on teaching

- TAs found it difficult **not** to get involved and guide them into 'the correct' method or to 'get it done'.
-
- The learning challenges have had a major influence on classroom practice as we now plan for the children to work collaboratively, independently and effectively.
- Children are beginning to understand and develop the skills of collaboration, so teacher allows the learning to take place with reduced guidance or distractions.
- Children guide their own learning and take charge of their own progress.