

Building the habits of... Enterprising Creative Contributors



Successful Futures: a new curriculum for Wales

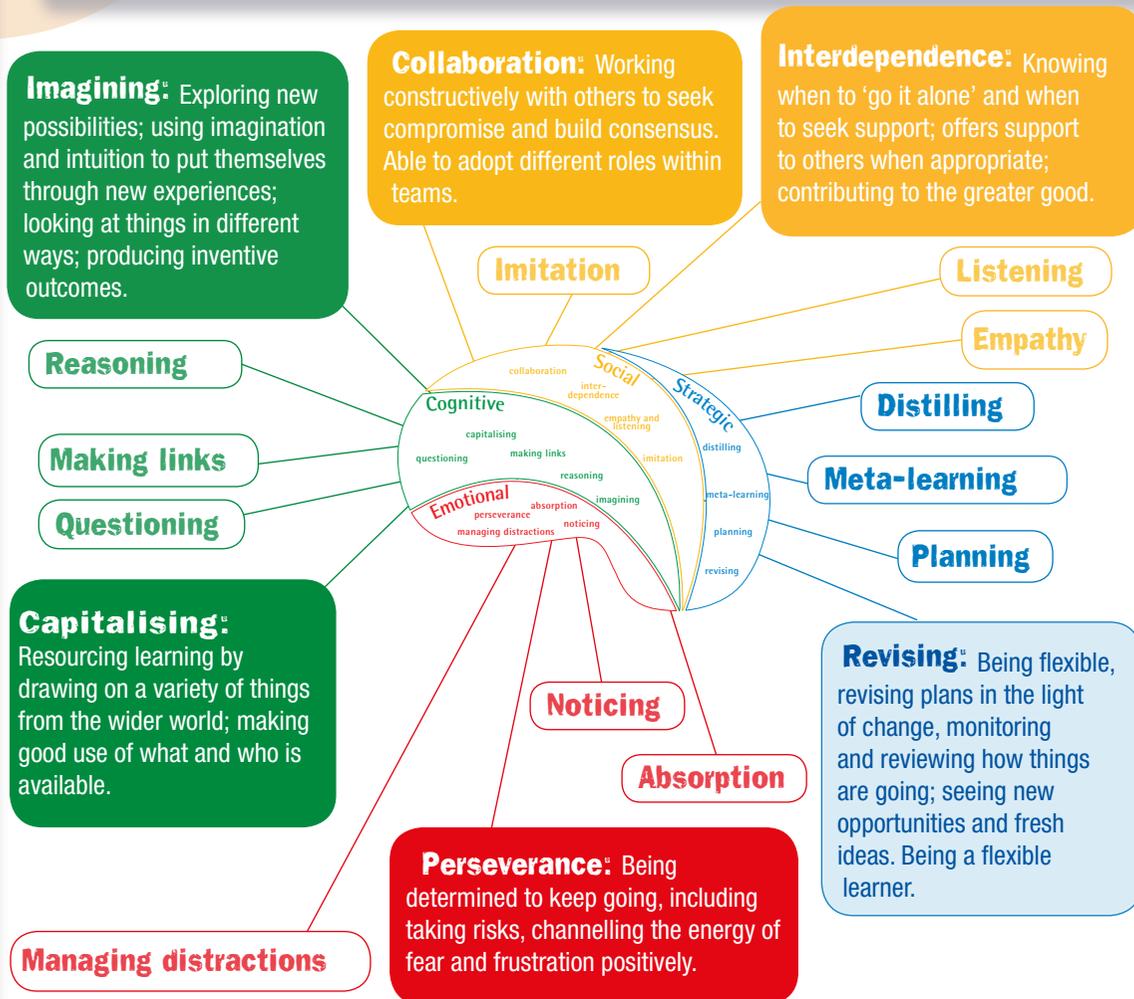
The new curriculum is shaped by four statements of purpose that emphasise the importance of longer-term outcomes designed to equip young people to thrive in an increasingly complex and rapidly changing world. One of these purposes states that young people should develop as **Enterprising Creative Contributors**, ready to learn throughout their lives.

Enterprising Creative Contributors:

- **connect and apply** their knowledge and skills to **create ideas and products**
- think **creatively to re-frame** and solve problems
- **identify and grasp opportunities**
- **take measured risks**
- lead and **play different roles in teams** effectively and responsibly
- **express ideas and emotions** through different media
- **give of their energy** and skills so that other people will benefit
- **are ready to play a full part in life and work**

This resource sketches an approach that schools and teachers could use to deliver the Welsh Curriculum promise of helping young people to become Enterprising Creative Contributors.

Uniting the models of Successful Futures and Building Learning Power. All powerful learners cultivate a set of key learning characteristics. Enterprising, Creative Contributors will deploy a subset of these characteristics, the most important of which, are highlighted in the diagram below.



The BLP approach



There are two main parts to the approach:

- A** a model of a learner and learning, in terms of a set of characteristics that work together to make a person a highly capable learner; we use 'learning power' to describe the effect. (Several of these characteristics appear in this resource.)
- B** a view of the kind of pedagogy that will nurture and strengthen the learning characteristics in young people.

These are bound together by the fundamental idea that '**learning is learnable**', and by explicit, detailed discussion of how learning works, supported by a rich repertoire of words and action.

Wider Strategic Skills

The Successful Futures' view of Enterprising Creative Contributors covers a range of learning habits:

- **cognitive** habits which help learners handle information effectively
- **social** habits which help them work collaboratively with others
- **emotional** habits which help them manage the feelings of learning positively.

Building Learning Power adds a fourth aspect to this recipe for success: **Strategic**, or meta-cognitive, learning habits.

In the case of an Enterprising Creative Contributor these strategic habits would include *Revising*, where a learner monitors how things are going, and remains flexible in the light of their reflection.

Learning behaviours to build Enterprising Creative Contributors

The architecture of

Classroom cultures

Making the shift

Students will first need to embrace the language of learning and be offered opportunities that enable them to become conscious of using their learning behaviours. Teachers need first to gradually shift the culture of the classroom and devolve more responsibility for learning to students. Later they take a more forensic approach to designing classroom activities using the learning behaviours to deepen engagement and understanding.

For many teachers this shift is likely to call for changes in practice. Take it steady! Think about what you might...

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

- **A positive learning environment**
 - » Create a positive atmosphere for learning, enabling students to take on responsibility for their own learning and contribute to the learning of others.
- **Generate team commitment**
 - » Show that teams rely on diverse contributions from individuals who are all working together towards a common goal.
- **Develop leadership**
 - » Coach students to take on a variety of roles in teams and grow team leadership skills.

A shift in relationships



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

- **Conflict resolution**
 - » Ensure group work embraces discussion and debate, conflict resolution and consensus building.
- **Treat knowledge as provisional**
 - » Talk more about 'what might be' rather than 'what is'. Information is always open to question.
- **Explore personal contribution**
 - » Enable students to talk about effective collaborative strategies and evaluate their personal contribution to group tasks.

A shift in learning language



Constructing - Shifting how you construct learning activities; the tasks and classroom routines you use to build positive learning habits

- **Offer activities for 'possibilities thinking'**
 - » Build confidence by encouraging exploration of alternatives and tentative ideas.
- **Strengthen teamwork**
 - » Design activities that require, rather than invite, students to work together to solve problems.
- **Build creativity**
 - » Create activities that encourage/enable students to develop their own creative solutions.

A shift in how learning is constructed

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

- **Celebrate mistakes**
 - » Build the confidence to take risks by celebrating mistakes as part of the journey to excellence.
- **Capture a change of perspective**
 - » Look out for, discuss and celebrate changing views as evidence emerges.
- **Prize the unexpected**
 - » Praise and explore novel and unusual suggestions to see where they might lead.
- **Develop a teamwork code of practice**
 - » Display and use a teamwork code of practice which you have developed and agreed with your students.

A shift in what is celebrated and valued

Stop

Over-scaffolding learning

Start

Waiting longer for answers

Start slowly

Training teamwork skills

Experiment with

Enabling students to pursue their own lines of enquiry

Classroom activities and talk to nurture

Enterprising Creative Contributors



Starters – to prepare the way for team learning. For example:

Think Pair Share

A well-known routine to help students build up to learning in a team. It's the pair bit that's important – it gives students the chance to try out their ideas on a trusted friend before going public.

Try posing a question or problem:

- give students 1 minute to think individually about their own personal response;
- give 2 minutes in pairs to explore first reactions;
- give fours 3 minutes to share their views in a group.

Why do it? To prepare students to contribute and amend their ideas with others.

Thinking routines – to embed learning behaviours. For example:

See, Think, Wonder

This visible thinking routine encourages students to make careful observations (See) and thoughtful interpretations (Think). 'Wonder' helps to stimulate curiosity setting the stage for enquiry.

When looking at an object, image, artefact etc., ask students three questions:

- What do you **See**?
- What do you **Think** about that?
- What does it make you **Wonder**?

Activities – to stimulate use of the learning habits. For example:

Ideas factory

Invite students to become famous inventors who are going to come up with a new gadget to help other people. It must be useful and commercially viable.

Use mind-maps to show the needs of their potential customers and gadgets that could be invented to meet the needs.

- What materials would they need to make it?
- Who do they know with the skills to help?
- Where might they find out relevant information?

Success criteria for the task should focus on the way groups have thought about using resources rather than on the finished gadget.

Activities – to stimulate use of the learning habits. For example:

Use display to record key learning strategies

Set aside an area of display where students are asked to share any strategies or 'top tips' that they have found particularly helpful in their own learning. For those offering the 'top tip' it is a distilling activity, but the resulting gallery of 'top tips' invites students to adopt the successful strategies of others.

Teacher Talk – to nudge learning habits and open possibilities. For example:

- To develop basic social skills, use phrases like:
 - » "Did you hear what xxx said?"
 - » "Tell others what you think"
 - » "Think about who hasn't had a go yet?"
 - » "Why is it fairer to take turns?"
- To develop inclination to contribute their own ideas, use phrases like:
 - » "What do you think?"
 - » "What do you know about this?"
 - » "Who would like to tell us...?"

Why do it? To nudge students to develop the basic skills needed to make an effective contribution to group tasks.

Using 'Could be' language rather than 'Is' language leaves open the possibility that things might not be cut-and-dried, that other avenues might need to be explored. It immediately invites students to be more thoughtful, critical, or imaginative about what they are studying. How could you use more 'could be' language in your classroom?

Enterprising Creative Contributors are likely to:

Be alert to opportunities

Make intelligent use of whatever and whoever is around

Change their minds when necessary

Learn from their mistakes

Build consensus and resolve conflict

Ask 'What if?' questions

Take risks to create original and inventive outcomes

Work effectively with others and equally on their own

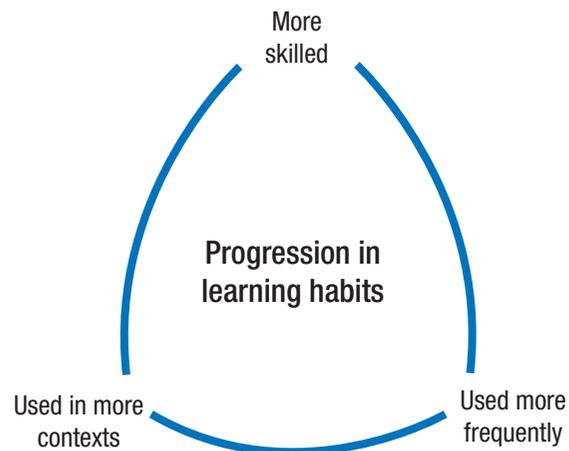
Contribute to the learning of others

Growing learning behaviours

From behaviours to habits

If the big ambition of Successful Futures is to work, the learning qualities suggested have to become more than 'can-do' skills; they have to become habitual tendencies that students adopt in learning. The point is to grow and develop these behaviours to become dispositions or habits. Thus over time, students get better at persevering, questioning, reasoning, changing their ideas and so forth. They use these behaviours more frequently and in a wider range of contexts. They become powerful Enterprising Creative Contributors not just in school but for a lifetime of learning.

Three aspects of progress in building learning habits



I can't	Tell me	I'll try	I see why	I make sure	I am
Unaware of how others do things. Likes to stick with familiar tools.		Capitalising			Exploits every possible opportunity. Creates and improvises.
Few social strategies. At best, cooperative rather than collaborative.		Collaboration			Team player. Adopts many different team roles. Valued in any team.
Just does things. No rethinking or retrying. Uninformed by sense of standards.		Revising			Approaches everything as a process of improvement / change / reinvention.
Firmly based in reality. Has no language to deal with imagination. Predictable outcomes.		Imagining			Challenges the status quo to create innovation. Creates, novel and unexpected outcomes.
Self-centred, inward looking. Unaware of others' needs. Takes rather than gives.		Interdependence			Generously contributes to the effective learning of others.
Risk averse. Lacks self belief. Plays it safe, leading to predictable outcomes.		Perseverance			Relishes breaking new ground. Takes responsible risks in pursuit of original outcomes

This diagram outlines possible starts and ends of the growth of an Enterprising Creative Contributor. From the unskilled, untrained learner on the left to the learning-powered learner on the right lies a progression that can be mapped. The titles across the top identify the progressive phases of skill and attitude towards their learning which students need to be guided through.

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

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