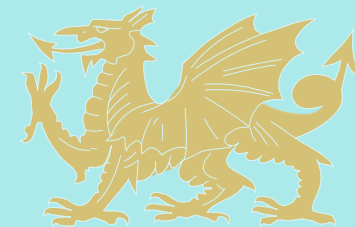




A new chapter for education in Wales

Successful Futures



Wales invests in future generations with a new curriculum

- The new curriculum is unapologetically ambitious and balances content with empowering students to make life choices that improve their life chances
- Wales's young people are set to become:
 - » Ambitious Capable Learners
 - » Healthy Confident Individuals
 - » Ethical Informed Citizens
 - » Enterprising Creative Contributors
- **BUT the challenge lies in delivery**

+ Building Learning Power ... nurturing both teacher and learner

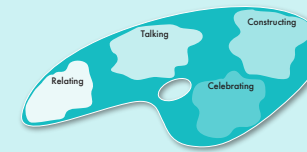
- Interprets *Successful Futures* for a creative, compelling, unforgettable classroom experience
- Explores the attributes that characterise successful learners
- Introduces a toolbox with tools and techniques that have a reputation for balancing curriculum content with the subtleties involved in strengthening learning behaviours
- Treats learning as a journey that is available to every student
- **Invites excitement and drives learning for life**

= Aspiration and Ambition, its achievement open to all

- **Ambitious, Capable Learners** committed to learning for life
- **Enterprising, Creative Contributors** ready to play their part in the communities of tomorrow
- **Ethical, Informed Citizens** that Wales is proud to call Welsh wherever their lives take them
- **Healthy, Confident Individuals** adding value to society and always fulfilling their potential



Putting learning at the heart of Classroom Cultures



To make Successful Futures a reality, teachers will need to surface the learning process; make students aware of their own learning behaviours. The palette of techniques teachers deploy to achieve this - what they do and say, what they notice and commend, how they model learning, and how they design and present activities - secures a learning-friendly classroom culture.

Relating - Shifting how teachers relate to their students; gradually sharing more of the responsibility for learning with them

Teachers:

- Coach more, teach less.
- Model learning processes.

So that learners:

- Do more of the thinking.
- Ask more questions.
- Collaborate and talk about how they understand things.

A shift in relationships



Talking - Shifting how teachers talk about learning; the sort of language content and style they use to enhance and explain learning

Teachers:

- Make learning the object of conversation.
- Introduce a language of learning.

So that learners:

- Become fluent in talking about the process of learning.
- Apply the language of learning practically.
- Talk more, and adults talk less!

A shift in learning language



Constructing - Shifting how teachers construct learning activities; the tasks and classroom routines they design to build positive learning habits

Teachers:

- Offer few 'talk and chalk' lessons.
- Build review and reflection of the 'how' of learning into lessons.

So that learners:

- Become regulators of their own learning.
- Relish exploring knotty questions/problems.
- Reflect on how they are learning.

A shift in how learning is constructed

Celebrating - Shifting what teachers celebrate about learning; what they prize, recognise, display; the outward signs of beliefs about learning

Teachers:

- Make learning the object of attention.
- Flip the concept of failure — stuck, mistakes, etc. — to being positive.

So that learners:

- Regard themselves as improving learners.
- Value making mistakes, taking on feedback, rising to challenge.
- Are conscious of their growth as a learner.

A shift in what is celebrated and valued

Where are you now?

Learning friendly cultures systematically cultivate learning habits and attitudes that enable young people to face difficulty calmly, confidently and creatively. The focus moves from teaching to learning.

For learners, it's a place where their role changes from receptivity to activity.

For teachers, a place where their role changes from delivering content to creating situations where students can learn.

Ask "How might we..."

Relating

"...give more responsibility for learning to our students?"

Talking

"...introduce a sophisticated and agreed language for learning?"

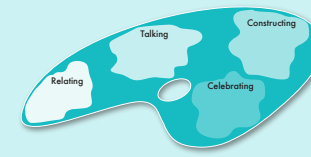
Constructing

"...offer more open-ended activities?"

Celebrating

"...make positive use of being stuck and making mistakes?"

Building powerful learners through Classroom activities and talk



Learning-centred teachers have a particularly rich conception of learning and the habits that underpin it. They design nudges and activities that target specific aspects of learning behaviours. Teaching for learning becomes more detailed and forensic.

Teaching that coaches students to see what they are learning more clearly and discover their own ways to improve. The Learning Power coach:

- helps learners to explore their challenges, problems and goals
- provides an objective view of learners' actions to enable them to see things as they really are
- enhances learners' motivation and self-esteem
- builds learners' curiosity

Above all, Learning Power coaches resist offering solutions since this denies the student the opportunity to confront and engage with the problem and find their own way forward.

Activities that challenge

Activities are designed to be challenging, and where:

- stuck and confused are regular and fruitful experiences
- students are given the opportunity to 'learn what to do when they don't know what to do' - to work on wild tasks, rather than tame ones, where there's plenty of scope to get lost and perplexed.

Starters that engage

Turn everyday objectives into intriguing questions that pique students' interest and build their emotional engagement - a pre-requisite of powerful learners. It is this engagement that gets students interested enough to be willing to put in the effort to get better and see the value of pushing themselves.



Talk that nudges positive self-talk in students and ensures they do the thinking for themselves. For example:

"Try explaining to yourself why you are stuck" (Persevering)

"What questions would get you closer to solving the puzzle?" (Questioning)

"How are you looking at things differently now?" (Revising)

"Have you agreed a clear team goal?" (Collaborating)

"What went well? What could be improved? What lessons can we learn from this?" (Meta-learning)

"Can you spot the false step there?" (Reasoning)

"What is this like that you know about already?" (Making links)

"Why might someone think/believe that?" (Empathising)

"Decide which is the most important question." (Distilling)

Where are you now?

Ask yourself "Where in our curriculum plans are there opportunities for students to...?":

Direct their own lines of enquiry

Build perseverance in the face of difficulty

Make connections across disciplines

Convey logical arguments for various audiences

Let their imagination take risks

Grow themselves as learners

Identify what is or is not important or of value

Contribute to setting goals in a team

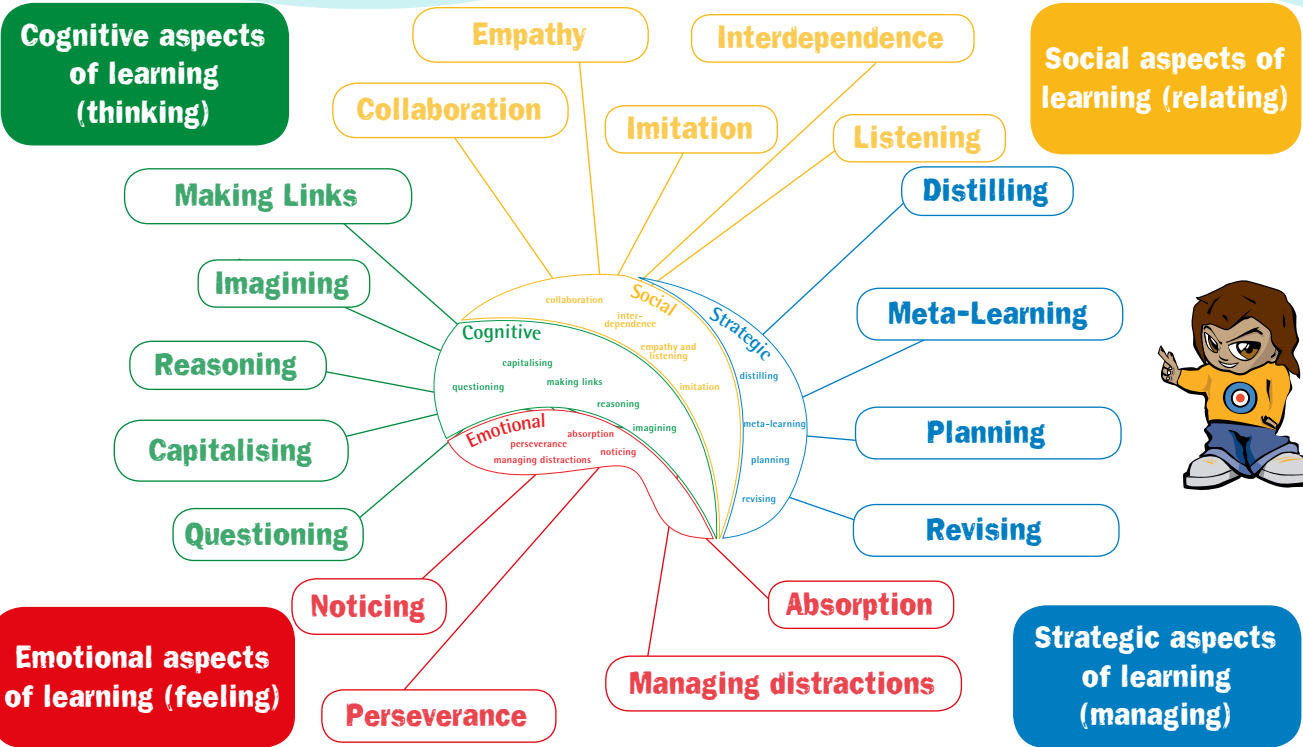
"The presence of challenging learning intentions has multiple consequences. Pupils can be induced to invest greater effort, and invest more of their total capacity than under low-demand conditions." John Hattie, Visible Learning

Bringing Successful Futures within reach.

Learning behaviours

Introducing the Learning Behaviours

The diagram below shows the 17 **high value learning behaviours** across four aspects of learning. It reveals learning as a complex process that isn't just about thinking and having a good memory: it includes how we feel (emotional aspects of learning), how we think (cognitive aspects), how we learn with and from others (social aspects), and how we manage the process of learning (strategic aspects). It gives the beginnings of a learning language that helps teachers to think about how learning behaviours enable students to grow as learners, and tackle the Successful Futures curriculum more profitably.



From behaviours to habits

If the big ambition of Successful Futures is to work, the learning behaviours have to become more than ‘can-do’ skills; they have to become habitual tendencies that students adopt in learning. Over time, teachers need to guide students to get better at persevering, questioning, reasoning, changing their ideas and so forth. This diagram shows the potential range of growth for each of the four aspects of learning.

From	Aspects of learning	To
No coping strategies. Gives up easily. Craves support.	Emotional	Develops long-term goals. Relishes challenge. Analyses mistakes positively.
Expects to be told. Fears asking questions. Firmly based in reality.	Cognitive	Questions are sensitive to the occasion. Innovates by challenging the status quo.
Has few positive social skills. Talks rather than listens.	Social	Learns with and from their peers. Leads learning teams, listens sensitively.
Little sense of goals or purposeful activity.	Strategic	Uses self-knowledge as a learner to monitor and control their achievements.

Don't delay ... Find out more about *Building Learning Power* today and claim your 5 FREE student learning profiles.

The BLP Toolbox awaits you and your school's investment in the 'Successful Futures' of new generations in Wales. www.blp.how/success builds on the messages introduced by this card and takes you into the world within which teachers are preparing to deliver the new curriculum.



Building Learning Power

www.buildinglearningpower.com



The Learning Organisation