

1

Chalkface. Learning friendly cultures

What are they?
What do they look,sound and feel like?



Copyright TLO Limited 2018

2

How can we build powerful learners?

Connect
Extend
Challenge
VTR



Copyright TLO Limited 2018

The threads that link these 10 slides together:

Classroom culture is a key aspect in developing effective learning behaviours

Classroom culture has 4 dimensions - the relationships; what is talked about; how learning is constructed; what is celebrated.

‘Good’ teaching does not necessarily foster effective learning habits

Aim of the discussion: To consider/explore the importance of classroom culture in creating the conditions within which learning can flourish.

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

- Considered their existing classroom culture using Culture Tool 1;;
- Explored the second key model of Building Learning Power - the Teachers’ Palette;
- Explored the nature of a Learning Focused classroom culture using Culture Tool 2;
- Discussed the teacher’s contribution to creating learning focused classrooms.

3

Teaching: poles apart

Subject content explained plus hints and tips for exams.		Learning capacities explained discussed and trained. Become a learning coach
Relating		
Busy activities. Learning content driven. Display best products. Spoon feeding. Heavy scaffolding.		Activities and environment arranged to surface and develop learning habits. Less scaffolding.
Constructing		
Mark regularly with supportive comments about subject.		Continual comment (talk and written) to nudge progression in learning power. Learning language developed.
Talking		
Secure in curriculum knowledge. Try not to show vulnerability.		Model being a learner too – trying things out, making mistakes, getting stuck.
Celebrating		



Copyright TLO Limited 2018

The Key message(s):

How teachers behave impacts on how students are as learners

Detail:

Another Poles apart diagram, this time looking at teaching behaviours. In the left hand column, competent teaching behaviours that focus on the efficient delivery of curriculum content, and in the right hand column the teaching behaviours of the teacher who is delivering curriculum content and, at the same time, building better learners.

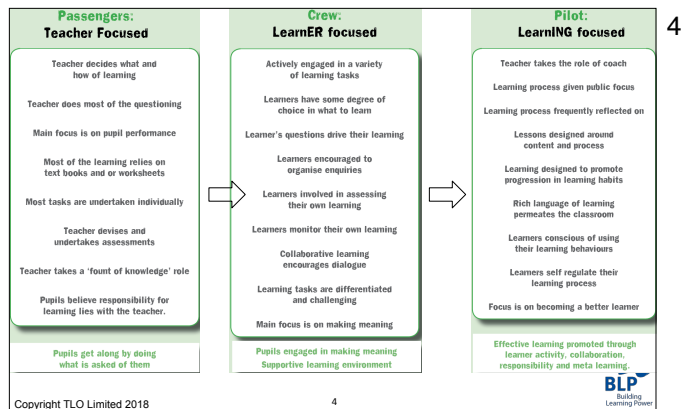
Key Points

This slide suggests the change teachers need to make.

The left side depicts a perfectly good enough teacher but there is still a gap between how a good teacher works, where their emphasis lies, and the learning coach type teacher that developing learning power demands

Use this slide to orchestrate a discussion about the shift needed.

Note that the 4 dimensions are Relating, Constructing, Talking and Celebrating. These are the dimensions that are picked up later in the Teachers’ Palette and the culture diagram.



4

The Key message(s):

There are three different types of classroom culture.

Detail:

This is the first of two Culture tools.

Key Points

Classrooms tend to be either teacher focused, learner focused or learning focused.

The journey of classroom cultures

- Time to reflect on the culture of your classrooms
- Highlight all aspects of culture that are a regular feature in your classroom.
- Chat to your neighbour
- What is this telling you?



Copyright TLO Limited 2018

5

The Key message(s):

There are three different types of classroom culture.

Detail:

Self reflection activity - where is your classroom culture now?

Key Points

Tick/highlight all aspects that you consider to be a regular feature in your classroom.

Try to avoid suggesting that teacher focused is bad and learning focused is good. Surely there are some aspects of teacher focused that will be present in all classrooms, to a greater or lesser extent, no matter how learner/learning focused?

This model, the Culture Tool 1, is rooted in the work of Chris Watkins of the London Institute. He argues that it is not possible for a classroom to become learning focused unless there are a good number of learner focused features already in place. In other words, classroom culture cannot jump from 'panel 1' to 'panel 3' without first developing 'panel 2' characteristics. The key differences, he argues, between panels 1 and 2 are that in panel 2 learners are more active participators, learning becomes an increasingly shared responsibility, and collaborative learning is in greater evidence.

Experience tells us that classroom culture frequently becomes more like panel 1 as examinations loom into view. Early years practitioners frequently describe a learning focused culture to us, but worryingly this seems to evaporate in the face of 'schooling'.

The journey of classroom cultures

- Share your highlighting with others
- Similarities / differences?
- Identify at least one thing you might fancy building into your classroom cultures
- How might you do this?



Copyright TLO Limited 2018

6

The Key message(s):

There are already examples of learner focused and learning focused practice in school that I could emulate

Detail:

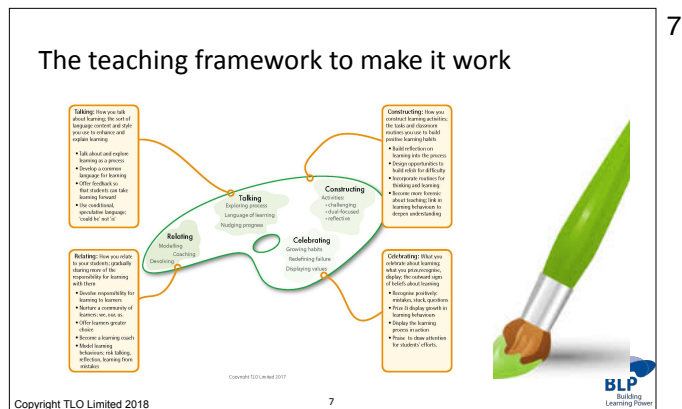
What does your colleague already do in panel 2 or panel 3 that you might like to try?

[If your culture is predominantly panel 1, look for panel 2 ideas. If it is mostly panel 2, look for panel 3 ideas.]

Key Points

We already have examples of learner and learning focused activities in our school;

How can we share best practice more widely?



The Key message(s) on this slide:

The 4 aspects of classroom culture - Relating; Talking; Constructing; Celebrating - in the form of the second Building Learning Power model – the Teachers' Palette

Detail:

Along with The Supple Learning Mind, it is the other key model in Building Better Learners.

There are 4 dimensions of classroom culture that need to be addressed:

- 1) Relating for learning – making learning a shared responsibility:** the changing roles and responsibilities of teachers and learners, where **learning becomes a shared responsibility**. Students are given more responsibility for their own learning, the role of the teacher changes from 'the sage on the stage' to 'the guide by your side'; the role of the student moves from 'passenger' to 'crew' and ultimately 'pilots of their own learning';
- 2) Talking for learning – making learning the object of conversation:** the sort of language content and style to enhance learning, making learning the object of conversation. The way we express ourselves in the classroom creates a **powerful linguistic environment** that teaches young people the best of what we know about learning. The language of learning helps students to discuss, understand, and **become conscious of using their learning behaviours**;
- 3) Constructing learning – making learning the object of learning:** activities and classroom routines feed learning habits and learning becomes the object of learning. Learning challenging activities are designed to **enable students to understand** both the content and the process of learning. They do this by having a dual focus – to explore content **and** stretch students' use of their learning behaviours. There is a strong underpinning of not just 'doing' learning but **reviewing and reflecting** on the process in order to make meaning and apply it elsewhere;

8

A teacher's job becomes one of...

- Introducing learning behaviours
 - making pupils aware of the tools they command as learners
- Developing a language for learning
- Infusing learning behaviours into lessons
- Becoming a learning power coach
- Celebrating the use and growth of learning behaviours

Copyright TLO Limited 2018

The Key message(s) on this slide:

The role of teachers has to change

Key Points

How do teachers build pupils learning power?

Key - making pupils aware of the learning tools THEY command

Developing language, designing tasks, structuring the environment.

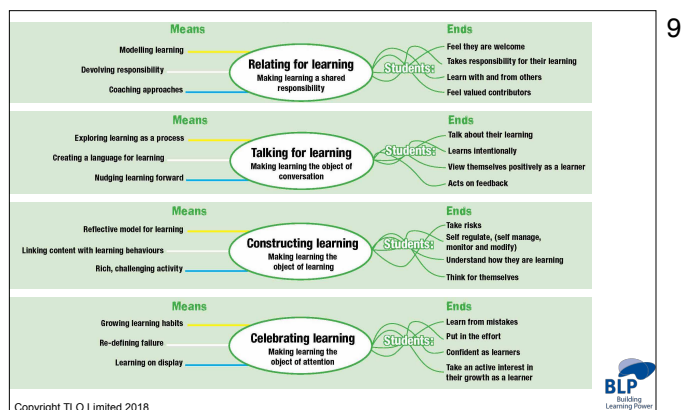
Turning themselves into a learning coach

Background notes

This slide gives a broad rundown on the change in role/job in hand.

It concentrates on the role of the teacher who is charged with creating a learning environment where children understand their learning capacities and are enabled to stretch them. (Remember this includes emotional, social, cognitive and strategic capacities.)

The teacher becomes a learning power coach: orchestrating the language, the activities including assessment, and the set-up of the classroom to ensure children have continuing opportunities to develop the learning habits that underpin all the subject disciplines.



The Key message(s) on this slide:

Putting some flesh on the bones of the previous slide

Detail:

Talk through the central ovals only

The 4 shifts in making a learning friendly culture

The roles people play...Relating

The learning talk...language of learning

The process of learning...constructing learning

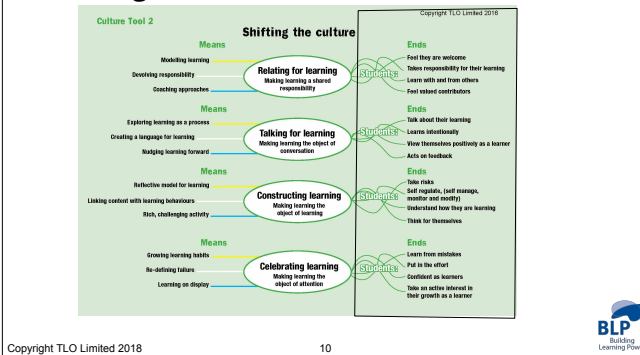
The values of the classroom, what is celebrated, recognised, attended to.

Detail:

Talk through the central ovals

A learning focused culture

10



The Key message(s) on this slide:

Teachers change the means in order to achieve the desired outcomes for learners

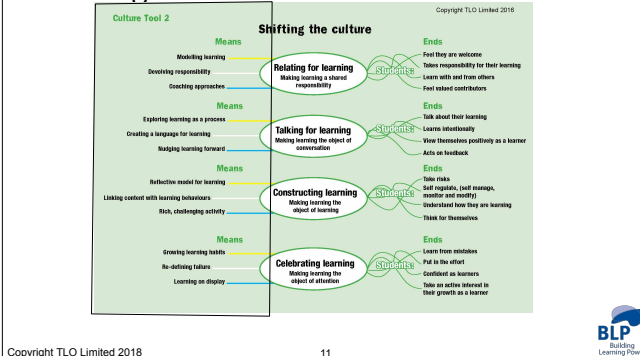
Detail:

The shift in culture that needs to be achieved

Talk through the outputs/ends for learners...which of these would you **not** want?
Which of these are NOT important in the modern world?

A learning focused culture

11



The Key message(s) on this slide:

This is how teachers behave to create a learning focused culture

Detail:

Talk through briefly the inputs from teachers.

RELATING

Modelling learning – walking the talk, being a learner yourself. If teachers can't be bothered to do it, why should students?
Devolving responsibility – shifting the emphasis towards learners taking increasing responsibility for their own development
Coaching approaches – moving away from 'teacher telling' mode whenever possible

TALKING

Exploring learning as a process – finding time to talk about learning and how it works
Developing a language for learning – teacher talk uses the school's learning language, nuanced by the school's understanding of progression.
Nudging learning forward – catching students employing positive learning behaviours and commenting on them, orally and in writing

And in case you thought it just happens...

- “Dispositions to learning should be key performance indicators of the outcomes of schooling.
- Many teachers believe that, if achievement is enhanced, there is a ripple effect to these dispositions. However, such a belief is not defensible. Such dispositions need planned interventions.”
- It won't happen by itself!



John Hattie

12

The Key message(s) on this slide:

There is evidence that high quality teaching *alone* does nothing in terms of improving learning dispositions,

Detail:

This is a key slide. There are many teachers who believe that because their teaching is effective in enabling their students to do well in examinations, then they are also effective in building better learners, that somehow examination success implies that learning behaviours must be improving.

It is a seductive line of reasoning, often used as an excuse for **not** engaging with Building Better Learners.

Hattie indicates that research does not support this. Just because achievement is high, learning behaviours are not necessarily improving. Learning behaviours improve because teachers intervene in order to improve them – they will not necessarily improve if left to chance.

Ideas for making a start on the 4 shifts

Listen Think
Choose

BLP
Building
Learning Power

Copyright TLO Limited 2018

13

Copyright TLO Limited 2018

13



The threads that link the remainder of these slides together:
Teaching ideas to develop the 4 dimensions of the culture shift;
The slides address the question - So, what might I do differently in my classroom?

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

Considered a range of ideas for classroom practice in relation to the 4 aspects of the Culture Tool 2

Readying your classroom for learning

- **Relating for learning:** making learning a shared responsibility
 - create opportunities for pupils to **ask** more **questions**
 - move responsibility for **monitoring** learning towards pupils
 - train pupils in '**getting themselves unstuck**'.
Plan to get learners stuck.

Copyright TLO Limited 2018

© TLO Limited 2018

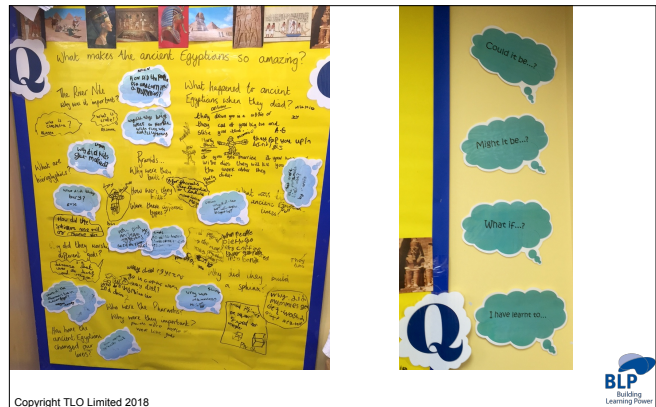
The logo for BLP Making Learning Power, featuring the letters 'BLP' in a large, bold, blue font, with the words 'Making Learning Power' in a smaller, blue font below it. A stylized blue wave or swoosh is positioned above the text.

- Copyright TLO Limited 2018

© TLO Limited 2018



Some suggestions about how teachers can make a start on putting learning first in the classroom. The key here is **UNHOOKING** the dependence of the learner from the teacher.



Learner questions before and during working on a topic.

Copyright TLO Limited 2018



Create more engagement: questions.

World War 2 topic

- Students given 36 words about a topic
 - (e.g. Nazis, Luftwaffe, etc)
 - asked how they might group the words,
 - discussed their groupings and explained each word.
 - Students developed one question they would like answered during the topic.
 - Whittled down to 5 class questions to direct their learning
- Students controlled the direction of the topic, giving them more ownership and therefore more motivation and enthusiasm.



16

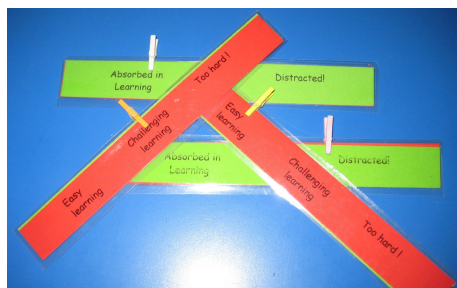
A managed way of giving students more stake in the process of learning and building engagement

Copyright TLO Limited 2018

16



Self monitoring: tools to help pupils monitor...feelings, level of challenge.



17

Giving learners the tools to help them monitor their learning....how it's feeling; level of challenge. These ideas become more sophisticated over time.

Copyright TLO Limited 2018

© TLO Limited 2018

Tools to encourage self monitoring

My work progress in Mathematics: What I need to look out for

- Did I answer all the questions?
- Are some of my answers wrong?
- Did I show working out where I need to?
- Have I left out some important things, e.g. (+ - x / =)?
- Did I copy out numbers correctly?
- Is work messy or untidy? (Numbers were not clearly written. Work was not well organised).
- Is any of my addition, subtraction, multiplication or division poorly done? (Write in which one[s].)
- Did I read the questions carefully?
- Did I understand the work and was I able to do it without help?
- Did I rush through my work?
- Was it my best work or I could have done better? How?

18

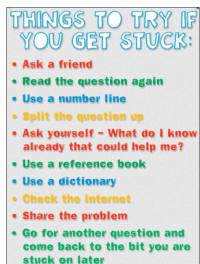
- Towards self coaching
- Checklist to work through
- Emphasises speed isn't everything
- Encourages pupils to devise their own

Copyright TLO Limited 2018

18



Train students to get themselves unstuck.
Public prompts



Copyright TLO Limited 2018

19



19

- First quick win
- Stuck poster - what to do when stuck
- Collect pupil's ideas
- Builds resilience and resourcefulness

Stuck strategies grow up through the school



Copyright TLO Limited 2018

© TLO Limited 2018



20

A reminder **that Stuck strategies have to become more sophisticated the further up the school you go.**

Here is a miscellany of stuck prompts.

Most of these have blogs about them on the website!

If time discuss what getting harder / more sophisticated might mean.

This is an important part of the On-line course and calls for a strategic approach because the whole school is involved.

Re-fresh being stuck

- Getting unstuck; a natural part of learning. Celebrate as a site of interest not shame
- Have learners identify the obstacle to their progress. I'm stuck because..
- Model and talk through the 'getting unstuck' process.
- Use the VTR. What do I know? What do I need to know? What techniques do I have to bridge the gap?
- If pupils freeze offer supportive questions NOT answers. 'What do you do next?' and ditto. You are encouraging pupils to take over the job for themselves.
- Tell pupils you are planning to get them stuck.

Copyright TLO Limited 2018

© TLO Limited 2018



21

The Key message(s) on this slide:

Stuck is ok. It is the point when learning really begins, not when it finishes.

Detail:

The big idea here is 'I'm stuck *because*'.

Once students' can say why they are stuck, the 'why' often suggests a course of action.

I'm stuck because I don't know what this word means - get a dictionary

I'm stuck because I don't know what to do next - what might you do next?

I'm stuck because it is not working - what else could you try?

Readying your classroom for learning

Talking for learning; making learning the object of conversation

- give pupils physical 'hooks' on which to hang talking about learning;
- broaden your **feedback** to develop both content and learning behaviours

Copyright TLO Limited 2018

© TLO Limited 2018



22

The second cultural shift - making learning the object of conversation.

Developing the learning language.

Teacher talk and written feedback important here.

Hooks: puppets invested with learning habits



Talking for learning
Making learning the object of conversation



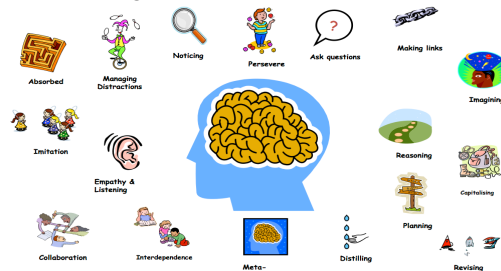
Copyright TLO Limited 2018

© TLO Limited 2018

23

- Nayland school in Suffolk introduced the habits through puppets
- 1 puppet for each psychological domain
- Children came to know the capacities the puppets were endowed with.
- Puppets have bags that contain 'well done' stickers for the capacities they represent (link to **celebrates** section)
- Used by TAs in the classroom

Hooks; Using icons



Copyright TLO Limited 2018

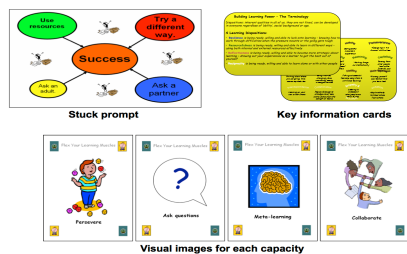
24



24

- An example from 1 school in Milton Keynes of icons for each capacity
- Pictures are from Clip Art
- Some schools use animals. e.g Emperor penguin to illustrate interdependence - spider for perseverance etc

Help yourself to learn: Info cards for staff



Copyright TLO Limited 2018

25



25

- School in Milton Keynes made information cards for all staff
- Size of credit card
- Useful as prompts in the beginning



Hooks: animals linked to learning behaviours

Talking for learning
Making learning the object of conversation



Copyright TLO Limited 2018

© TLO Limited 2018
26

26

Some schools select an animal for each capacity they introduce. The animal epitomises the learning behaviour.

Examples from Hallbankgate.



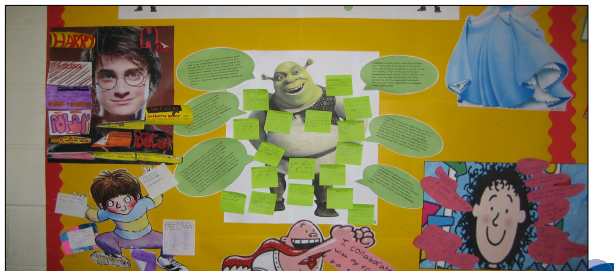
Copyright TLO Limited 2018

27

Hallbankgate again. Here the language is linked to the learning behaviour animals.

Here we glimpse the language related to the learning behaviour. We need learners to be using the same language.

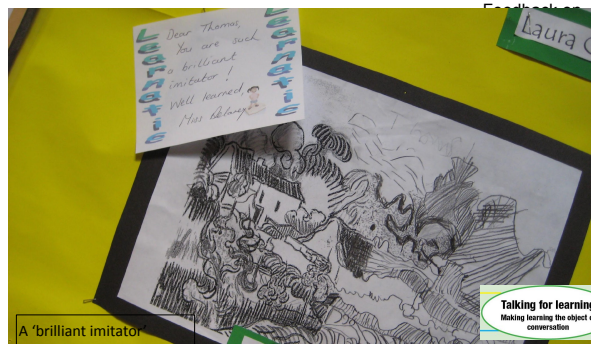
Talk about learning behaviours by turning fiction characters into learning heroes



28

- A popular way to introduce capacities
- Look at characters from children's books through the lens of learning power
- Useful for children of all age groups
- What might you do?

29



- **Moving on to written feedback now.**
- Comments differentiating the capacity being used.
- Moving from simply 'good' or 'well done' to the type of learning being used.
- RE-enforces use of capacities and when they have been particularly successful

Constructing learning;

Making learning the object of learning

- Build reflection on learning into lessons.
- Blend content and process; what learning/how learning.
- Build understanding using rich, challenging and authentic activities.

30

The Key message(s) on this slide:

The third cultural shift - making learning the object of learning. Learning about learning. Constructing lessons that both build content understanding and build positive learning behaviours.

Detail:

Now moving on to **constructing** learning.

Emphasis here is on weaving content and process together. So lessons are designed to link content and learning capacities **and** thinking about how to go about learning.....plan it, do it, review it. Metacognition comes to the fore here.

Constructing learning
Making learning the
object of learning

BLP
Building Learning Power

© TLO Limited 2018
Copyright TLO Limited 2018

31

Here the teacher conducts a discussion about the level of challenge. ie discussing the process, building in the reflecting on learning.

Over-stretched
I have completed the challenge after
working on it for some time. I feel
proud. The next time I will try to
improve. I have learned that when
I am stuck, I can ask for help and
keep trying until I succeed.

High
I challenged myself to learn
about the world of the future. I
found it hard but I could do it. I
think it is good to learn about
the world of the future.

Low
This was *too easy*. I haven't challenged
myself at all and haven't improved my
learning. I felt a bit bored and
distracted. Next time, I will need to
try something trickier.

Constructing learning
Making learning the
object of learning

BLP
Building Learning Power

Copyright TLO Limited 2018

32

This is the descriptor for low challenge (on the ladder behind the teacher on the previous slide)

Reflecting on learning in lessons

Constructing learning
Making learning the
object of learning

BLP
Building Learning Power

Copyright TLO Limited 2018

33

Weaving reflection into learning
Orla the orangutan is a ‘bad’ learner and she asks the questions at the end of the session to help her learn. The booklet shown on the carpet at the end is one showing the perfect example of how the task is done. It is Orla’s book.

Blend learning behaviours with content.

- Learning objective:
 - ... able to use the language of chance or likelihood to describe and predict possible
 - Success Criteria:
 - I can think logically (saying because..) and in clear steps to determine the probability of rolling certain numbers on a dice. reasoning
 - I can decide if I can learn this on my own, or learn this with others. interdependence
- Constructing activities:
 - signaling learning behaviours to be used in a maths activity



Copyright TLO Limited 2018

© TLO Limited 2018

34

The Key message(s) on this slide:

Building mention of learning behaviours into learning objectives

Detail:

Key points

Learning intention – content...but putting the 'how' first

Success criteria - learning capacity to be used

These together drive the design and implementation of the lesson

Background notes

This slide shows the learning intention of a split screen or dual focused lesson. Point out the content and the learning habits to be employed (woven into the success criteria). these are sometimes shown to/shared with pupils. Sometimes pupils discern the objectives and the learning habits being used as the lesson progressed and discuss at the end.

Celebrating learning: let your values come through.

- Making learning the object of attention
 - Put learning 'in your face'; making the learning process... how it feels, what it means **obvious**
 - Celebrate **growth** in learning behaviours
 - **Redefine failure**....celebrate stuck, mistakes managing distraction, striving for goals, asking questions....



Copyright TLO Limited 2018

© TLO Limited 2018

35

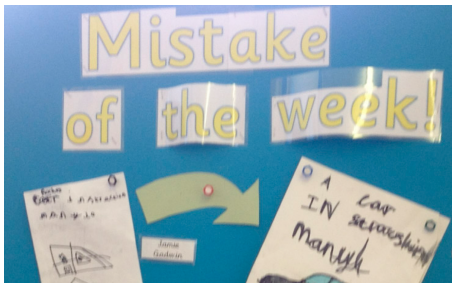
The Key message(s) on this slide:

The fourth cultural shift - making learning the object of attention

Detail:

3 aspects - making it obvious; celebrating growth in learning; and redefining failure

Re-frame mistakes as valuable



Copyright TLO Limited 2018

© TLO Limited 2018

36

Change the lens - mistakes as learning opportunities rather than things to avoided at all costs

Celebrate growth in learning behaviours



Copyright TLO Limited 2018

© TLO Limited 2018

Celebrating learning
Making learning the
object of attention

BLP
Building
Learning Power

37

Cadland. Group behaviours being noticed and celebrated.

Capture the behaviour being used. Even everyday behaviours such as listening to a partner. This way you show it's importance.

Capture progress about the process



Copyright TLO Limited 2018

© TLO Limited 2018

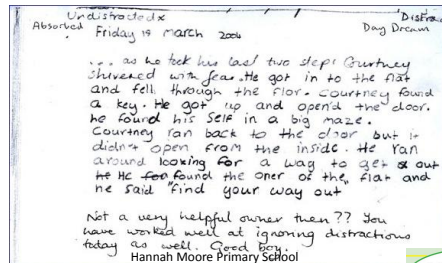
Celebrating learning
Making learning the
object of attention

BLP
Building
Learning Power

38

- Milton Keynes school captures children's own assessment of managing distractions weekly
- 5 point scale
- Personal logos
- Recorded by school
- Set against progress data
- Strong correlations being found

Feedback on process: Written encouragement



Copyright TLO Limited 2018

Copyright TLO Limited 2018
39

Talking for learning
Making learning the object of
conversation

BLP
Building
Learning Power

39

- Lemar Ys 6 SEN
- Very distractible
- Line at top drawn by teacher
- Lemar to note when distracted
- Wrote far more than ever before
- Became aware of being distracted

Feedback on process:
Written recognition

But not only once!
You need more than that to establish a habit.

Talking for learning
Making learning the object of conversation

BLP
Building Learning Power

40

- Few days later – Lemar drew his own distraction line, now aware of being distracted. Even named distractor!
- Writing much, much more
- Teacher comment could have included reference to his management of distractions on the 2nd example SINCE this new behaviour needs far more reinforcement before it is well established (a habit)

Things to avoid!!!

The list of classroom rules that says very little about learning!
Progress on distraction that is demeaning. And what is Average concentration anyway.

41

Why learning powered learners are different...

- because they begin to see how to take control of their learning behaviours..
 - have a learning language
 - they talk about how they do it, how it feels, learning together, getting better at it
 - develop self-awareness as a learner across each domain...thinking, feeling, managing, relating
 - can take control of their learning...if you let them
 - Consciously develop their learning behaviours...they become better learners

42

- Key points
- What pupils need in order to become learning powered learners.
 - Here again the emphasis is on:
 - A language for learning
 - Being self aware of what they are doing as a learner
 - Taking control of their learning and consciously developing their capacities
 - The last of these means getting better at them (more skilled) and using these skills more often and across many contexts – at school, at home, in clubs, in different subjects; i.e. transferring the skills.