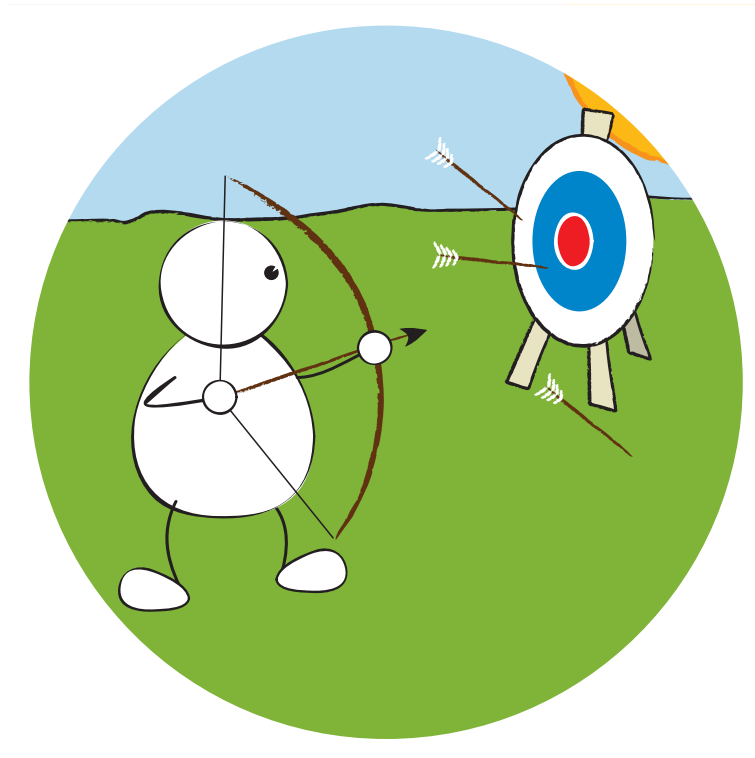


Putting Revising into Learning



Learning Diary

To accompany the online unit: Putting Revising into Learning

Name: _____

School: _____

Date: _____

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1 Revising - a well formed habit

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

- Self-monitor how things are going, keeping an eye on the goal
- Expect the unexpected, having a readiness to re-shape, re-order, re-form plans to take account of new circumstances.
- Remain alive to new, unforeseen opportunities and ideas
- Look at what you are doing with a critical eye
- Strive to be the best you can be
- Make sure things are on track and make improvements along the way.

So at a less abstract level, students need to learn how to deal with change, emotionally and practically. With an inflexible frame of mind they are unlikely to recognise the need to change their ideas or the way they do something. They also need to know what 'good' looks like; how to keep an eye on how things are going and the willingness to evaluate how things went against external standards. When looked at from these diverse angles, growing revising moves well beyond encouraging a student to 'have another go'.

2 Five big culture shifts

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

- | | In place | Going to try |
|--|--------------------------|--------------------------|
| • Harness display to illustrate that first attempts are rarely the finished article; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ensure that students act on your feedback and do things differently next time; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourage students to monitor how things are going, and change tack if necessary; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourage students to evaluate the extent to which they have met the required standards; | <input type="checkbox"/> | <input type="checkbox"/> |
| • Deliberately create situations that require a change of mind. | <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.

Help pupils to become reflective and thoughtful about goals.

To evaluate progress towards the goal, display phrases like:

- Do I think that's coming along well.
- Have I checked my emerging outcome against my original goals?
- Am I still on track?
- Did I have to amend my goals part way through? Why was that?
- What am I going to do about ?
- Is there anything I could have done better, differently?
- How might I get better at that? What would be a better/alternative way of doing it.
- Am I satisfied with how it is going?

☐ 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: Use the visible thinking routine

I used to think, Now I think

Use routine to help students to reflect on how and why their thinking/understanding is changing:

Remind students of the topic you have been working on.

Ask them to respond to each of the sentence stems: I used to think..., Now, I think...

Alternatively ask students to write down their views at the beginning of a topic. Invite them to revisit & update their answer during and at the end in light of what has been learned.

Or, at the beginning of a lesson ask students to write down what they understand by a particular term that will be explored in the coming lesson (e.g. Phrase (English); Proof (Maths); Power (Science) etc). At the end of the lesson ask them to write down what they now understand by the term.

☐ 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: Try a range of Thunks at the start of a lesson to capture attention and force a rethink

For example: If cows were cleverer, would we still eat them?

There are plenty to choose from in The Little Book of Thunks by Ian Gilbert

What is a Thunk? A Thunk is a beguiling question about everyday things that stops you in your tracks but helps you start to look at the world in a whole new light

☐ 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: Use success criteria to revise their learning

Make it clear to students what you are looking for in a piece of learning and give them opportunities to check their 'work' against the criteria, either individually or in pairs. Ensure the criteria are linked to the original learning intention. Knowing what is expected encourages students to stay on focus and to revise their work to meet the criteria. Invite students to create success criteria themselves in order to encourage ownership.

Include:

- what students should know
- how much, and how, they should include opinions, judgements and their own thinking
- what skills they should be able to demonstrate
- how to link the outcome to the original learning intention.

☐ 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: Use this as a 'working together' plenary session.

Invite pairs or small groups of students to predict what the next lesson will focus on, based on their reflections from this and previous series of lessons.

Answers could be given in as the students leave the lesson and the answer revealed at the start of the next. You could even introduce a regular 'predict-the-learning' segment in your teaching. Extend this idea by asking students to connect and sequence a series of lessons together

☐ 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 revising.

Revising learning mat



☐ In place

☐ Going to try

4 Using the slow reveal as a stimulus for enquiry

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Using the Slow Reveal Technique as a stimulus for enquiry

Lesson title:

Episode:

Objectives:

	Teacher Action	Student Action	Learning Behaviours	Teacher Talk
Episode 1	Use Think Pair Share to encourage students to explore the (partial) image and glean as much as they can from this view. Probe pairs and groups to speculate on what might be happening. Use 'what makes you say that' to provoke explanation.	1 minute to view image in silence, noting significant detail 2 minutes to pair with a talk partner to discuss 4 minutes in a group of 4 to agree answers to the teacher talk questions and to explain their thinking	To notice detail, speculate on possibilities and to explain their ideas to each other.	What are you noticing? What is happening here? When is this happening? What decade are we in? Where are we? What is the weather like? What makes you think/say that?
Episode 2	Reveal next part of the image Asks groups to discuss whether this confirms or changes their initial impressions.	In 4's, students discuss how this confirms what they first thought, and how this new information is forcing any slight change of view	To change (revise) their outlook in light of new information.	To what extent does this confirm your first thoughts? What more is this telling us? Does this change what you were first thinking? Any new / further ideas?
Episode 3	Reveal third part of the image Use 'could be' language to draw out a range of possible explanations. Encourage speculation rather than explanation.	Discuss possible alternative explanations for the cloud formation	To speculate (and listen) about a range of possibilities	What's going on here? Is the weather changing? Is the weather getting worse, or getting better? What else could explain this?
Episode 4	Reveal the fourth part of the image. Shift the focus from looking at the scenery to considering the feelings / motives of people in the image..	2 minutes to consider in 4's who these two people are Speculate on how they are feeling	To use their noticing and empathy skills to speculate on the relationships	<i>(How)</i> Are these people related? <i>How might they be feeling? Relaxed? Happy?</i> <i>Are they related to the first image we saw?</i> <i>What might they be looking at?</i> <i>What makes you say that?</i>
Episode 5	Reveal the fifth part of the image, (the bit that reveals the burning twin towers.) Nudge students to make the links for themselves , or offer supportive hints if necessary. Use 'I used to think, ... but now I think' to help students to capture their change of outlook.	2 minutes to discuss how this image adds to what they already know, and how it changes their first impressions. In 4's, 2 minutes to write a response to: We used to think ... But now we think ...	To make links to what they already know in order to understand what is going on in the image, and challenges them to refine their initial thinking in light of this.	How does this change your thinking? What misled you initially? What did you used to think? What do you now think? What made the penny drop?
Episode 6	Reveal full image Use See/ Think /Wonder , help students to explore it. Scaffold student responses step by step if necessary. Organise class to agree best S/T/W's. Groups to speculate on the answer to these best 3 'wonders'	2 minutes to decide on their best see/think/wonder Share with the other 4's. Whole class agree the best 3 S/T/W's. 4's to discuss possible answers to the 'wonders	To distil their thinking, to reflect on how additional information frequently forces a change of perspective, or gives rise to a further range of questions.	Now that you can see the whole image: What are you noticing? What are you thinking? What questions would you like to ask the people in the image? How do you think they would answer?

Revising	1) Attitude to change	2) Sense of standards	3) Self-talk	4) Reflection IN action	5) Reflection ON action
Embodies	Constantly on the look out for how to improve/change/reinvent something.	Aim to achieve highly informed, self created, self imposed standards.	"By changing accepted thinking on this I will achieve far better results/outcomes."	Approach most of what they do as a process of continuous improvement.	Always changing ideas/ways of doing things in the light of deep reflective experience.
Organises	Rethinks and restarts to change direction.	Explores the range of available standards and selects from that range.	"Are there different ways I can use to improve this?"	Questions and moderates normal rules/ideas to detect errors and improve things.	Challenges accepted ways of doing things/thinking.
					
Values	Recognises learning involves constant rethinking/redoin.	Recognises that standards have a purpose and uses the standards that are readily available.	"I'll just tweak this to make sure it reaches external expectations?"	Edits as they go along. Thinks on their feet within the given variables.	Thinks about why they did it that way.
					
Responds	Overcome fear of mistakes/failure and amends things unprompted.	Works out what might make something good with support.	"Is this on the right lines? Can I work out how this could be better?"	Uses a wide list of checks to make sure they are on track.	Thinks and talks about how they did something without prompting.
					
Receives	Attempts to change or retry something when prompted.	Accepts criteria/standard given by teacher/parent.	"I'll check this over because I have been told/asked to. My teacher says this is right."	Checks what they are doing against given criteria.	Thinks/talks about how they did it when prompted.
					
Lacks	Unaware of possibilities of change.	Uninformed sense of standards.	"I've done this. This is how I do it."	Just does things. No thought of rethinking/retrying.	When something is finished its finished. No looking back.

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

Increased time on task
Greater care
Willingness to try again
Willingness to try new ways
More confidence
Use of checklists
Checking success criteria
Understanding of when something is 'good enough'
Less rush to finish quickly
Increased desire to do a good job
Others you want to observe.....

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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.

