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Strategic. Learning Power

A guided conversation for strategic leaders

What and why.



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Line of argument through the slides

- Education as a preparation for the future
- What does the future look like? How is work changing?
- There's one essential skill...learning how to learn
- Research shows that learning is a learnable craft
- So how do we want our learners to be?
- Research highlights four essential learning dispositions
- Building powerful learners involves changing how we function in the classroom, in developing staff and in evaluating change
- The outcomes for students go beyond exam success
- A student explains how she is a powerful learner
- To achieve this requires a long term professional learning programme



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The threads that link these slides together:

- **In times of change, students need to be equipped to deal with an uncertain future**
- **There is more to Education than examination success**
- **Education is not the same as 'Schooling'**

Aim of the discussion: To consider/explore the school's policy and direction in developing students' learning habits through the use of Learning Power.

Objectives: By the end of the discussion participants will have explored:

- The implications of the changing economy of the 21st Century;
- How you want students at your school to be as learners;
- Whether learning is itself a learnable craft;
- The 4 dimensions or domains of learning and what they might mean for learners, for teachers, and for the school;
- How a blended learning programme for teachers might support the changes.

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Education is a preparation for the future.

That means: helping to give all young people the knowledge, skills, dispositions, and values they need to thrive and contribute to society, in the face of the challenges and opportunities they will meet. The curriculum and means of assessment must support that preparation. (Claxton 2008)

The job of a school is to give young people the knowledge, skill and character that will enable them to flourish in the face of uncertainty: 'strong minds for tricky times'. (Claxton June 2010)

Is this what we are doing now?



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The Key message(s):

While we may, on the surface, be doing ok in terms of attainment/achievement measures, are we also preparing our students to live well in the 21st Century?

Detail:

In 2008 Claxton was saying there is more to education than knowledge and skills... dispositions (habits), values and attitudes...

In 2010, in preparing for his next book, signalling how important this preparation is... because society is handing them some very tough times.

But we may have lost sight of this. . What has happened, and happening, in many schools is a focus on the knowledge and skills... the agenda to raise test scores.

What this has done has narrowed the curriculum, narrowed children's experiences, failing to equip them with the character to thrive in the real world.

The changing nature of work

- Which of the following categories of skill is disappearing from the work-place most rapidly?
 - Routine manual
 - Non-routine manual
 - Routine cognitive
 - Complex communication
 - Expert thinking/problem-solving

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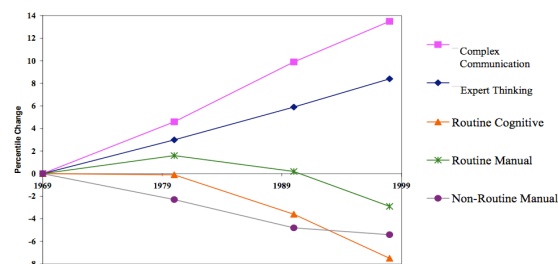
The Key message(s):

A challenge to what we think we know about changes in the workplace.

Detail:

A short discussion. Most will, correctly, go for the manual ones.
But how many will see that routine cognitive is also on the downward slide?

... need to prepare students for an unknown future



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Autor, Levy & Murnane, 2003



The Key message(s):

Routine cognitive is also in decline, Only Expert Thinking and Complex Communication are rising.

Detail:

Routine Manual – repetitive assembly type roles, construction, production, repair roles

Non-Routine Manual – service occupations, janitorial roles, car/lorry driving roles, assisting and caring roles

Routine Cognitive – sales, office roles,

Although this graph is several years old now we are increasingly actually experiencing this reduction.

Expert Thinking – non routine cognitive roles that require problem solving skills

Complex Communication – management and leadership type roles

Learning for the future

- The skills that you can learn when at school will be obsolete by the time you get into the workplace, except for one skill.
- The one really competitive skill is the skill of being able to learn ... not to give the right answer to questions about what you were taught in school, but to make the right response to situations that are outside the scope of what you were taught in school.
- Pepart 1998

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The Key message(s):

The ability to 'learn' underpins the non-routine cognitive roles that are on the increase

Detail:

So the model that says learn while you're at school, while you're young, the skills that you will apply during your lifetime is no longer tenable. The skills that you can learn when you're at school will not be applicable. They will be obsolete by the time you get into the workplace and need them, except for one skill. The one really competitive skill is the skill of being able to learn. It is the skill of being able not to give the right answer to questions about what you were taught in school, but to make the right response to situations that are outside the scope of what you were taught in school. We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared.

(Pepart, 1998)

An overview of learning and your brain

- Is Learning Learnable?
 - Old idea
 - intelligence is fixed
 - Research into the brain
 - mind is improvable
 - Intelligence is
 - 'the sum total of habits of mind'
 - Resnick
 - Habits can be changed and developed
 - Intelligence is
 - 'knowing what to do when you don't know what to do'
 - Piaget
 - Getting stuck is the liberating point, when learning begins



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The Key message(s):

Learning is a learnable craft at which everyone can get better

Detail:

Key points

explain the research background to BLP.

We now know L2L is possible

New ideas on nature of intelligence

Profession has duty to use these new ideas in teaching

Currently students are too spoon fed

Students needs to be prepared for a fast changing world

Background notes

This slide draws together a range of arguments that together make up a convincing case for BLP. It is about shifting the focus from teaching to learning and developing the habits of lifelong learners.

The flow of the argument goes as follows:

What's the point of education in our school?

- How do we want our students to be as **learners**?

Leading on to considerations of . . .

- How will they become this?
- How can our teaching build their learning capacity?
- Where are we now? What will it take?
- How should we lead our school with learning in mind?

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The Key message(s) on this slide:

There is more to Education than just getting good exam results

Detail:

To stimulate a discussion about how we want our school to be.

The first question is the important one - How do we want **our** students to be as **learners**?

Use it as a prompt to explore things like problem solving, critical curiosity, creativity, self-regulation etc.

Questions 2/3/4/5 follow on from Question 1 and are addressed in the upcoming slides.

What do we want our students to be as learners?

Research suggests successful learners are disposed to...



...be emotionally engaged. **Resilient** disposition

...use a wide cognitive range. **Resourceful** disposition

...engage socially. **Reciprocal** disposition

...take strategic responsibility. **Reflective** disposition

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The Key message(s) on this slide:

Learning has 4 key dimensions or domains of learning

Detail:

Slide goes back to the foundations of learning. It introduces the notion of learning dispositions.

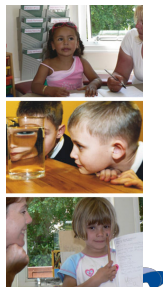
Dispositions are deeper than skills. They describe what people have a tendency to do. They underpin people's whole approach to learning – being ready and willing as well as able.

NB The dispositions cover the emotional, social and cognitive domains of learning together with how we take personal responsibility for learning.

Dispositions can be improved and deepened when students become aware of them and are encouraged to use them positively..

Building Powerful Learners is about:

- students developing long term learning habits to stand them in good stead for a complex world
- a way of educating that has learning at its heart
- classroom cultures becoming learning-friendly
- teachers using a forensic, more precise understanding of learning
- schools playing a bigger educational game . . .



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The Key message(s) on this slide:

Developing students' learning power means there will be changes in student learning behaviours and classroom practice and culture

Detail:

Students will only develop these skills if teachers and classroom practice change first.

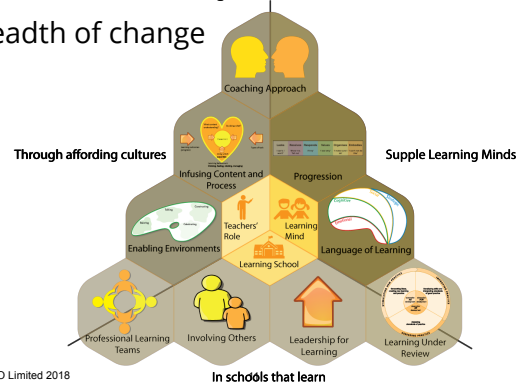
This will not happen unless the school also 'plays' what has been referred to as a 'bigger educational game'

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Building Powerful Learners

Breadth of change



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The Key message(s) on this slide:

The changes will impact on all areas of school life

Detail:

The three areas:

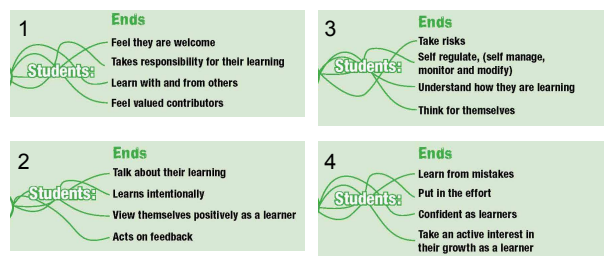
- 1 Building students' learning minds (the learning behaviours we are seeking to develop)
- 2 the classroom cultures and teaching practices that will enable these behaviours to grow
- 3 the aspects of a learning school necessary to support the other 2 aspects.

See notes in Downloads section - Notes to help understanding of slide 11 (Breadth of change)

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The type of outcomes we want to achieve...



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The Key message(s) on this slide:

How we want our students to be different . . .

Detail:

Box 1 – to participate in and take an increasing responsibility for their own learning

Box 2 – to have a fluent language with which to discuss learning

Box 3 – to manage themselves as developing learners, to be 'meta cognitively' aware

Box 4 – to understand that learning is a slow, uncertain yet satisfying process

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What school leavers say about learning power



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The Key message(s) on this slide:

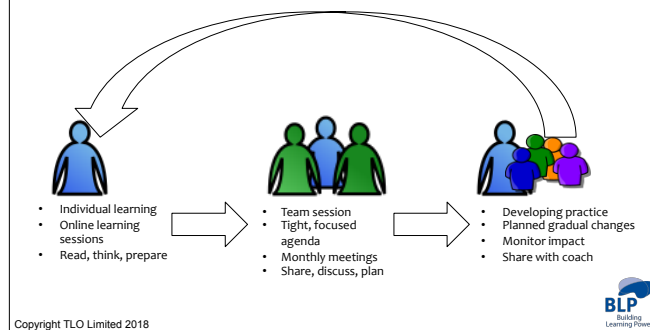
Would you employ this young lady ?

Detail:

Could our most able students talk like this (at an age-appropriate level)?

This is the sort of learner we could produce with the help of a learning power programme

Achieve the change through blended learning programmes



14

The Key message(s) on this slide:

Making these numerous shifts will take some serious development effort.

This is an overview of the blended learning programme of online support, individual and team reflection, and small scale action research that the school hopes to take on

Detail:

Describe the learning process diagram

Content about learning and learning behaviours are available to individual teachers online. Teachers work at their own pace through an agreed content unit. Content is absorbed and thought about.

Teachers then meet as groups (Professional Learning Teams) to discuss the ideas, firm up understanding and plan how to use the ideas and change their practice. In later sessions they share accounts of their classroom experiments to the group. These are probed and extended by the group

After the team session teachers put their plans into action and monitor the effects. possibly discussing with a coach if coaching is part of the school's CPD support system.