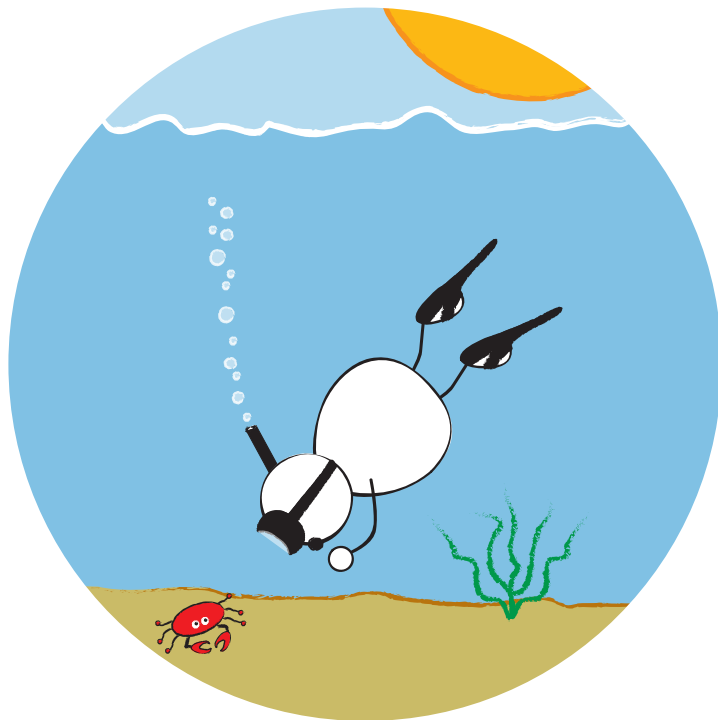


Putting Noticing into Learning



Learning Diary

To accompany the online unit: Putting Noticing into Learning

Name: _____

School: _____

Date: _____

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1 Noticing - a well formed habit

A well formed Noticing habit involves being ready, willing, and able to:

- Be attentive to details and subtleties in seeking to understand things
- Seek underlying patterns patiently, understanding that connections may take time to emerge.
- Actively use all the senses to gather information to build understanding of the world around.
- Gain a clear sense of the 'what' of something before considering the 'why' and 'how'.
- Recognise that learning is often complex and difficult and takes time and effort to accomplish.

So, at a less abstract level, students need to learn how to focus their attention; to look patiently beyond the obvious to see detail and subtlety; to be able to identify the relative importance of what they are observing; to develop the ability to see detail in the context of the bigger picture; and to develop the ability to explain, hypothesise about and explore what is being noticed. When looked at from these diverse angles, growing noticing moves well beyond encouraging a student to 'look carefully'.

2 Five big culture shifts

Five big culture shifts to get you started. Ask yourself – how might you:

- | | In place | Going to try |
|---|--------------------------|--------------------------|
| • Slow the pace down to afford time to notice detail and to reflect on what has been noticed; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Reward attention to detail and accuracy; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Design learning activities that call for searching for patterns and identifying significant detail; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Engage all of the other senses to heighten noticing skills; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourage students to hypothesise about what they have noticed. | <input type="checkbox"/> | <input type="checkbox"/> |

3 The six principles that lie behind teaching for Learning Power

1: Visible learning... Surfacing learning

You make it clear to students which learning habits and processes they are using. You try to make every aspect of the learning process as visible as possible through the language you use and through the words and images you display on the walls.

Ask some pupils to watch how others play team games. It might be throwing bean bags into buckets, jumping through hoops or balancing on bars. Their job is to notice what works, what doesn't work and what seems to work best. Model this regularly... the noticing and coaching makes a real difference to their learning. Capture examples of effective learning on camera / video. Build the outcomes into a display that helps all pupils to become more aware of the effective habits of others.

☐ In place

☐ Going to try

2: Dual focus teaching... blending content and process

You design activities that combine the dual objectives of 'what' will be learned and 'how' it will be learned. You make sure students know that the content they are learning is a way of giving their minds a useful workout. (The content is the vehicle for learning)

For example: Activities that use tools to highlight the learning behaviour being used

Use sets of interesting pictures together with cards with a viewing window cut into them. Pupils place the viewing card over the picture in seeking a range of different features. The more complex the picture/diagram the better



Variety of subject possibilities:

- poems. Use the viewer to find the stanza that is most descriptive, that makes them happy, that uses the best simile...
- geometrical images, use the viewer to find corresponding angles, perpendicular lines, a reflex angle...
- image of the water cycle, use the viewer to find where water vapour is rising, where water is moving downwards, where it would be best to site a farm, a village, a wind turbine...

☐ In place

☐ Going to try

3: Emotional engagement...Capturing attention

Your lessons are designed to intrigue your students. Students don't put in the effort unless their energy and attention are captured by what they are doing. You capture your students' emotional engagement by giving them more of a stake in the process of learning.

For example: Introduce intriguing pictures to provoke noticing



☐ In place

☐ Going to try

4: Handling uncertainty...Challenge

You have realised from your own life that what is engaging tends to be what is challenging. Since you see education as a preparation for a learning life, you help students to learn how to handle increasing degrees of complexity and uncertainty.

For example: Noticing the important

The VTR 'Headlines' is a useful strategy for encouraging pupils to notice what is most important. It is how Noticing contributes to pupils distilling what they have learned and identifying the salient features.

The routine uses the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. It asks one core question:

- If you were to write a headline for this topic or issue right now, that captured the most important aspect that should be remembered, what would that headline be?

Then write the first paragraph of the newspaper article with all the key information.

☐ In place

☐ Going to try

5: Relationships...Working together

Learning is both a sociable and a solitary activity, and you offer your students opportunities to experience both. You develop interdependent learners who know how to handle themselves in collaborative groups and able to move around in the social space of learning to best effect.

For example: Becoming aware of body language. Observing, discussing and using body language to improve relationships. The meanings of shoulder shrugs,(I don't know) open palms (ancient display of honesty) pointed fingers, fake smiles, raised eyebrows, mirroring body language and so forth.

☐ In place

☐ Going to try

6: Reflection and responsibility...Taking charge

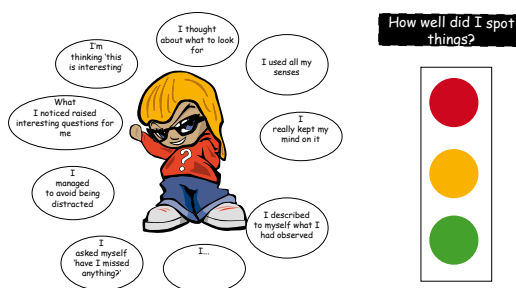
You understand that pupils have to learn how to manage and organise their own learning and that the way to do this is by giving them increasingly demanding opportunities to do so. You orchestrate pupils taking charge of their learning by expecting them to plan what they do, distil meaning from it, and revise it accordingly.

For example: Use learning mats at the start of this process to prompt the use of and reflection on noticing.

☐ In place

☐ Going to try

Noticing learning mat



4 Developing and using the See/Think/Wonder visible thinking routine to introduce 'The Fire of London'.

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Developing and using the See/Think/Wonder visible thinking routine to introduce 'The Fire of London'.

Objectives:

Phase:

Lesson title:

	Teacher Action	Pupil Action	Learning Behaviours	Teacher Talk
Episode 1	Give out viewing frames and copy of the image. Challenge individuals to put their frame over the part of the image typifying certain aspects. Orchestrate table based and then whole class conversations about who chose which part of the image. Probe the extent to which students have noticed detail beyond that to which they have been alerted.	Use viewing frames to support noticing detail and saying what they see. Share ideas with others and with the whole class. Consider how the viewing frame has helped them to notice detail beyond that is required of them.	Process encourages students to look carefully and to describe what they can see to others and the whole class	Tell me what you can see Put the viewing frame over ... Why did you choose that? Which alternatives did you consider?
Episode 2	Explain that students need to make two part responses – what they see <i>and</i> what they think about it. Model the routine See/Think using the first highlighted image. Invite pairs to do See/Think on highlight 2 Lead whole class discussion using See and Think only.. Repeat for highlights 3/4/5. Repeat for the whole image.	1 minute in pairs to do See/Think using highlight 2. 1 minute contributing to whole class discussion. Repeat for highlights 3/4/5 and the whole image.	Process encourages students to Notice detail and offer explanations about what they have Noticed using a blend of hypothesis and speculation	What are you noticing? What do you think about it? What makes you say that? What else might explain ... If it's not that, then ..
Episode 3	Explain that student responses need to be three part – See, Think and Wonder. Model the routine See/Think/Wonder using the first highlighted image. Invite pairs to do See/Think/Wonder on highlight 2. Lead whole class discussion using See, Think and Wonder.. Repeat for highlights 3/4/5. Repeat for the whole image.	1 minute in pairs to do See/Think/Wonder using highlight 2. 1 minute contributing to whole class discussion. Repeat for highlights 3/4/5 and the whole image.	Process encourages students to attend to detail, to say what they think about what they can see and to raise questions about what they have noticed.	What are you noticing? Where do you think he is going? What is he doing? What would you like to ask him? What is still puzzling you?

Noticing	1) Managing distractions/	2) Self talk	3) The 'How' of noticing	4) The 'What' of noticing	5) Impact & outcomes
Embodies	Uses occasional inevitable mind wandering as opportunities to imagine and memorise.	"I keep my mind open to new possibilities and meanings."	Seeks deep seated pattern in order to create meaning.	Has a deep understanding of their field of interest / study.	Noticing to seek new understandings or ways of thinking. Produces detailed outcomes.
Organises	Maintains a focused stance. Achieves a state of flow.	"That's unusual. It's a bit irregular. Haven't spotted anything like that before. I wonder what's happening."	Relates minute or peripheral detail to a big picture/ schema/ taxonomy.	Spots trends, patterns, anomalies. Recognises irregularities or apparent contradictions.	Noticing to develop hypotheses.
					
Values	Slows down their thinking and can alternate between focused and distracted states of mind effectively.	"I like to take my time. When I do I notice more and more interesting things."	Attentive noticing leads to them gaining greater interest in and becoming more curious about things.	Picks out things they find curious, different, unusual.	Noticing to explore possibilities.
					
Responds	Knows their distraction triggers and tries to manage them. Thinks positively to maintain focus.	"I like to see what I can spot. I've seen something like this before."	Focuses attention on what matters/is required for the task in hand.	Notices differences and similarities linked to what they know. Spots connections.	Noticing in order to raise questions and identify what is important.
					
Receives	Aware of distractions and tries to control them.	"I look for what I like and can tell you about it."	Needs help to 'see' beyond the familiar or stand out features.	Notices what matters to them and things they like or enjoy.	Noticing to be able to describe what is observed.
					
Lacks	Attention is all over the place.	"I don't take much notice of things."	Noticing attentively is not part of what they do.	Notices randomly.	Looks but doesn't see. Hears but doesn't listen.

Capture your learning enquiry as a 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

1. Aspects of Learning culture I'll work on	Relating	Talking	Constructing	Celebrating
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

6 Team Reflection and Planning

Personal Action Reporting

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

Improvements in concentration
Increased time on task
More enjoyment in learning
More/renewed interest in the subject
Greater willingness to try, and try different ways
More deliberate looking
Avoidance of.....
Improvements in.....
Increases in.....
Little of no changes in...

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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.

