

Managing. Growing learning habits

A learning conversation

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Line of argument through the slides

- Become aware of the sort of progression in learning behaviours that might be possible
- Think about ways of tracking behaviours across the school.
- Think... how to monitor enquiry projects relating to the 'between the lines' tool on slide 5
- Consider using the Perseverance Monitoring tool as on slide 6
- Consider all the other progression related issues (slide 6)
- and plan when/how to monitor them.

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	1) Dealing with 'stickiness'	2) Managing the learning environment	3) Self talk	4) Dealing with challenge	5) Orientation to goals
Persevering	Unphased by being stuck. Involves trying to find the strategies to overcome it.	Manages own learning environment independently with a positive learning-value system.	"I look out for new strategies to help me learn/understand."	Seeks out and relishes challenging activities knowing they have the skills and emotions to make them successful.	Sets and amends long term life goals.
Embodies	Takes risks underpinned by relevant strategies. Analyzes failures and mistakes positively to better understand.	Overcomes and manages any external discouragement, negativity, peer pressure.	"I get organised to ensure everything gets done."	Systematically plans longer term/substantial projects.	Sees current goals in a longer term context. Willing to change immediate goals in the face of setback.
Organises	Is curious about mistakes. Uses written and verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Chooses clear, achievable end goals. Thinks of challenges as their goals.
Values	Infuses own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck.	Uses distractions positively. Knows what to avoid.	"I stay positive even when it's hard."	Anticipates the risks of more challenging activities.	Accepts external sources of goals (from teachers/parents). Tries with double goals.
Responds	Uses suggested prompts and resources to get unstuck.	Aware of what distracts them and tries to control it.	"Learning can be a struggle. It's okay to find things hard. I have the gut effort in."	Resists the inclination to stick with easy, can-do activities.	Has a sense of what they want something to look like. Visualises and results.
Receives	No coping strategies.	Phone to be distracted. Put off by lack of resources. Give up to negativity.	"I don't like being wrong. What's the point of effort? Think learning is easy."	Gives up easily. Craves constant support. Put off by having too much to do.	Little sense of ends or goals or working towards something purposefully.

The complete perseverance chart

Where are students now?

Where do you want them to be by the time they leave the school?

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The threads that link these slides together:

- Progression puts the *building* into Building Learning Power;
- Tracking progression is a key measure of impact.

Aim of the discussion: To consider/explore how the school will keep a close eye on developments and generate evidence to show that learners are becoming increasingly more effective learners.

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

- The progression chart for Perseverance, and considered where learners are at this point;
- Where students might be as they leave the school;
- How progression might be tracked;
- How leaders might maintain an overview of how classroom experiments are affecting perseverance levels;
- How they might undertake some longitudinal evaluations to monitor developments.

None

The Key message(s) on this slide:

This is one example of progression in a learning behaviour, in this case Perseverance. Read it from the bottom upwards, from unskilled in the bottom, grey row to highly skilled in the top, orange row.

Detail:

Consider your youngest learners. Ignoring the highly tenacious and the insufferably ready giver-uppers, where are the majority of your youngest learners? Which 'colour' best describes them?

Repeat for your oldest learners.

Do you have a sense that learners become increasingly perseverant as they pass through your care?

Whether they do or not, why does this happen – by accident or design?

Be pragmatic – the majority of students will not reach the top of the grid before they leave you. But where would you hope that the majority would be by the time they leave?

The gap between where they are and where you hope they will be defines what needs doing. The question becomes 'how do we teach in order to secure the skills between what they can do on entry and what we hope they will be able to do on exit.'

Keeping growth under review

- Design explicit ways of tracking students' growth as confident and independent learners, and of evaluating what appears to stimulate that growth.
- Without some creative thought, commitment and honesty about this, traditional forms of student assessment and certification will continue to determine what counts as 'high stakes' learning and 'bottom line' success in school.
- See links in the notes to early tracking instruments.

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The Key message(s) on this slide:

Tracking progression is both important and possible

Detail:

There are 2 key monitoring tools in this section:

The 'between the rows' tool (slide 5) - keeping an eye on the action research that teachers are undertaking

The 'Monitoring Changes in Perseverance' tool (slide 6) - monitoring shifts in the perceptions of teachers in relation to learner perseverance

Leaders / Managers would do well to read, as a minimum, the Online Unit - 'Tracking learners progress as learners' And for a further read, the Book Chapter - 'A deeper read exploration'.

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Persevering	1) Dealing with 'stuckness'	2) Managing environment	3) Self talk	4) Dealing with challenge	5) Orientation to goals
Embeds: "I can't not."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Managing with stuckness. Managing with stuckness. Managing with stuckness. Managing with stuckness.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.
Organises: "I make sure."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.
Values: "I see why."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.
Responds: "It's up."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.
Receives: "Show me. Tell me."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.
Lacks: "I can't I won't."	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.	Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck. Unstuck by being stuck.

Working between the lines

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The Key message(s) on this slide:

Keeping an eye on teachers' classroom experiments

Detail:

As teachers work through the 4 modules relating to perseverance they will be working 'between the lines', trying to nudge learners upwards on the progression chart. Team leaders / managers could ask teachers to identify which 'gap' their proposed intervention is looking to bridge.

For example

- the teacher who is introducing a stuck poster is aiming to bridge the gap from grey to purple in the 'stuck' column;
- the teacher who is focusing on 'I'm stuck because' is going from purple to blue.

This would have 2 effects:

- It would give a good indication of where teachers feel that their students are in terms of the skills that they do and do not have;
- It would encourage teachers to think carefully about whether their proposed intervention is well-matched to the stage of development of their students.

Monitor changes in students' perseverance

Name: _____ Class: _____ Date: _____

Guarantee the percentage of your class in each cell for the four columns. Each column should total 100% (all of your class).

Persevering	Dealing with 'stuckness'	Managing environment	Dealing with challenge	Orientation to goals
Values: "I see why."	In curious about reasons. Uses written and verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	Uses relevant strategies to clarify task, purpose and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Creates clear, achievable and goals. Thinks of challenges as their goals.
Responds: "It's up."	Relates own progress to get unstuck. Relates positive emotions known why they are stuck.	Uses distractions positively. Knows what to avoid.	Articulates the idea of more challenging activities.	Accepts external sources of goals (from teachers/parents). Thinks with desire goals.
Receives: "Show me. Tell me."	Uses suggested prompts and resources to get unstuck.	Aware of what distracts them and how to control it.	Resists the inclination to stick with easy, simple activities.	Has a sense of what they want something to look like. Responds and reflects.
Lacks: "I can't I won't."	No coping strategies.	Prompt to be distracted. Put off for lack of resources. Sensitive to criticism.	Overes up easily. Cannot forward support. Put off by having too much to do.	Little sense of goals or goals or working towards something significant.

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The Key message(s) on this slide:

A suggestion for before and after monitoring

Detail:

Download and print copies of the 'Growth in Perseverance tool'.

Before they undertake the 4 online modules on Perseverance in Stepping Stones, ask teachers to Guesstimate the % of their class currently in each cell of the four columns.

For example, a teacher with students who are weak in reacting to being stuck might respond 50%, 40%, 10%, 0% (going up from the bottom of the stuck column), whereas a teacher with learners who are better able to deal with being stuck might respond 20%, 30%, 30%, 20%.

No need for great accuracy, a gut instinct will suffice.

Consider how you might collect, collate and share their responses.

After they have completed the 4 modules and undertaken classroom experiments in relation to all of them (this could well be two or more terms after the start of their work on perseverance), ask them to complete the same sheet without reference to what they thought previously.

Other progression related things to keep an eye on in year 1

- Learning language becoming more sophisticated
- Students understanding of learning deepening
- Design of tasks being linked to progression
- Students setting their own LP targets
- Inclusion of statements from progression charts being included in reports for parents
- Plan when to look out for other progression related issues.



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The Key message(s) on this slide:

There are aspects beyond Perseverance that need to be monitored

Detail:

Consider how leaders might keep an eye on:

The learning language and understanding of learning. How will you collect evidence that:

- Teachers are using the school's agreed learning language?
- They are becoming increasingly fluent?
- Learners are becoming aware of the language?
- Learners are better able to use the language to discuss/understand learning?

[Think teacher and learner interviews]

Design tasks linked to progression. How will you assure yourself that teacher experiments are well-linked to learner skills. Think how you might use slide 5 for this.

Students setting their own learning power targets. How / when will you ask learners the questions: