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Strategic.

A guided conversation for strategic leaders

The supple learning mind.



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The threads that link these slides together:

- The 4 domains of learning – Emotional; Cognitive; Social ; Strategic.
- The 17 learning capacities of effective learners
- Using the capacities to create a language for learning

Aim of the discussion: To consider/explore what effective learners really do, the 'capacities' that research tells us comprise effective learning.

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

- The 4 domains of learning
- The 17 learning 'capacities' that sit beneath them
- How 'schooling' can inadvertently hinder the development of these capacities if learners are not supported to understand, talk about, and use them
- What might need to change in classrooms

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A line of argument through the slides

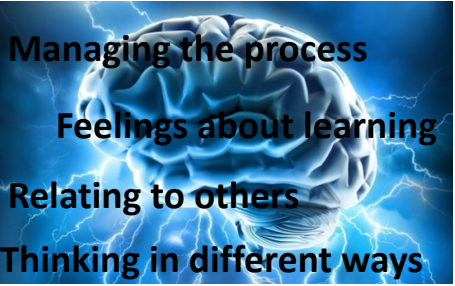
- The four learning dispositions unpacked
- The learning power model often known as the supple learning mind
- The opposite ends of learning. Moving learners from left to right
- Part of the job of building the habits is to counteract the negative behaviours
- Learning powered students talking about using the behaviours



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A framework for helping students to understand how they learn



- Their feelings
- Their ways of thinking
- How they learn together
- How they manage the process



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The Key message(s) on this slide:

There are 4 domains of learning –

- the emotional domain, how we feel about learning;
- the cognitive domain, the ways in which we think;
- the social domain, how we relate to others, and
- the strategic domain, how we manage the process of learning.

Detail:

Learning is our brain at work. Making it work better at learning it's a good idea to understand a bit about how it works.

To understand that learning is most affected by how we feel, and how we feel controls how we attend.

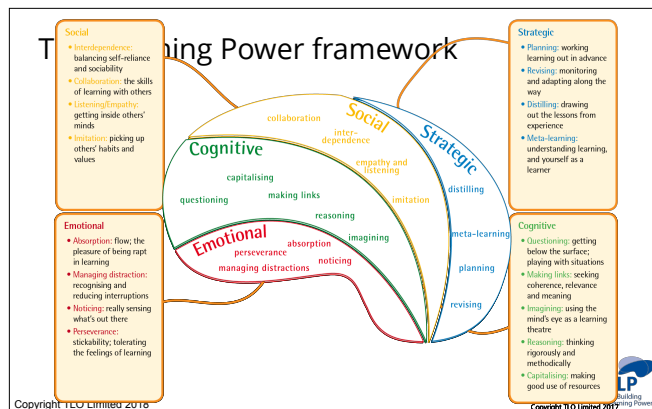
To learn well we need to think in different ways,

We need to relate to others with and from whom we can learn

We need to be able to manage the process of our learning.

It all goes on in our brain. The problem is we can't see the learning happening.

A student's **Performance** enables teachers/learners to see some of what may have happened in the learning process. Developing students' learning power aims to make the process of learning more visible to the learner and teacher



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The Key message(s) on this slide:

The 4 domains of learning are made up of 17 learning 'capacities'

Detail:

Key points

These slides build up the key capacities that make up each domain of learning

The names of the capacities form just the start/ beginnings of a language of learning

Each capacity develops or atrophies over time

Background notes

This is what it takes to be a good learner

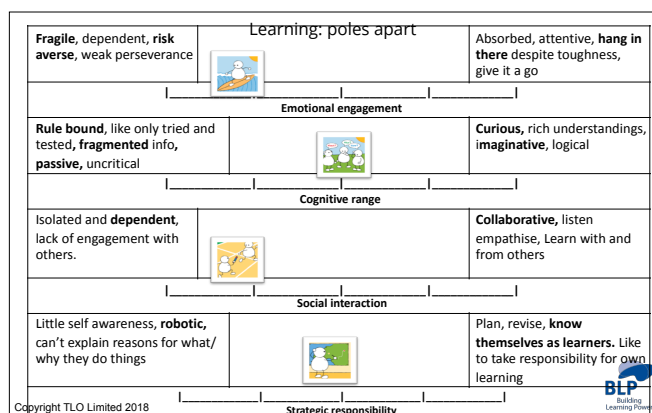
International research suggests key capacities for better learning

BLP is about building these capacities into HABITS

These capacities give us a start on a language for learning

Resilience: attentional engagement — emotional aspect — feeling

Resourcefulness: range of tools and skills — cognitive aspect - thinking



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The Key message(s) on this slide:

'Schooling' often leaves many students towards the left hand side. How can we help them move towards the right ?

Detail:

What might happen if pupils are not supported in their learning behaviours?

What might happen if we spoon-feed learners ?

Here are the alternatives - we want learners to be at or near the right hand side

• tough, alternative, curious, imaginative, rational, collaborative, empathetic, revisionist, and meta-cognitive

• Rather than fragile, risk averse, rule-bound, fragmented understanding, passive, dependent, robotic.

If we left learners to it they would probably be like the right hand side – they certainly appear to be **before** they go to school !

But schooling, too often works, against these natural, innate learning behaviours.

It hot houses learners through, and in so doing moves them towards the left.

Important

Left side does NOT mean low achievers. Many high achieving girls are fragile learners who 'fall apart' when they come up against something they cannot do. They are

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Forming the habits of good learners involves counteracting negative learning behaviours, such as...

- Becoming distressed when mistakes are made;
- Giving up when it is 'difficult';
- Answering rather than ask questions;
- Rushing to complete rather than allow time for quality to emerge;
- Acting impulsively rather than take stock and developing a plan of action;
- Sticking with known strategies rather than breaking new ground.

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The Key message(s) on this slide:

We not only have to build positive learning behaviours, we also need to counteract unhelpful learning behaviours. Which unhelpful behaviours do your students exhibit?

Detail:

There may be negative approaches to learning that need to be eradicated before we can begin to build positive ones. Discuss – which negative learning approaches do we need to counteract in our students?

Students talk about their learning power

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BLP
Building
Learning Power

The Key message(s) on this slide:

Give learners a language of learning so that they can understand the concept of learning

Detail:

Listen to these young learners. Could your students speak with similar fluency about the learning process ?