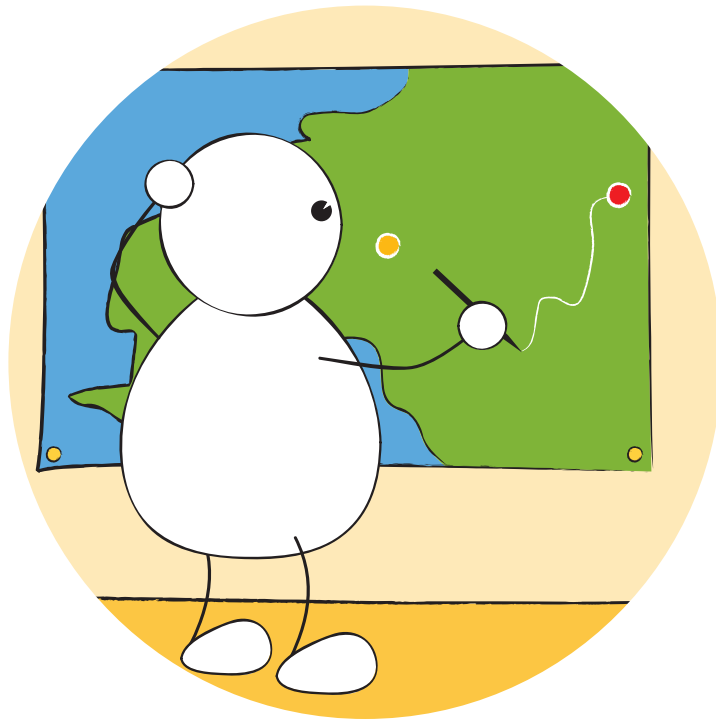


Putting Planning into Learning



Learning Diary

To accompany the online unit: Putting Planning into Learning

Name: _____

School: _____

Date: _____

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1 Planning - a well formed habit

Planning, is the ability to take a strategic overview of your learning, and make sensible decisions. It means:

- taking stock of the problem and the parameters within which you must work
- assessing the available resources, both inner and outer, and deciding which you think are going to be needed
- making an estimate of the time the learning will take, and the competing priorities that may have to be delayed or sacrificed
- imagining a route-map for the learning
- anticipating hurdles or problems that may arise along the way.

Good learners like taking responsibility for planning and organising their learning. They welcome opportunities to decide for themselves when, where, why and how they are going to learn—and to get better at doing so. Research shows, for example, that people who can make a reasonable estimate of how long a task will take are more likely to finish on time, and to do better work.

2 Five big culture shifts

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

- | | In place | Going to try |
|---|--------------------------|--------------------------|
| • Encourage students to ‘begin with the end in mind’ and so resist the inclination to rush into action; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Build in regular opportunities to stop, to take stock, to consider how it is going, what still needs doing; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Enable students to experience and choose from a wide range of planning tools and strategies; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourage students to think ahead to foresee obstacles and potential sticking points; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ensure that planning and forward thinking becomes, increasingly, students’ responsibility. | <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.

Praise, display and recognise.

Key ideas for encouraging pupils to value the ability to think ahead.

-
- Praise any 'thinking ahead' behaviour.
- Praise any resistance to being impulsive.
- Wall display a simple planning sheet/tool
- Talk with pupils about planning the course of the day
- Prompt pupils to think about what they might do next
- Review how pupils' plans have gone

☐ 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)

'What will it look like when it's finished?' (WWILLWIF)

- Set a task — physical, dramatic, written, practical, spoken, visual — that has clear parameters but which is open-ended.
- Make WWILLWIF the regular precursor to any action.
- Ask pupils to determine WWILLWIF for themselves in conjunction with others.
- Help them to visualise this in an appropriate form.

☐ 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: A Thinking Routine. How long will it take ?

Get into the habit of asking pupils 'how long do you think it will take ?'

This requires pupils to think about the task(s) ahead, think what may or may not be tricky, question whether what they are attempting is realistic and manageable, and stops them 'doing it' and makes them 'think about doing it'.

☐ 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: Challenge plan

Enable pupils to create their own plans for seeking and engaging with challenge:

- What's the goal?
- What are the success criteria?
- What is the timeframe?
- Gather information about the tasks
- Link new information to what I already know
- Where am I expecting difficulties – blocks and obstacles?
- Are there any dependencies? If this....then that....
- Use the expert knowledge of others to help distil and refine my ideas
- Review where I've got to and check my thinking against the original success criteria
- Evaluate emerging outcomes against my expectations
- Amend the plan or goal if necessary

☐ 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: Planning together.

Set pupils the challenge of organising, for example, a Christmas Party for the elderly – ask them to consider the features that they will need to take into consideration?

Suggest they divide the tasks into critical areas – Timing... Invitations... Refreshments... Entertainment... Publicity... Health and Safety... Transport... with a separate group to organise each area. Groups send envoys to the other groups to ensure all the areas meld together. Do not provide the scaffolding

Distil the results as a timeline with allocated responsibilities.

☐ In place

☐ Going to try

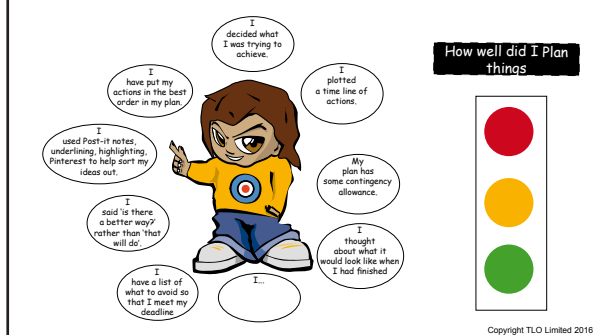
6: Reflection and responsibility...Taking charge

You understand that students 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 students 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 planning.

Learning about Planning



☐ In place

☐ Going to try





Lesson title:

Phase:

Objectives:

4 Planning the use of a telescope

	Teacher Action	Pupil Action	Learning Behaviours	Teacher Talk
Episode 1	Introduce the running order of the lesson Say a little about each Encourage questions	Listen for rationale Become aware of learning behaviours to be used	Provoking and supporting the use of listening for purpose and making links with learning behaviours to be used.	We'll remind ourselves about the meaning of reflection and planning We'll then learn how to make a plan for using a telescope.
Episode 2	Time 5 mins Reveal the titles on the screen one by one For each, ask students to record on mini whiteboards what the statements mean. Lead a discussion about being a manager of their own learning	Each student with a whiteboard Offer a short (no more than 5 word) answer to each item shown. Offer reasons re the importance of managing their own learning.	Provokes and supports the use of reasoning and link making to understand self-regulation	Why is being a self-managing learner important? What do these statements mean? What makes you say that?
Episode 3	Time 10 mins Set up pairs Task 1 Teeth cleaning mirroring Discuss and change places Task 2...to make a pre-cooked meal for an astronaut Give pupils Post its to plan the order of actions needed. Review in pairs	Pairs. A mimes B mirrors Reverse for 2 nd task Put stages of plan onto Post its Pairs review their plan	Provokes the use of imitation, planning and imagination	Review what works. What worked and why in your plan? Would you do things in this order again? Amend your Post its order.
Episode 4	Time 10 mins Brainstorm question...what is involved with planning? Record a list of suggestions Compare with those you now reveal on the whiteboard. Pairs to order the lists	Offering suggestions for the brainstorm Pairs ordering the list to make sense for planning	Provoking and supporting the use of reasoning and link making to previous activity	What is involved with making a plan? What might you need to think about first? Is there one best order?

Planning	1) Planning tools	2) Attitude to planning	3) Self talk	4) Setting Intentions	5) Planning Actions
Embodies	Uses complex planning tools to track dependencies e.g. Gantt or PERT charts.	Planning is a way of life. Uses strategic, tactical and operational plans.	"I plan to make a real and sustained difference."	Has plans for managing their lives.	Has contingency plans to cover what ifs.
Organises	May use range of organisers & spread sheets.	Organises specific planning time to make plans and avoid distractions.	"I make sure my plans are as efficient as possible."	Designs own goals, objectives, success criteria and milestones.	Designs plans to eliminate time wasting tasks. Plans accommodate possible setbacks.
					
Values	May use flow diagrams and home grown formats.	Gives time to planning. Takes a positive stance.	"Thinking ahead of action helps me to achieve success."	Sets realistic manageable goals.	Creates plans based on the significance of tasks, with built in time estimates.
					
Responds	Use tools such as mind maps and spider diagrams, post its.	Prefers plans to be minimal. Adapts given plans of action.	"I like to think about the best order to do things in."	Sets own short term goals when given the opportunity.	Articulates what needs to be done, in a sensible order and the resources needed.
					
Receives	May use lists of things to do.	Follows a given plan when required.	"I prefer to follow a plan that has been given to me."	Can articulate what they want to achieve. [Short term in the head, usually given by others].	Resists being impulsive with support.
					
Lacks	Has no strategies to decide / organise what needs to be done.	Likes to get started and see how things go.	"Things just happen. no need to plan or think about it."	Little sense of ends or purpose.	Rushes ahead with the first idea that comes to mind.

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				
<div style="text-align: center;"> <p>Tackle Time line</p> </div>				
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 planning experiments that I will report to the team at the next meeting

increased inclination to think before taking action

use of a wider range of planning / organising tools

improved understanding of the need to think ahead

increased frequency of talking about what needs to be done

willingness to work towards given goals

preparedness to set their own goals

being prepared to pursue their own goals

realisation that planning leads to successful outcomes

greater inclination to monitor how their plan is progressing against criteria

others you may have observed...

Others you want to observe.....

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.

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- *Ensure BLP principles are interpreted for full effect*
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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.

