

Putting Resourcing (Capitalising) into Learning



Learning Diary

To accompany the online unit: Putting Resourcing (Capitalising) into Learning

Name: _____

School: _____

Date: _____

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1 Resourcing - a well formed habit

Being a good resource learner involves learning with the help of many different sources –other people, books, the internet, music, the environment, experience...and making intelligent use of all kinds of strategies and things to aid learning. In the early stages, it means selecting and making the best use of known strategies and classroom resources but this swiftly moves on to embracing a much wider and varied range of possibilities. This involves being able to seek novel ways of solving problems by exploiting the potential of known strategies and what is around them including things you may never have thought of as a resource. Importantly it includes being able to adapt and adopt the ways other people do things; taking their habits and values into your own repertoire (imitating). Gradually students can improve their physical skills, absorb ideas and thinking patterns by observing the approach and detail of how others do things. When looked at from these diverse angles, growing resourcing moves well beyond encouraging a student to ‘read pages 24 and 25’. The Resourcing Learning grid below takes account of the constituent parts of building the habit of Resourcing Learning.

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 choose their own resources; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Enable students to choose which learning strategy they will use; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Harness display to celebrate successful learning strategies; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Promote greater choice, self-reliance and independence; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Alert students to the successful strategies of others. | <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.

Use display to record key learning

Set aside an area of display where pupils 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 pupils to adopt the successful strategies of others. This will also support the skills of noticing, collaborating, and distilling.

Organise your classroom in such a way that pupils are able to select, get and return the resources they need.

☐ 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:

Encourage self regulation of resources

Design tasks that require the use of a range of resources and gradually expect the pupils to select what they need. At the beginning of a session talk with pupils about the things they might use to help them with their learning.

☐ 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:

Ideas Factory

Invite pupils to work as teams of famous inventors who are going to come up with a new gadget to help other people. It must be useful and commercially viable. Use mindmaps 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.

☐ 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:

Scrapheap Challenge

Collect a pile of unrelated objects, or ask pupils to bring in one object each and mix them in random groupings – e.g. a copper tube, piece of cloth, felt pen, blu-tack. Challenge pupils to make as many things as they can from the objects, using all of them but nothing else. Discuss examples of particularly imaginative/effective use of materials and whether these ideas can be used in another context.

☐ 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:

Changing Habits –from unhelpful to helpful habits

Explore this through role play. Use imaginary characters to create more emotional distance. Discuss peer and family influence on forming habits. How many of our habits do we pick up from those around us? To what extent can we choose our habits?

In pairs, identify habits that could easily be changed (i.e. always eating cornflakes for breakfast), and discuss how this came to be a habit. Decide to change one habit for a set period of time. Discuss what happened. How did the new 'habit' feel the first time? How did it feel after 21 times? How could pupils use this experience to imitate other people's helpful habits?

☐ In place

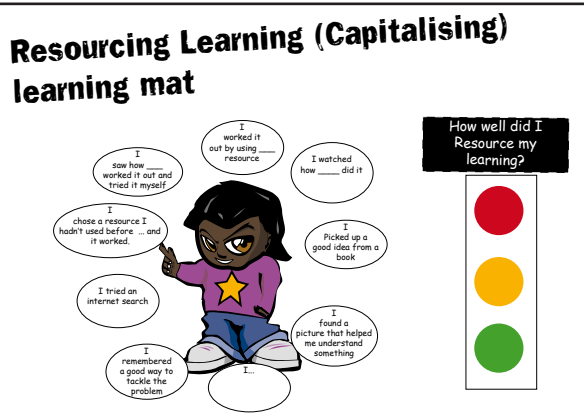
☐ Going to try

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 Resourcing Learning.



☐ In place

☐ Going to try

4 Using Think, Puzzle, Explore to initiate independent enquiry.

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Using Think, Puzzle, Explore to initiate independent enquiry.

Objectives:

Phase:

Lesson title:

	Teacher Action	Student Action	Learning Behaviours	Teacher talk
Episode 1 Phase 1	Groups of 4 Give each group a different stanza of the poem (omit stanza #1 at this stage). Warn that they only have the stanza for 2 minutes	2 minutes to read the stanza and to speculate what it might be about.	Process encourages students to speculate with only partial information. Requires attentive noticing and imagination.	What might it be about? What makes you say that?
Episode 1 Phase 2	Give 1 minute warning you will collect the stanza, before they circulate to discuss with others. Collect the stanzas. Invite students to circulate around to find out about the other stanzas of the poem...	5 minutes to ask others what they have read and what they think the poem is about.	Process encourages distillation of the key aspects of the stanza, to make links between their stanza and those of others, to ask pertinent questions, to listen carefully to answers and, possibly, revise their views	Any common threads? What are you trying to discover? What will you tell others about your stanza? What questions do you need to ask?
Episode 1 Phase 3	Orchestrate whole class discussion – what are they thinking the poem might be about? Gallery ideas without comment. Give out all stanzas of the poem. Task is to put them into the right order, but they must first decide, together in 4s, how they intend to tackle the problem.	1 minute to contribute speculative ideas. 1 minute to discuss in 4s how they intend to tackle the task.	Process encourages students to pool what they have found out, and to think ahead to plan together how they will tackle the problem of ordering the stanzas.	What is your best guess? What will you be looking for? What will you do first? What will you do after that? How might it start? Finish?
Episode 1 Phase 4	Give each 4 the poem, cut up in stanzas. Challenge students to agree an order for the stanzas.	5 minutes in 4s to discuss and agree their preferred order.	Process encourages students to make links and see connections, to speculate, to discuss their ideas and explain their thinking to others, and to revise their ideas as a consensus emerges.	Did your plan work? How are you tackling this? Do you all agree? Now you can see all the stanzas, what do you think it is about?
Episode 1 Phase 5	Give students the correct order. Ask, now that they can see the whole poem, what they think it is about. Compare with gallery of initial ideas from phase 3. Help students to come to a class view about the poem's meaning.	1 minute to consider whether they prefer their order or the poets, and why. 1 minute to agree what they now think the poem is about. 2 minutes to share ideas across the class.	Process encourages students to share ideas, to build consensus, to explain their thinking and offer evidence to support their view.	Who got the start right? What made you think that was the starting stanza? Ditto finishing stanza. What do you now think the poem is about? Are we all agreeing that . . . ?
Episode 2	Use the Step Inside VTR to help students to explore the image of Aberfan. Lead discussion using the Teacher Talk box (top right) to structure the conversation. Ask students to say what they are thinking to talk partner at various points before reverting to whole class discussion.	Whole class and pair activity 5 minutes to explore the image of Aberfan and link it to the poem of Episode 1. Exploring See, Believe, Care about	Process encourages students to respond with empathy to the image, to make links to the poem, to notice detail, to speculate and offer evidence and to distil and frame questions.	What can they see? What might they know or believe? What might they care about? What makes you say that? What else might explain . . . ? Which one question would you like to ask them? What does this remind you of?
Episode 3	Enable students, in 4s, to access the internet to search for information on Aberfan.	15 minutes to access the internet to gather information about the Aberfan disaster.	Process encourages students to use their search skills to gather information by asking appropriate questions and pursuing a line of enquiry on the internet.	See what you can find out? How could you search for that? What keyword(s) might help you? How can you refine your search?
Episode 4	Using Think/Puzzle/Explore, (see teacher talk) Challenge groups to reflect on: What they have found out, What they want to find out, And how they might do it.	5 minutes to respond to the 3 aspects of Think, Puzzle, Explore.	Process encourages students to distil what they already know, to frame questions about what they still wish to find out, and to consider how they might best go about it.	What do you think you know about Aberfan? What questions to you still have? What is still puzzling you? How might you go about finding out? Who will do what?
Episode 5	Support groups, Ask probing questions, Nudge where necessary, But otherwise lets groups get on with their enquiries	2 hours (?) to undertake the research and plan how they will feedback to other groups.	Process encourages students to undertake independent research, to question reliability/ bias, to distil key messages and to build a credible line of argument.	Are you achieving what you set out to do? Will you complete in time? How will you tell others about this?

Capitalising	1) Self talk	2) Selecting and using tools	3) Using expertise	4) When to use resources	5) Imitating others
Embodies	"I use and adapt a complex mix of effective resources to help me do a job well."	Can improvise and make imaginative use of available strategies and resources.	Moves beyond immediate sources to find original, primary sources of expertise for validation. Is willing to share own expertise.	Can distinguish when learning requires further resourcing and when it is more appropriate to work it out for themselves.	Selectively uses other peoples' ideas, style, behaviour to inspire and guide their lives.
Organises	"I need to find more efficient/ complex/ original resources to enable me to do this well."	Selects with discernment the best strategy or resource for the job.	Delves deeply into the internet, journals and reference books or knowledgeable others to draw on pertinent expertise.	Is not reliant on resources as props to be able to learn effectively.	Changes/ adapts what they imitate from others to make it their own (innovates).
					
Values	"I know which resources I need to look for / find."	Deliberately selects specific strategies / resources (which may or may not work). Remains flexible if selection is inappropriate.	Has a wide range of sources of information which are accessed increasingly independently.	Knows when using further resources is a valuable strategy in getting unstuck/doing a good job.	Carefully selects and combines ideas/ behaviours/ learning from others to help their own.
					
Responds	"I know about lots of resources but I am not sure which to use."	Selects from available strategies / resources using a scatter gun technique (little discernment).	Begins to use abstract sources such as books or the internet.	Tries to 'work it out' on their own before looking for more resources.	Mimics other peoples' ideas/learning with little selection.
					
Receives	"I use the materials I am told to."	Follows prompts from others to use specific strategies / resources.	Is willing to ask peers or teacher when prompted for expertise.	Seeks additional resources only when told.	Watches and listens to how others do things with support.
					
Lacks	"Not really aware that various tools or resources are aids to learning."	Relies on others to be told which strategy or resource to use.	Seeks answers from immediate others as a matter of course.	Gets stuck or is distracted from task when all necessary information or tools are not at fingertips.	Unaware of how others do things.

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 Resourcing experiments that I will report to the team at the next meeting

Happy to use previously untried strategies or resources

Increasingly chooses own strategies or resources

Willingness to seek information/ideas from others

Better able to match the right resource to the right job

More alert to how others do things

Better able to adopt others' successful strategies

Increasingly independent

Increasingly interdependent

Others you may have observed...

Increased desire to do a good job

Others you want to observe.....

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TLO offers a range of courses, on-line learning, conferences and resources to stimulate and extend schools'

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