

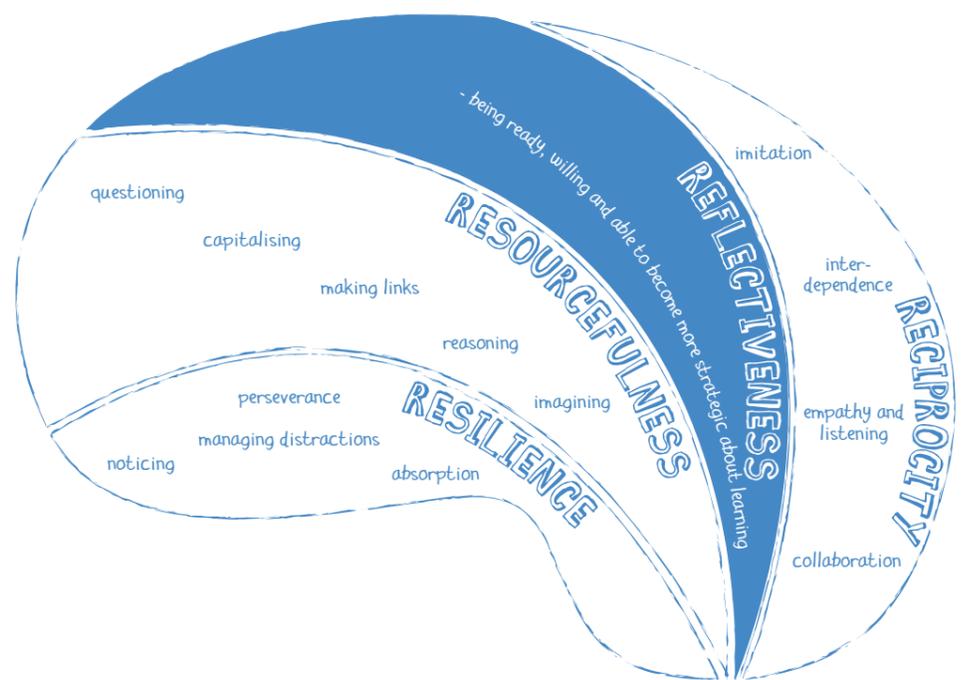
## REFLECTIVENESS:

The strategic aspects of learning; 'managing'  
The capacities that make up this disposition are:

Planning Revising Distilling Meta-learning

# Meta-learning

Knowing yourself as a learner —  
how you learn best; how to talk  
about the learning process.



## How to make the most of the story; OUR LEARNING FRIEND

Aneeta and Nanda have a learning friend at school and they are bringing her home so that they can tell their mum and dad all about how she helps them to think about being good learners. Mum thinks Lucy would help her with her own learning.



The purpose of this story is to introduce thinking about learning. It doesn't by any means introduce all the learning 'muscles' but it begins to focus thinking about how we learn and what it is that good learners do. It offers a way to introduce the idea that there are very particular things that we can learn how to do that will help us to become better learners.

## After the Story

### Connecting questions

- Aneeta and Nanda's class had a learning friend. What was her name?
- How did Lucy help the children in the class to become good learners?
- Can you think of one thing that helped each of the girls to be better learners?
- What was mum learning? Why did she say she would like to take Lucy to her class?
- Because she couldn't take Lucy with her, Aneeta had a good idea. What was her idea?

### Transferring questions

- Do you think you are a good learner?
- What do you try to do to be a good learner?
- Who helps you to be a good learner?
- What sort of things do you try to remember to help you be a good learner?
- How could you help other people to be good at learning?

## OUR LEARNING FRIEND

### A story to introduce: Meta-Learning

When they got home from school Aneeta and Nanda liked to talk with their mum about what they had done in school that day.

"We had a friend to help us with our learning to-day," Nanda said.

"Yes, she's new," Aneeta added, and they both began to laugh.

"You'd better tell me about this new friend," mum said.

"Yes," said Aneeta, still laughing, "We want her to come home with us after school tomorrow."

"Yes, can she mum - please?" Nanda added.

"I suppose so, but I'll need to talk to her mum to make sure it's alright. Do you think I could see her mum tomorrow morning?"

"If you come into the classroom in the morning you can talk to Mrs Sharma," and their mum wondered why they were still laughing.

Next morning mum went into the classroom, hoping to see the new girl's mother or to talk to Mrs Sharma about her coming home with Aneeta and Nanda.

"A new girl?" Mrs Sharma looked puzzled.

"We don't have a new girl in this class."

Mum and Mrs Sharma looked at Aneeta and Nanda, who were both laughing again.

"Yes we do!" they both called out. "She's called Lucy."

Now Mrs Sharma understood, and she began to laugh too.

"Come over here," she said to Aneeta and Nanda's mum and they walked across to the Quiet Corner.

"This is Lucy," Mrs Sharma said, picking up a large rag doll, with a smiling face and long blond plaits.

"Lucy helps us all to be good learners. She knows all about what good learners need to do."

"And Mrs Sharma said that everyone can take Lucy home and it's our turn to-day," Aneeta told her mum and mum was very happy to have Lucy home for tea.

Later that afternoon Aneeta, Nanda and Lucy set off for home with mum.

"So tell me all about Lucy," mum said, "How does she help you?"

"Well," said Nanda, "Mrs Sharma told us that Lucy was a very good learner and we all talked about what good learners do..."



"...and Lucy has a special chair to sit in and Mrs Sharma tells us to think about Lucy when we are doing some learning."

"If we get stuck we can look at Lucy and think about what she would do if she was stuck."

"And what would she do?" asked mum.

"Well if we're reading and we don't know a word we could think about the sound of the letters.."

"... or we could look at the word carefully and see if we can read any bits of the word."

"This morning we had to make some sequences of colours with beads and I kept getting it wrong, because everyone on our table was being very noisy and they kept snatching the box of beads," said Nanda

"So did you think about what Lucy would do?"

"No, she didn't," said Aneeta. "Nanda went to tell Mrs Sharma that they were all disturbing her."

"I forgot," Nanda explained, "but Mrs Sharma asked me what I thought Lucy would do and then I remembered that if people are disturbing you, you have to think about what you can do, so I got an empty box and put some beads in it and I went to work at the end of the table so I was out of their way."

"That sounds a very good idea," said mum.

When they got home Aneeta and Nanda found a chair for Lucy to sit in and then they unpacked their school bags.

"So what else have you done today?" mum asked, when she brought in a drink for them.

"Well I had to do some number work this morning and it was quite hard but this is what Lucy says when she finds something hard. 'If you try, try, try, then you can, can, can.'" Aneeta said.

"So you kept at it," said mum. "That's good. Did you

---

manage to do your number work in the end?”

“Yes I did because I tried something different and then I could do it.”

“I hope you said thank-you to Lucy for her help. ‘If you try, try, try, then you can, can, can.’ That’s something I ought to remember.”

While Aneeta and Nanda had been at school, their mum was at her school too. She was learning all about using computers. When the girls told her about what they had been doing at school it was mum’s turn to tell them about what she had been learning.

“We had to do something new to-day and it was quite difficult. Do you think Lucy could remind me about what good learners do?” mum asked.

“Yes she would tell you to keep trying...” Nanda said.

“...and if you get stuck think about something you already know and see if that would help you.”

“I think it would be good if I could take Lucy with me next time I go to my computer class, but I don’t suppose Mrs Sharma would let me do that.”

“No,” said both girls together, “we need her in our classroom.”

“But I know what we could do,” Nanda said, excitedly.

“Why don’t we take a photograph of Lucy and then you could take it with you and it would help you to think about how you could be a good learner?”

“That is a really good idea,” said mum, “and I could stick the photograph on the side of my computer and that would keep reminding me about good learning.”

“Yes, we’ll do that,” said Aneeta.

“But we’ll need to tell you all sorts of other things that Lucy does to be a good learner,” said Nanda.

“Then Lucy can be your learning friend too.”