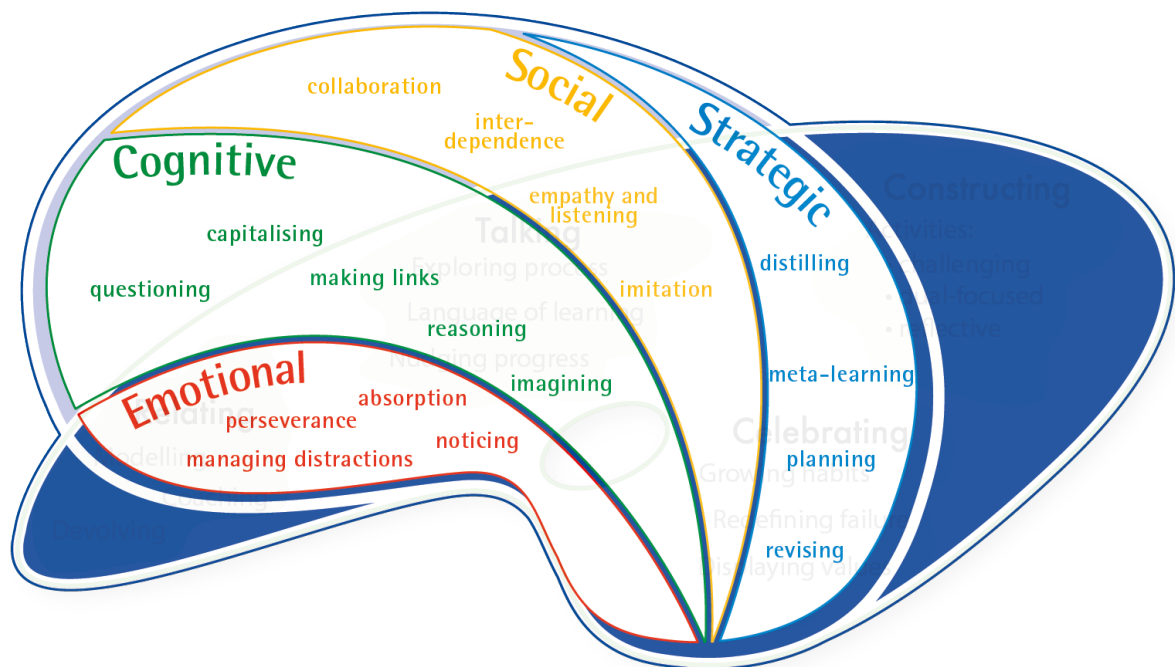


Playing the Learning Power Game

Session 1

Your Learning Powered Mind



The dual focus for our learning today...

We will...

- Unpick the habits of a supple learning mind; what they are and why they matter
- explore how your dispositions learning habits play into learning success
- And leave you with two activities;
 - Discover your students dispositions
 - Consider dispositions you encourage *unknowingly* in your teaching

We'll engage these learning habits;

- **Notice**; picking out the curious different and unusual
- **Make links**; using this new learning to help you review your current ways of teaching
- **Imagine**; visualise alternatives to your current way of delivering
- **Collaborate**; share and build ideas
- **Distil**; key messages and **reflect** on their appropriateness in your context



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Academic success and learning character development

Philosophy...a set of values about education as a preparation for the tests of life.

- A set of frameworks
- Design principles
- Illustrations
- Practical tweaks and seeds

that any teacher can begin to implement into their practice

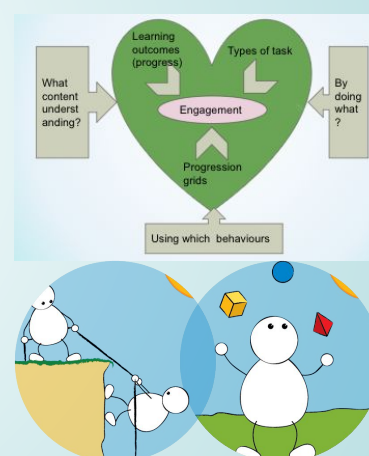


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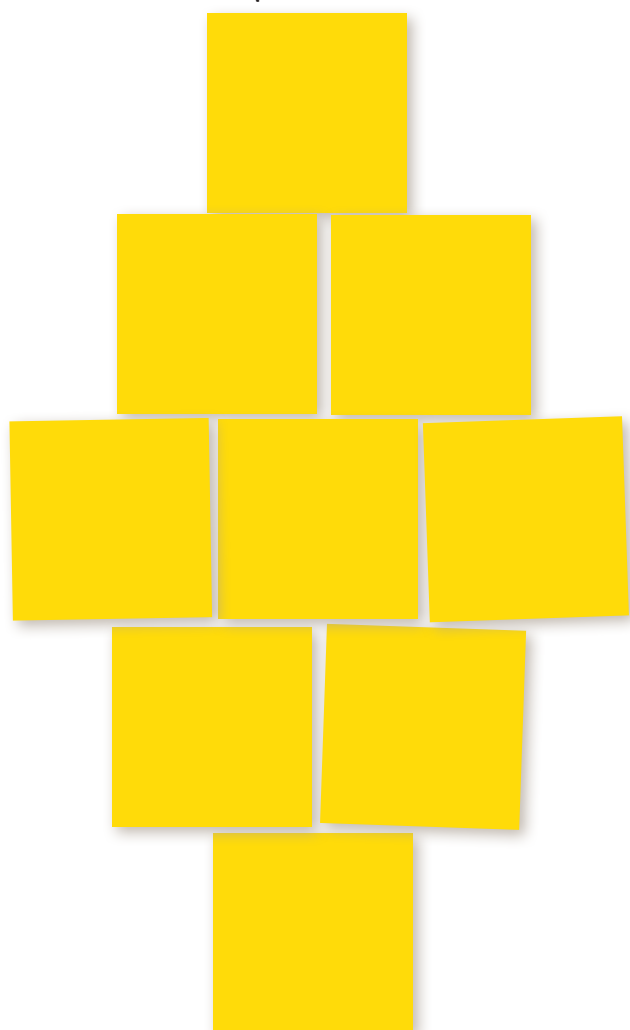


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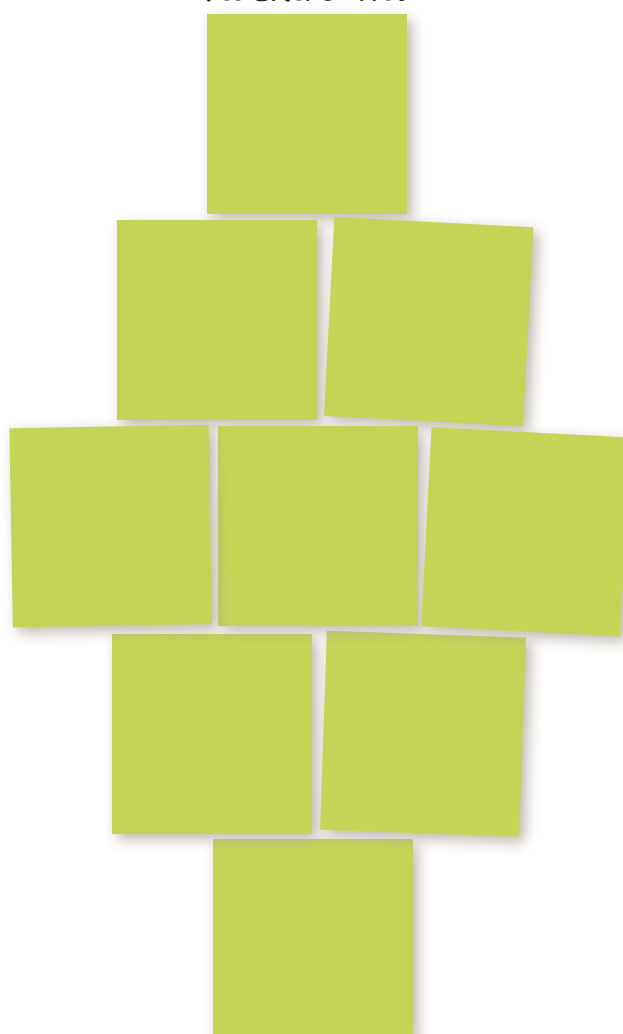


What do good learners do?

Pupils' view



Teachers' view



Ideas about 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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BLP is about helping students to understand how they learn

Managing the process
Feelings about learning
Relating to others
Thinking in different ways

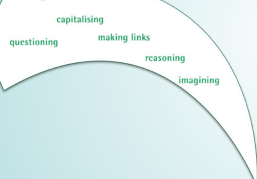
- Their feelings
- Their ways of thinking
- How they learn together
- How they manage the process

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Cognitive processes; the workhorse of learning

Cognitive



Cognitive

- Questioning: getting below the surface; playing with situations
- Making links: seeking coherence, relevance and meaning
- Imagining: using the mind's eye as a learning theatre
- Reasoning: thinking rigorously and methodically
- Capitalising: making good use of resources



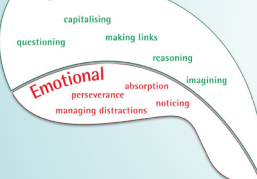
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Emotional processes; the bedrock of learning.

Cognitive



Emotional



Emotional

- Absorption: flow; the pleasure of being rapt in learning
- Managing distraction: recognising and reducing interruptions
- Noticing: really sensing what's out there
- Perseverance: stickability; tolerating the feelings of learning



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Social processes; the relationships of learning

Cognitive



Emotional



Social

- Interdependence: balancing self-reliance and sociability
- Collaboration: the skills of learning with others
- Listening/Empathy: getting inside others' minds
- Imitation: picking up others' habits and values



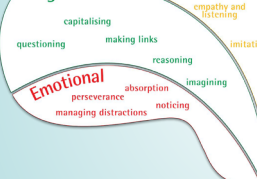
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Strategic processes; the management of learning

Cognitive



Emotional



Social



Strategic

- Planning: working learning out in advance
- Revising: monitoring and adapting along the way
- Distilling: drawing out the lessons from experience
- Meta-learning: understanding learning, and yourself as a learner



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Learning: poles apart

Fragile, dependent, **risk averse**, weak perseverance



Absorbed, attentive, **hang in there** despite toughness, give it a go

Emotional engagement

Rule bound, like only tried and tested, **fragmented** info, **passive**, uncritical



Curious, rich understandings, **imaginative**, logical

Cognitive range

Isolated and **dependent**, lack of engagement with others.



Collaborative, listen empathise, Learn with and from others

Social interaction

Little self awareness, **robotic**, can't explain reasons for what/why they do things



Plan, revise, **know themselves as learners**. Like to take responsibility for own learning

Strategic responsibility

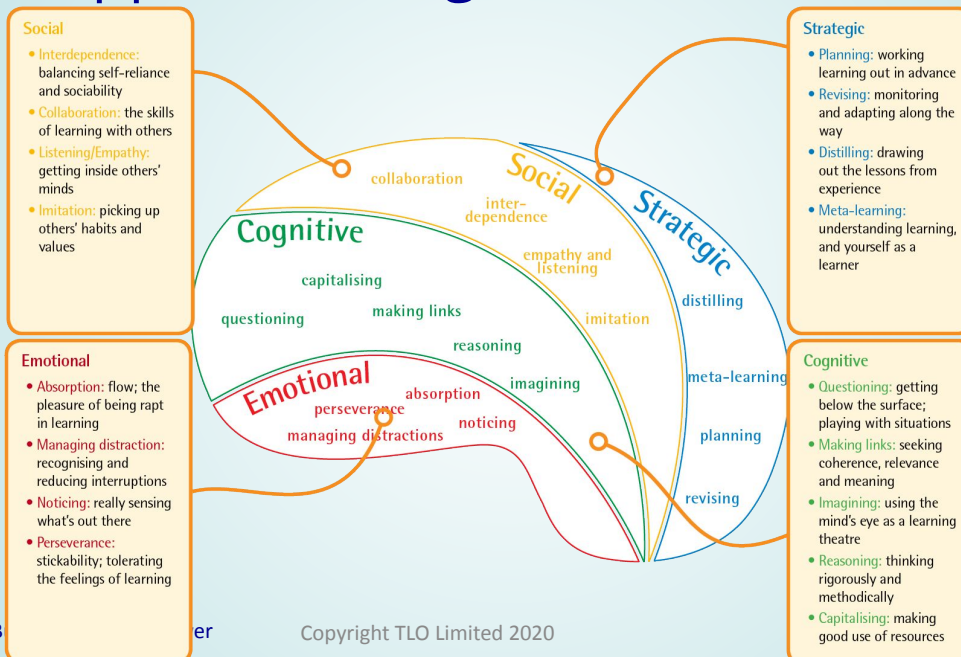


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The Supple Learning Mind framework



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What is Learning Power?

A person's learning power

- determines
- even dictates
- their propensity to change

It directs those behaviours that influence and underpin performance throughout life

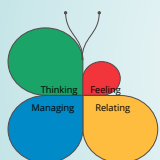
Researchers set about discovering the key psychological characteristics judged to be of the highest value in helping students to thrive in a complex world.

Think...

- Dispositions
- Habits
- Energies
- Behaviours
- Learning muscles
- Inclination to learn
- **Not** 'can do'
- **But** 'do do'

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Emotional Engagement...the bedrock



When it's missing and pupils behave like this...

- Despair when an answer is not immediately clear
- Hatred of getting things wrong
- Want to do things quickly – to get rid of it
- Easily distracted
- Unaware of different strategies to try
- Distressed when learning isn't easy
- Gravitate to non-challenging tasks
- **...it gets in the way of their learning**

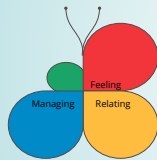


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Cognitive Range...the workhorse



When it's missing and pupils behave like this;

- Unaware of purpose of questions
- Afraid of asking questions
- Perceive thinking as 'hard work' & pull back from it
- Don't look for or see patterns
- Keeps information in silos –
- Likes to keep rules; unadventurous, robotic
- Impulsive; jumps to conclusions
- **...it gets in the way of their learning**

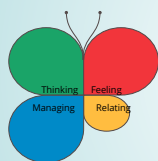


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Social Interaction



When it's missing and pupils behave like this;

- Socially unaware
- Job hogs...take over in groups, bag the best roles
- Social loafers ...hide in groups doing very little
- Inattentive to others, unaware of how others may feel
- Their way is the only way, unprepared to listen to others
- Fear working with others
- Shout others down
- **...it gets in the way of learning**

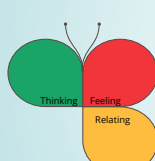


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Strategic Responsibility [self regulation]



When it's missing and students behave like this...

- Blurt out first things that come to mind
- Think learning just happens
- Never thinks ahead or plans anything
- Doesn't think about how they have done something
- Little sense of 'doing their best'
- Rarely changes tack – sticks to familiar
- Lack of interest in improving
- **...it gets in the way of their learning**



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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

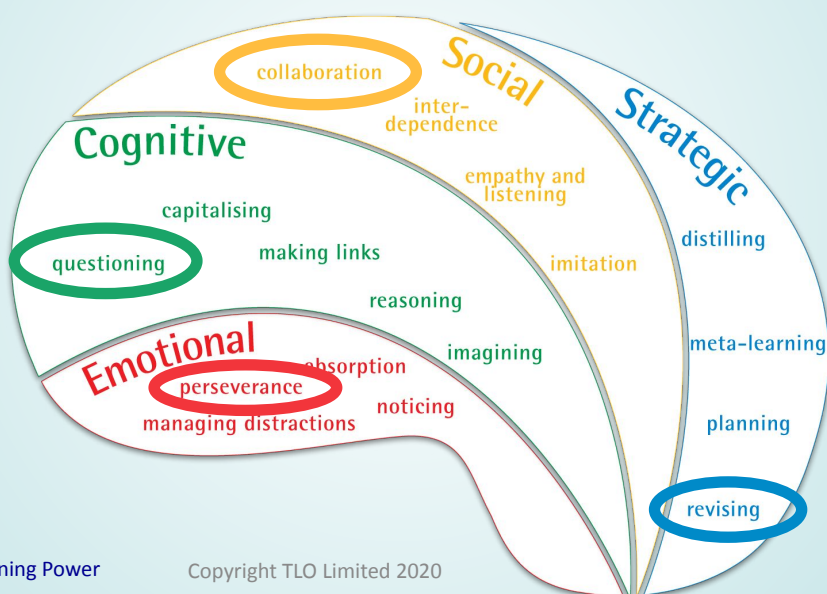


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Playing the learning power game introduces 4 foundational behaviours



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Rating the learning stretch



- Use the activity rating wheel to estimate (score) how much the activity 'stretched' each learning muscle (capacity).
- What are the design features of the activity?
- How might this type of activity be useful in the curriculum?

Between session tasks

Between session Task 1...your students as learners

- A task to make the behaviours come alive for you.
- Pages 10-13 in your Resource Book
- **Think** about the learning behaviours
- **Puzzle** over what it means to be without these learning behaviours.
How **not** having them gets in the way of learning
- **Explore** and record the names of students who appear to use **or** don't use each behaviour



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Between session task 2...planning



- When planning your next few lessons use the wheel to remind you of features of the four learning behaviours introduced in the course.
Ask yourself:
 - Which of the 4 behaviours will students be using, albeit without knowing it, by doing the activities I'm planning?
 - Which ones behaviours seem to be getting most/least use?
- What could I give more attention to?



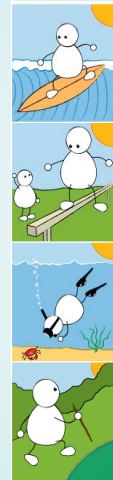
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Understanding learning

Think

The BIG one: Emotional engagement

- **Become absorbed**
 - Being rapt and attentive
- **Overcome distraction**
 - Creating your own best learning environment
- **Notice attentively**
 - Perceiving subtle nuances and patterns
- **Persevere:**
 - Keep going despite difficulty; tolerate feeling of learning



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Puzzle

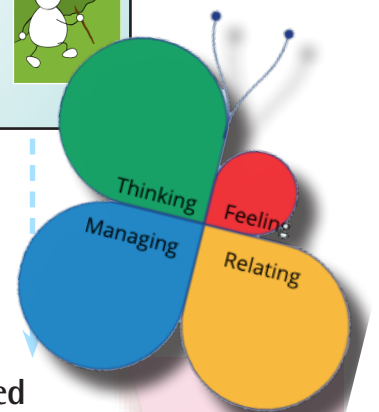
Emotionally engaged

- _____ likes a challenge
- _____ is not afraid of finding things hard
- _____ gets 'lost' in learning
- _____ makes accurate descriptions and observations
- _____ minimises negative distractions
- _____ sticks at things despite difficulties

Explore

Emotionally disengaged

- _____ despair when answer not immediately clear
- _____ hatred of getting things wrong
- _____ unaware of different strategies to try
- _____ wants to do things quickly
- _____ easily distracted
- _____ gravitates to non-challenging tasks



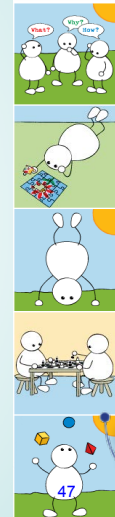
Understanding learning

Think

The one we concentrate on; Cognitive range

- **Curious:**
 - question, dig deep for answers
- **Make links:**
 - relationships between things
- **Imagine:**
 - look at things in different ways playing with ideas
- **Reason:**
 - construct logical arguments
- **Capitalise:**
 - on learning resources to help

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Puzzle

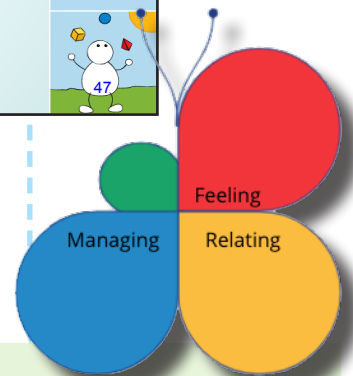
Thinking widely

- _____ is curious about possibilities
- _____ likes to get to the bottom of things
- _____ likes to see how things fit together
- _____ is logical and systematic when necessary
- _____ makes the most of a range of learning resources
- _____ enjoys using imagination

Explore

Cognitive range missing

- _____ unaware of purpose of questions
- _____ afraid of asking questions
- _____ happy with first answer
- _____ little interest how things fit together
- _____ keeps information in silos
- _____ impulsive, jumps to conclusions
- _____ lacks spontaneity
- _____ bound by inhibitions



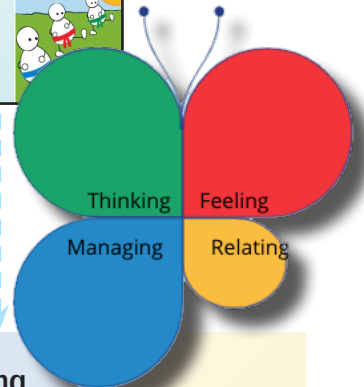
Understanding learning

Think

The one we think just happens; Social interaction

- **Interdependent:**
 - Balances learning alone and with others
- **Collaborate:**
 - Know how to learn with others
- **Empathise and Listen:**
 - Get inside others' minds
- **Imitate:**
 - Pick up others' thinking and ideas

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Puzzle

Working together

- _____ works well with others
- _____ maintains own ideas in a group
- _____ knows when to learn alone and when with others
- _____ shares ideas and information
- _____ puts themselves in other people's shoes
- _____ learns from the way other people do things

Explore

When sociability is missing

- _____ doesn't work well with others
- _____ feels isolated and insecure
- _____ changes their mind frequently
- _____ can insist on doing all the jobs in a group
- _____ doesn't like sharing ideas and information
- _____ never thinks of putting themselves in other's shoes
- _____ tends to be a social loafer, expecting others to 'do the work'

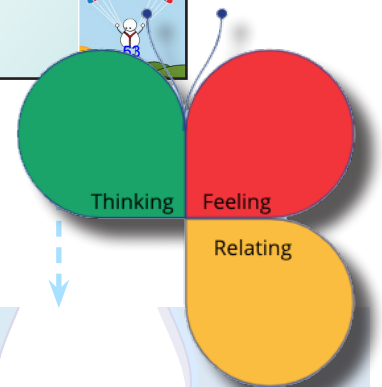
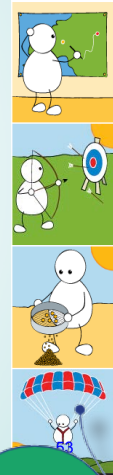
Understanding learning

Think

The one we tend to forget about altogether; Strategic responsibility

- **Plan:**
 - Work learning out in advance
- **Revise:**
 - Monitor and adapt along the way
- **Distil:**
 - Draw out the lessons from experience
- **Learn about how they learn (Meta-learn):**
 - Know themselves as a learner

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Puzzle

Managing learning

- _____ sorts out what needs to be done
- _____ likes to organise their work
- _____ takes stock to make sure things are on track
- _____ anticipates blocks & obstacles
- _____ pulls out key points from experience
- _____ can talk about their learning process

Explore

Managing learning

- _____ rarely thinks of planning anything
- _____ little sense of self organisation
- _____ rarely thinks about how they have done something before
- _____ have little sense of doing their best
- _____ sticks to the familiar
- _____ lacks interest in improving
- _____ makes little of feedback
- _____ thinks learning just happens

Planning wheel

Where am I expecting/supporting learners to;



What will your students be doing differently?

- In 6 months **they will;**
- be better **focused** on **their** learning strengths and areas for development
- **take control** of their learning - identifying ways **they can help themselves** without relying on adult support
- take **risks** and **reflect** on the tasks
- **set their own targets** and identify their own success criteria for learning
- push their **challenge level up** and then persevere rather than “playing safe”
- have greater **respect** for/understanding of their learning habits



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helping young people become better learners



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