

Learning Diary

To accompany the online unit: A culture for building powerful learners

Name: _____

School: _____

Date: _____

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Learning cultures A big shift?

Introduction: All about classroom culture

Building students as powerful learners is about creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enable young people to face difficulty calmly, confidently and creatively. By a ‘culture’ we mean all the little habits, routines and practices that implicitly convey ‘what we believe and value round here’. The medium of a school is its most powerful message, and the most important messages are conveyed to students in classrooms. Classrooms are the places where, hour by hour, students experience the values and practices that are embodied in the school, rather than just the ones that are espoused.

As Ron Ritchhart observes in ‘Creating Cultures of Thinking’:

“The culture of the classroom teaches. It not only sets the tone for learning but also determines what gets learned. The messages sent through the culture of the classroom communicate to students what it means to think and learn well. These messages are a curriculum in themselves, teaching students how to learn and ways of thinking.”

So ‘culture’ concerns the details of the micro-climate that teachers create in their classrooms. What they do and say, what they notice and commend and what they don’t, what kind of role model of a learner they offer: all these are of the essence. And what really matters is how they design and present activities so that, over the course of a term or a year, their students are cumulatively getting a really good all-round mental work-out. All the learning bits of their brains are being stretched and strengthened, one by one and all together.

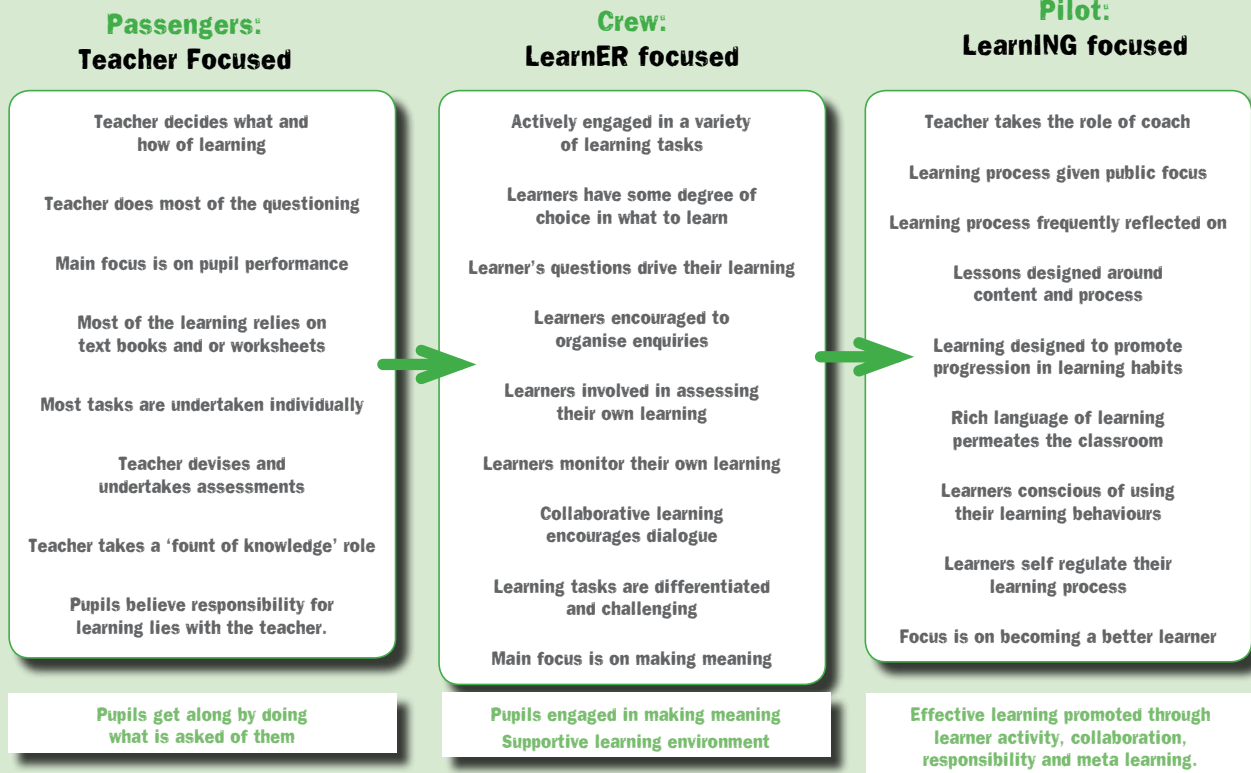
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Learning cultures

A big shift?

Culture Tool 1

Culture Tool 1 What view of Learning informs the classroom?



Where is your classroom culture just now?

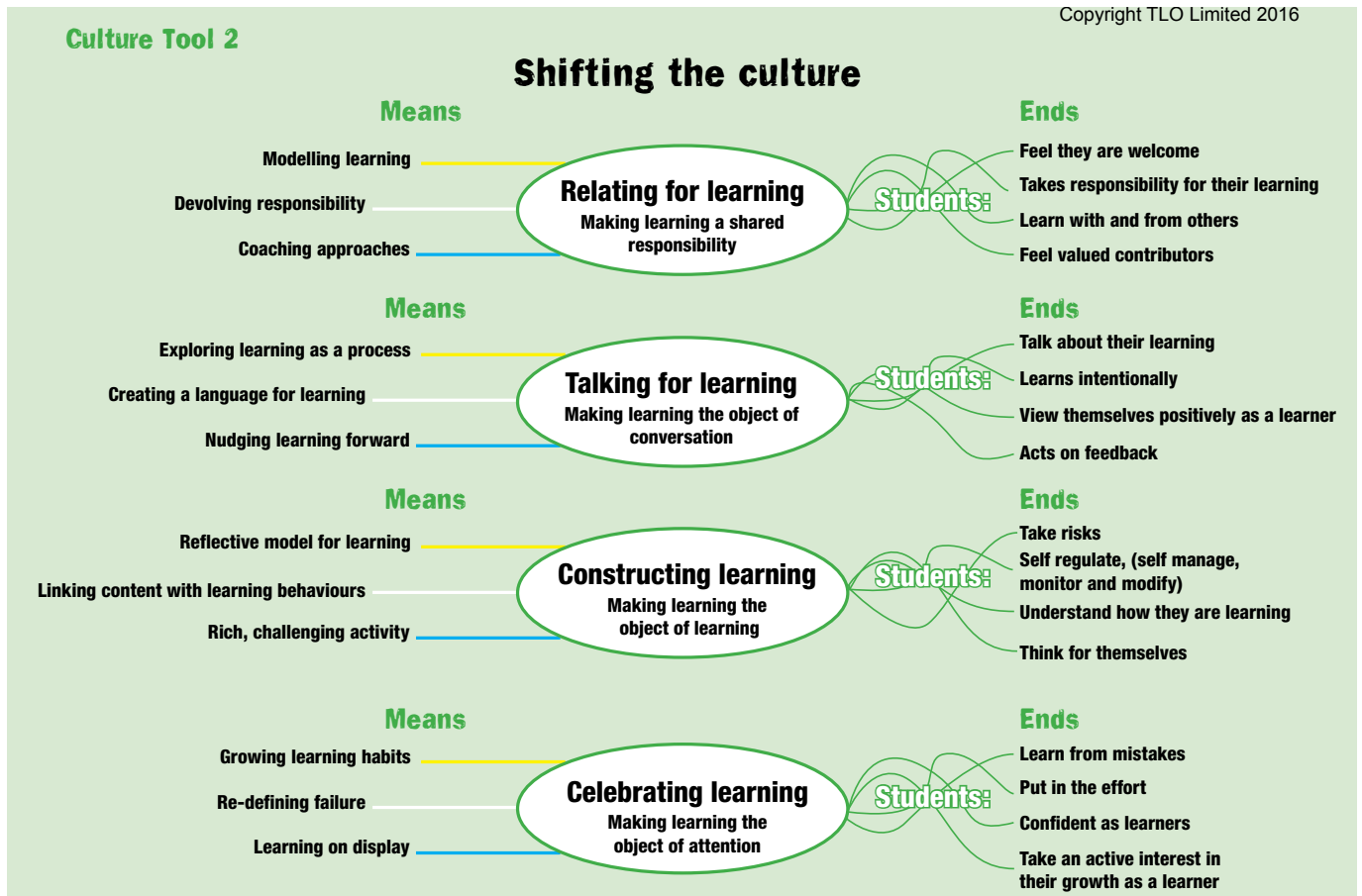
- Spend a little time thinking about your classroom culture.
- Highlight those that best describe your classroom culture now.
- Which panel has most statements highlighted?
- What does that imply?
- Would your students see it the same way?
- Which statement in the middle panel would you most want to be able to highlight to make your classroom more learner friendly? i.e. in place in your classroom.
- OR
- What do you need to work on first in the right hand panel to make your classroom more learning friendly?

Capture your ideas

2 Learning friendly cultures

Lots of little shifts

Culture Tool 2



Ask yourself 12 searching questions

- How much do I learn aloud in front of pupils?
- In what areas of learning have I devolved responsibility to pupils?
- What's the balance between telling & coaching in my classroom currently?
- How much do I talk with pupils about the process (not content) of learning itself?
- Would a language for learning be useful in my classroom?
- How could I promote students' own positive self-talk?
- To what extent is **reflection** on content or learning process a consistent feature in my classroom?
- What proportion of tasks in my classroom are rich and challenging?
- Do I ask - 'how are my students going to learn this?' Instead of 'How am I going to teach this?'
- Are pupils in school becoming increasingly skilful as learners during their time with us. What's the evidence?
- How do I treat 'stuck', 'mistakes' and 'praise' in my classroom?
- What does the display in my classroom reveal about my priorities and commitment to keeping the process of learning in the foreground?

For more detail and reminders see section 2 a. d. c. d in A culture for building powerful learners

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Learning friendly cultures Lots of little shifts

Complete this Learning Culture Review in light of your answers to the 12 questions and what you learned from the online unit.

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A culture for building learning power
Learning Culture Review

	Relating for learning	Talking for learning	Constructing for learning	Celebrating learning
Areas that you think are secure now				
What I found:				
• as expected				
• interesting				
• puzzling or surprising				
What I think will be:				
• easy to improve				
• tricky to improve				

Take a look at what you do now

Look at the statements and work out:

- How often you try to help students develop such behaviours by the way that you teach at present; how many of your students display these behaviours in the classroom (without knowing it).
- Having completed the quiz ask yourself: **From the left hand column:**
 - Which behaviours did you denote OFTEN?
 - Which do you RARELY attend to?
 - Which psychological domain receives most attention? (emotional, cognitive, social, strategic)

What might this reveal about your teaching?

- Key Question: How do you know if/how students are improving in these behaviours?
- **From the right hand column:** Which behaviour was most difficult? • What is this making you wonder?

cult to assign students to? i.e. the things you may not know about your students

- What patterns are emerging?
- Is there a link between what you do and how students are as learners?

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Your classroom culture Going in deeper

How often do you encourage pupils to build these capacities?	How many pupils in your class display these capacities?			How often do you encourage pupils to build these capacities?	How many pupils in your class display these capacities?		
	Barely	Some-times	Often		Few	Some	Most
COGNITIVE RANGE							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See how things fit together							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Become curious about possibilities							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions. Get to the bottom of things							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make the most of a range of learning resources							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not be afraid of not knowing							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be logical and systematic when necessary							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use imagination to good effect							
EMOTIONAL ENGAGEMENT							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find satisfaction in solving a problem							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relish a challenge							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not afraid of finding things hard							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify significant detail, let pattern emerge							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stick at things despite difficulties							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimise negative distractions							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work for extended periods. Get 'lost' in learning							
STRATEGIC RESPONSIBILITY							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change tack if necessary							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sort out what needs to be done							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise work							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull out key points from experience							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about how I learn							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipate blocks and obstacles							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take stock to make sure things are on track							
SOCIAL INTERACTION							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work well with others							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain own ideas in a group							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put self in other people's shoes							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absorb and use the way other people do things							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to what people say, show understanding							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know when to learn alone or with others							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share ideas and information							

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Your classroom culture Going in deeper



This tool shows some of the small, yet profound, shifts teachers make when they are revealing learning to students.

Left-hand column are statements = 'good' teaching.
Right-hand column = shift to developing students' learning behaviours.

Estimate where you tend to function along the scale.

- Show which of the statements you are already working on
- Which others might you find it easy to try?
- Are these shifts the ones you want to make?
- Do they fit with your views of good teaching and learning?

Good teaching	1	2	3	4	5	Boosting learning power
1A My lessons have clear objectives based on a scheme of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1B My students know which learning disposition we are trying to build in each lesson
2A I am secure and confident in my curriculum knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2B I show students that I too am learning in lessons
3A Students answer my questions confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3B I encourage students to ask curious questions of me and each other
4A I ask questions that encourage exploration of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4B I ask questions which help students explore their learning process
5A I show students how to remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5B I guide students to build their capacities to learn
6A I ensure students work together in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6B I help students understand how to learn effectively in groups
7A I'm always available to help students through a learning challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7B I help students develop their own strategies for coping with being stuck
8A I build variety and change of pace into lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8B I vary methods of working in order to develop different learning capacities
9A I mark work regularly with supportive comments and targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9B My marking poses questions about students' progress as learners
10A I display students' best work on classroom walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10B I display work in progress on classroom walls
11A My records show that students make progress with attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11B I chart progress in the development of learning capacities with my students
12A I work hard to get things right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12B I learn from my mistakes with my students

Capture your learning enquiry as a question

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A culture for building learning power

Developing an enquiry question

Before filling in the enquiry question, think again about

- What you want pupils to get better at. This could be with regard to any of the four areas of culture.
- What you want to do vis introducing aspects of the learning culture that you consider will have an impact on pupils.

Over a 4 week period will

(What I'm going to do)

improve/develop/enhance

(Pupil behaviours/achievement etc.)

in my identified group of pupils?

Put a little enquiry plan together

Building Learning Power

Personal Action Plan – Supporting Culture			
Aspects of Learning culture I'll work on	Relating	Talking	Constructing
1. Aspects of Learning culture I'll work on			
2. Particular issues I want to focus on			
3. How I intend to spread/organise the changes I want to make over the next four weeks			
4. The whole-school culture issues I have agreed to experiment with.			
Monitoring, I'll watch out for:			
Changes in my practice	Changes in pupil behaviour		
•	•		
•	•		
•	•		
Name	Class		Date

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Team Reflection and Planning Personal Action Reporting

Evidence from my learning culture experiments that I will report to the team at the next meeting

Improvement in how students engaged with learning

How students showed growing understanding of what learning is about

How students are recognising their role in the learning process

Evidence of less stress...

Evidence of increased focus ...

Evidence of reduced reliance on me / teacher

Other things I observed

Approved courses from TLO

TLO offers a range of courses, on-line learning, conferences and resources to stimulate and extend schools' practice in Building Learning Power.

- *Enhance understanding and skills*
- *Ensure BLP principles are interpreted for full effect*
- *Encourage staff to explore and experiment*

Our new in-depth courses fit any budget – and really work.

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TLO Limited have worked closely with Professor Guy Claxton since 2001. Together we have sought to create a dynamic programme for translating and extending his ideas into effective practice, in ways that can benefit every classroom and every young person. Schools, teachers and children have participated in every stage of this exciting journey of development. Our growing range of publications, face to face and on-line training and other on-line materials and training is the fruit of this endeavour.

