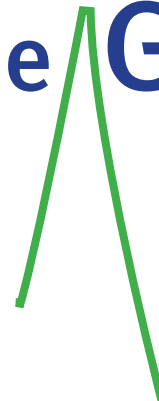




# Narrowing the Gaps

Learning



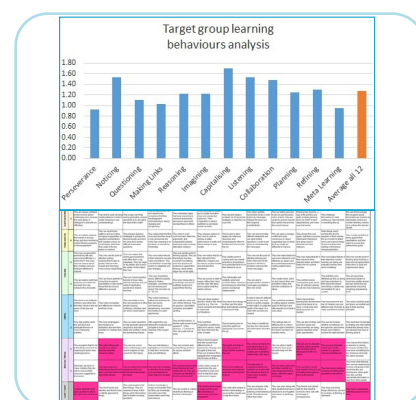
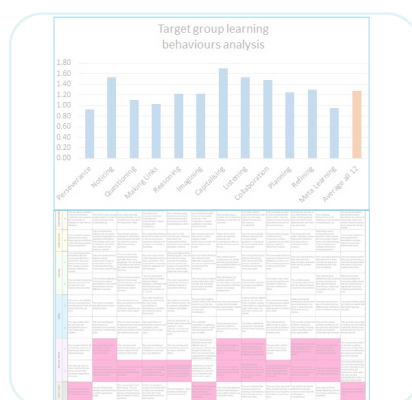
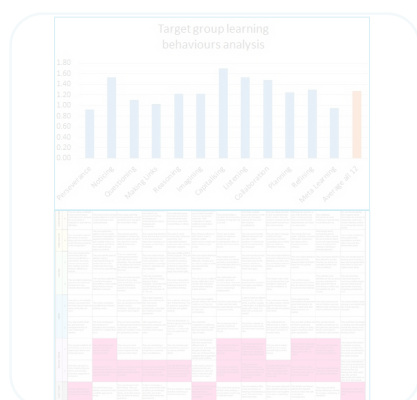
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# Introduction



## Some urgent questions

- What are your students like as learners... now?
- At which learning behaviours do they excel... now?
- Which learning behaviours do students need to strengthen... now?
- What's the difference in learning behaviours between higher and lower performing students?
- How would strengthening students' learning behaviours impact on their performance?
- How might we narrow the learning gaps for specific target groups e.g. disadvantaged and looked after children (Pupil Premium)?

## Outline

These interesting but urgent questions form the stimulus for this booklet, and its accompanying online component, as schools grapple with various forms of 'catch up' as the pandemic wanes. The booklet lays out a highly practical introduction to how teachers and schools might tackle some of these questions by using two main pieces of content:

- a set of tools – 'Learning Charts' – for evaluating an individual student's learning power; and
- an extensive 'Catalogue of Ideas' for teachers to apply in their efforts to nurture their students' learning power.

The booklet sets a clear context for the Learning Charts which address the evidence for the impact of BLP.

The Catalogue of Ideas exemplify learning powered classroom practice, recognising that a way to measure an interesting impact is much more useful if there are also ways available to generate a positive impact over time.

The growth tables and charts are powerful tools that can reveal interesting and vital information about students' learning. They can be used to analyse classes or indeed any target group, not solely pupil premium students.

Finding out about the learning behaviours of these groups will help schools to counter the risk of a widening attainment gap.

## Who and why

The booklet/resource is primarily written to help teachers and schools that;

- may need to reinvigorate their use of learning power
- are sympathetic to the aims of BLP, but without previous experience
- are familiar with BLP but have yet to track its impact on students
- are looking for evidence of BLP practice on certain groups of students e.g. Pupil Premium students.

Of course all this presupposes that improvement in a student's learning power – becoming a better learner – is a desirable and important educational outcome: but that's a given for schools that have already taken on the challenge of Building Learning Power.

The thought that better learners are very likely to be better at learning particular 'stuff', including the stuff of conventional attainment measures, is an important consideration in adopting BLP.

## Structure of the resource

This booklet is the printable overview of a largely online resource.

If you are reading the booklet in its electronic (PDF) version, you will find clickable links throughout it that give access to some of the online resources. Some of these are simply downloads, e.g. additional PDFs; some are web-pages, including items in the Catalogue, which often contain further downloads.

This sample, overview, edition is freely available, and cost-free. **It includes only a small part of the Catalogue:** just one section, Noticing, out of the twelve. The downloads of the Learning Charts are **more limited than in the full edition.**

If you are reading a printed paper copy, you can download a free PDF version via the link below.

<https://www.buildinglearningpower.com/ntlgl/>

Licences for the full edition are available for purchase by schools.

## Authors

**Maryl Chambers** has spearheaded the development of TLO Limited's Building Learning Power programmes for schools and teachers. Maryl has applied her wide experience of designing learning-focused training to creating and developing the innovative programmes for which the TLO is renowned. She is co-author of many of TLO's publications and is responsible for creating and writing the Building Learning Power on-line courses.



**Steve Watson** works as Principal Consultant for TLO. He is former Deputy Headteacher of a secondary school and co-owner of The Learning Nursery pre-school. Steve's commitment to radically challenging teaching and learning in a comprehensive school context has made him focus schools on the development of their own language for learning based on Building Learning Power. His strategic yet hands-on approach wins respect and ensures that the vision is realised in practice.



# Learning

## Narrowing the Gaps



### This resource offers schools:

- tools for identifying students' learning strengths, weaknesses and possibilities
- teaching approaches to strengthen students' learning behaviour
- techniques to raise students' awareness of how they can take control of their learning behaviours
- a way of measuring students' growth in learning behaviours as they move forward.

Each section deals with a key aspect of understanding, introducing and testing the approach:

### *Intent* Plan

#### Section 1

##### – What makes a difference in learning?

- Introduces and explores the meaning, purpose and attributes of learning power.

#### Section 2

##### – Up close and personal with learning

- Invites you to look at yourself and a couple of students through the lens of growing effective learning behaviours.

#### Section 3

##### – Find the gaps

- Offers considerations and suggestions about gathering evidence of current strengths and weaknesses in learning behaviours and the gaps you are trying to narrow. Here the learning behaviours are described in some detail.

### *Implementation* Do

#### Section 4

##### – Shift classroom culture

Explores how changes in your classroom practice can encourage the growth of learning behaviours.

#### Section 5

##### – Start with the basics

- Explains the first 'must do' aspects of learning activities that strengthen learning behaviours.

#### Section 6

##### – A catalogue of ideas

- Offers a range of practical classroom solutions that are directly linked to learning behaviour phases, and blend into your teaching.

### *Impact* Review

#### Section 7

##### – What is the Impact?

- Suggests how to assess the impact of your interventions on your classroom culture, students' learning behaviours and attainment.

# 1. What makes a difference in learning?

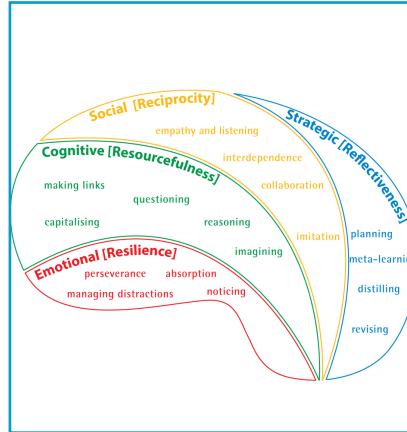
## A better way to boost attainment



The approach to learning explored in this booklet comes from the vision of twenty-first century education and the new sciences of learning that underpin it.

It starts from first principles; that we now know an individual's ability isn't fixed; that the brain is like a muscle; that its intelligence grows with exercise. Selling this idea to learners brings, in itself, far more enthusiasm for engaging with the potential delights of learning, **helping students to become more independent, more reflective, and better able to plan and evaluate their own learning.** This, as John Hattie's research has shown, is a better way of boosting students' attainment than more drilling in the subject-matter.

## High-value learning behaviours



Learning Power has been described as the raw 'building blocks' of learning; **not** abilities, **not** styles, but the actual components of learning itself; the raw energy of learning. Through a systematic programme of research over several years, and with the co-operation of thousands of research participants, researchers at Bristol University turned this 'learning power' inside-out until finally it was broken down into the **four domains of learning** and **seventeen identifiable learning capacities**; key psychological characteristics that were judged to be of the highest value in helping students to learn and thrive in a complex world. These learning behaviours are inherent in us all, not fixed at birth, or when we leave school: they can be developed by everyone regardless of 'ability', social background, or age. There are no limits to extending our learning powers.

## The primacy of dispositions

“What if education were less about acquiring skills and knowledge and more about cultivating dispositions and habits of mind that students will need for a lifetime of learning, problem solving and decision making?”

What if education were less concerned with the end of year exam and more concerned with who students become as a result of their schooling?

What if we viewed smartness as a goal that students can work toward rather than as something they either have or don't?”

Ron Ritchhart

Underlying this approach is a recognition that learning how to learn involves more than skills, it involves students' attitudes, values, interests and beliefs as well. It's about helping students to help themselves to be **disposed** to persist, to question and be curious, to collaborate harmoniously and to be open to new ideas.

It may be that some of the girls in your classes believe that '*Maths isn't for girls*' or that some students think that '*If you can't solve it in a minute, you can't solve it at all*' or that '*Bright people never have to try*'. All these erroneous ideas cause students to be disposed to give up easily, to feel stupid, to feel disengaged. You can think of 'dispositions' as **indicators of the degree to which one is disposed to make use of a skill or knowledge.**



## Key ideas in a nutshell



**Learning is a learnable craft.**

**Learning how to learn involves attitudes, values, interests and beliefs.**

**Developing better learners is done *with and by* learners rather than *to* learners.**

**It involves *cultivating dispositions* and values rather than training skills.**

**It is *not* an inevitable by-product of 'traditional effective teaching'.**

**It is about making students *ready and willing* as well as *able to learn*.**

A central concern of building powerful learners is with enabling students to become more self-aware as learners, to develop the habits of a successful learner, and to appreciate that they can continually improve those habits. In this approach, teachers and students together generate knowledge about their learning, and produce a stream of ever more fertile ideas about their own ability to be independent learners. The ultimate goal is what has been called portable learning power – the ability to learn what we need to in whatever circumstances we may find ourselves.

## What are the benefits?



Being an effective learner isn't something that switches on on good days and off on bad days; it grows and builds when it's nurtured and supported. Furthermore, being a learning powered learner involves gaining control of a range of linked dispositions, skills and emotions.

Building students' Learning Power is not a high-risk strategy as far as results are concerned. It gives students a language with which to think about the process of learning; it gives teachers strategies to encourage their students to become more engaged and more effective in their learning; in offering students and teachers a tool to assess the growth of learning behaviours, Learning Power provides a 'both / and' solution. Teachers boost the development of students' confidence, capacity and appetite for learning itself, while helping young people to achieve as well as they can in terms of more conventional syllabus content. Students get a better preparation for life and improved examination performance—a seductive package indeed.

## Capturing the growth



What might growth in learning behaviours look like? Over the last seven years, we have tried to capture the essence of how Learning Power grows, and to make this useful to teachers and learners.

For the purpose of this short resource we have created a simplified Learning Behaviour Chart. It identifies twelve key learning behaviours (columns), and their phases of growth, (rows).

*(Page 4 gives details of the phases of growth; Pages 8–11 expand on the learning behaviours, if you are unfamiliar with them.)*

Take a close look at the preview chart, below. It offers three columns of the full growth chart. You've probably never considered any student in this way. Take your time just absorbing what you see. Don't think too hard about the progression levels at this stage, but rather try to absorb the nature of the behaviours across the different areas of learning: What does getting better at persevering or planning or listening actually look and feel like?

# 1. What makes a difference in learning?

## Phases of growth

The table below explains what the phases of growth are about. In the full Learning Growth Chart each of the twelve learning behaviours is briefly described at one of **5 levels of proficiency shown in the rows**. These levels of proficiency grow and flourish when they are cultivated by teachers and supported by families.

The phases are drawn from Bloom's taxonomy of the affective domain. This progression is long term. Some phases may take years for people to work through; some will never be worked through. None of the phases are inevitable. There may be a lifetime of development captured here.

<b>Embodies;</b> <b>"I can't not."</b>	Phase 'Embodies' (orange), in this final phase the learner has made this behaviour their own. It has become part of their character; they can't not do it and they have become highly skilled in doing it. A straightforward way to understand this phase is when students tend to say 'I can't not do this'
<b>Organises;</b> <b>"I make sure."</b>	Phase 'Organises' (yellow) is the phase in which the learner capitalises on this 'in their interest' behaviour and gets themselves organised to use it positively. A straightforward way to understand this phase is when students tend to say 'I make sure I do'
<b>Values;</b> <b>"I see why."</b>	Phase 'Values' (green) is a key phase since the learner now sees the value of behaving in this way. It's a win for them; to behave like this is in their interest. It's in this phase that the behaviour becomes more secure. A straightforward way to understand this phase is when students tend to say 'I see why'
<b>Responds;</b> <b>"I'll try."</b>	Phase 'Responds' (blue) is about gaining interest and doing things more willingly, building the skills and the willingness to deploy them. A straightforward way to understand this phase is when students tend to say 'I'll try'.
<b>Receives;</b> <b>"Show me. Tell me."</b>	Phase 'Receives' (purple) learners are beginning to explore the behaviour and are moving from a negative to a neutral mindset, often employing the skill or doing something because they are being told to or expected to. A straightforward way to understand this phase is when students tend to say 'Show me' or 'Tell me'
<b>Lacks;</b> <b>"I can't. I won't."</b>	'Lacks' (grey) In this 'Lacks' (grey) phase, students are minded to give up easily. There are all sorts of reasons for this; they may just be constantly distracted from the activity in hand; they may just need constant adult support; they may not know what might help them. Many students will need to be eased into learning how to learn in a classroom setting. A straightforward way to understand this phase is when students tend to say 'I can't' or 'I won't'

## Phases of improvement

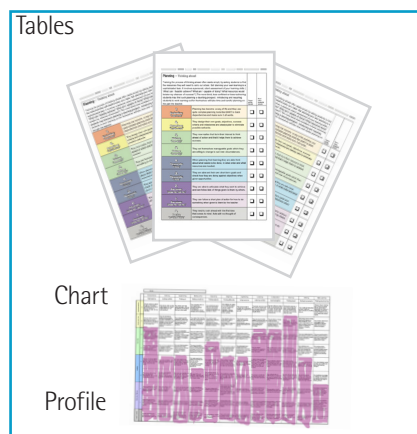
Where schools continue to put their emphasis merely on attainment they are offering students a limited view of learning. In this case, students' idea of themselves as a learner can only be gleaned from their grades or teacher comments; they know nothing of themselves as a learner nor how to strengthen their dispositions.

However, when students come to understand their own learning behaviours this gives them far more power and control over their own learning; it's something that will help shape them for the rest of their lives.



## 2. Up close and personal with learning

### Discover yourself as a learner



The full learning chart helps you to get a better sense of these learning behaviours and their growth. Think about yourself as a learner. Start slowly. Download copies of the tables, read about the development phases and remember the statements are about what you do do, rather than what you can do. Now think;

- Where would I place myself on each of these twelve trajectories?
- What do the statements really mean?
- Have I ever thought about myself like this before?
- Would my colleagues / partner see me in the same way?

Translate your statements onto a copy of the full Learning Behaviour Chart, to become your Learning Behaviour Profile. Now ask...

- What/where are my learning strengths and weaknesses?
- Am I substantially lower or higher in some? Which?
- Any surprises or disappointments?
- What questions is this raising for me?

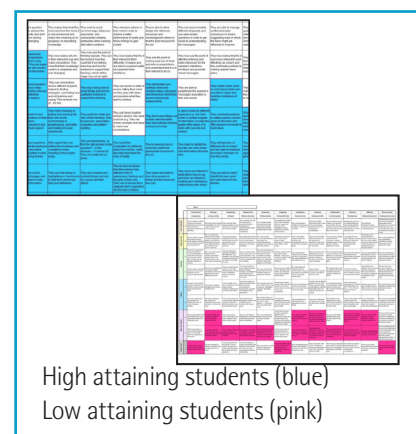
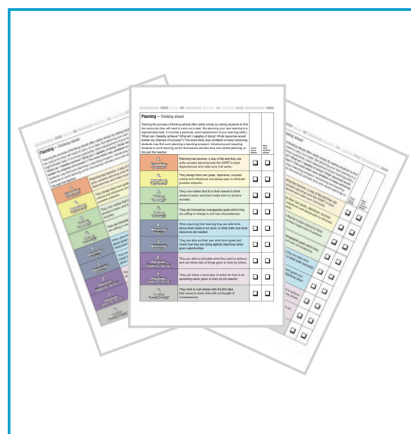
[Learning tables \[PDF\]](#)

[Preview of 3 of 12](#)

[Learning Charts \[PDF\]](#)

[Preview of 3 of 12](#)

### Analyse two of your students as learners



Now start applying the Learning Behaviour Tables to students.

- Think of two students you know fairly well, but whose attainment differs.
- Look at each table (describing a learning behaviour) and indicate which descriptors seem best to describe these students' current **secure** behaviours.
- Check again after a day or so to reassure yourself that you've identified the most appropriate descriptors.
- It might be useful to have a conversation with a colleague especially if you are uncertain about your answers.
- Translate your thinking onto a couple of Learning Behaviour Charts.

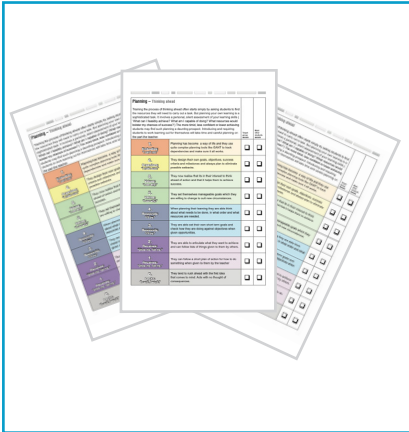
### Now ask:

What do these profiles tell me about these students as learners?

- Do they appear to do things differently?
- Do any of the columns seem to show the use of much higher phases for the higher-attaining student?
- Which learning behaviours appear to make the higher-attaining student seem more successful?
- Does any learning domain (emotional, cognitive, social, strategic) dominate for either student?
- Which learning behaviours appear to need boosting most?

## 3. Find the gaps: single teacher, low numbers

### Generate data



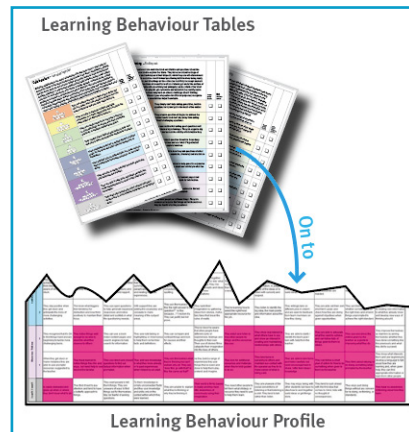
The growth tables and charts are powerful tools that can reveal interesting and vital information about students' learning. They can be used to analyse classes or indeed any target group; perhaps most notably disadvantaged and looked after children (Pupil Premium). Finding out about the learning behaviours of this group could help schools to counter the risk of a widening attainment gaps.

Generate the data using one set of tables for each of your target group students. Your task is to think carefully about each student in relation to each of the 12 learning behaviours. Tick the behaviours that you think are **secure**. By secure, we mean that these are behaviours that the student consistently exhibits in a range of different circumstances. Using a behaviour in say maths but not in other subject areas cannot be counted as secure.

#### Things to consider:

- Can / will you involve TA's to get an alternative perspective?
- Might you discuss the student with previous/other subject teachers?
- What is 'a secure skill / behaviour'? How frequently, and in how many different circumstances, do you need to see a behaviour to consider it 'secure'?

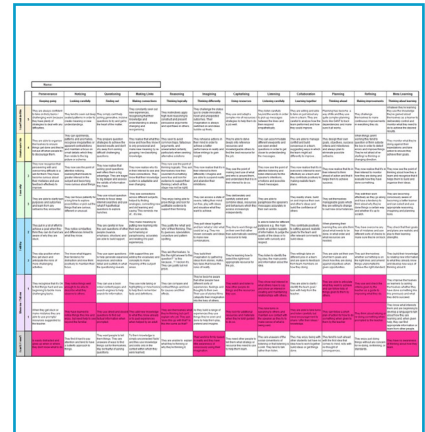
### Compile profiles



Transfer your deep thinking onto a Learning Behaviour Chart to create a learning behaviour profile for each student. Colour in the cells that you considered to be 'secure'. When completed the learning behaviour profiles for your target group will look something like the one above – some cells identified as 'this is a secure skill / behaviour' with others left blank. (Here the 'secure' cells are coloured pink).

[You may even have some of the grey 'Lacks' cells coloured in where there are no secure positive behaviours. Where the 'Lacks' stage is not coloured in, it indicates that the student no longer behaves in this negative way.]

### Interpret profiles



Ultimately you need to be able to answer the questions:

Which learning behaviours are most in need of additional support?

Which learning behaviours will make the most difference to this student's attainment?

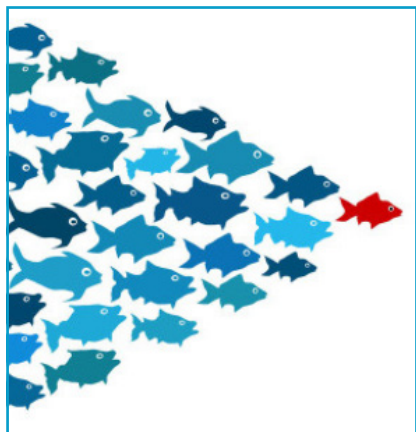
Explore your profiles and ask yourself:

- Which behaviours appear relatively weaker / stronger? Well developed / hardly started?
- Which learning domain is weakest / strongest (emotional, cognitive, social, strategic)?
- Does weakness in the emotional domain seem to effect every subject area?
- Which cognitive behaviour is strongest / weakest?
- Which social behaviour is strongest / weakest?
- Where strategic behaviours are weakest, has the student ever had opportunities to develop them?
- What does all this mean for how you might support learners in the target group?

*For further interpretation go to pages 8,9,10,11*

# 3. Find the gaps: whole school approach

## Making it manageable



If you are tackling this as a whole-school issue, you may have sufficient numbers of students to make it worth 'averaging' the learning profiles to gain insights into trends and patterns.

Suppose, for example, you wish to explore how the learning behaviours of boys differ from those of girls, or how high attaining students differ from lower attaining students. Or maybe you want to track longitudinal shifts over time as learners move through a key stage. Or perhaps you wish to make comparisons between year groups / classes.

In each case, it would make sense to create individual learner profiles and then aggregate the data to explore trends, patterns, similarities, differences.

## From charts to scores

Firstly begin by creating the learning profiles for all of your students. Each will look something like the one in pink above, where the pink colouring indicates 'this cell is a secure learning behaviour'.

Taking each profile in turn, convert the profile into a 'score' thus:

Look at each column in turn;

Score zero for a grey cell;

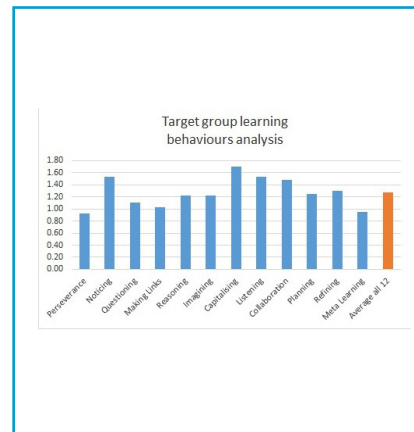
Score one point for each of the purple, blue or green cells that are secure;

Score two points for each of the yellow and gold cells that are secure.

[The 'score' for the profile above would be 0-2-1-1-1-0-2-2-1-2-2-0. i.e. 12 numbers, one for each column]

These 'scores' can then be inserted into a spreadsheet that is available as part of a pack of resources that accompany this booklet. See page 22 for details.

## Aggregating the data



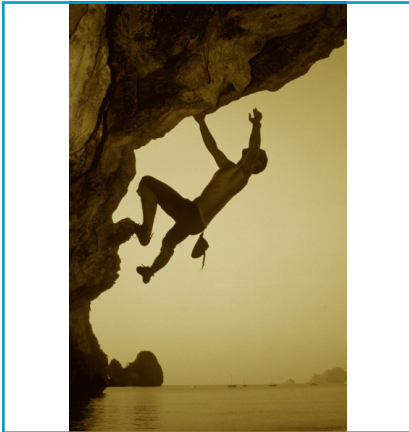
Once populated with a sub-group of your learners' scores, the spreadsheet automatically graphs their average phase of development across the 12 learning behaviours and in red, their average phase. [Here the raw scores have been scaled to show the 5 phases of development – so an average score of almost 1 for Perseverance suggests that the group of students is, on average, secure at the first phase of development, the Purple phase. Likewise 1.7 for Capitalising indicates secure at Purple and well on the way to being secure at Blue.]

Simply repeat with another sub-group to compare and contrast different sub-groups of students.

Or use it now to gain a baseline measure, and use it over time to track changes in the learning behaviours of a particular sub-group / class.

## 3. Find the gaps: exploring learning behaviours

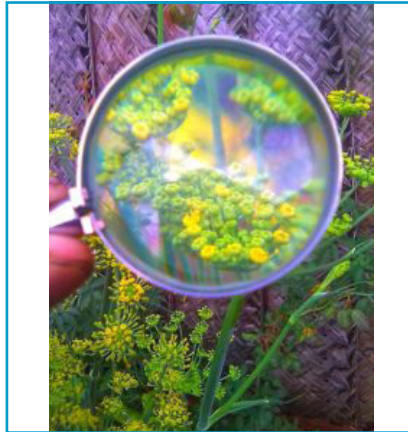
### Persevering – Keeping going



Attention can be broken when learning gets blocked, but good learners have learnt the knack of maintaining or quickly re-establishing their concentration when they get stuck or frustrated. Perseverance is often undermined by two common and erroneous beliefs. Firstly, learning ought to be easy. If learners think that they will either understand something straight away, or not at all, then there is simply no point in persisting and struggling. Secondly, bright people pick things up easily, so if you have to try it means you're not very bright. Clearly the idea that effort must be symptomatic of a lack of ability makes persevering an unpleasant experience. Good learners develop perseverance when their parents and teachers avoid conveying these messages, even unwittingly. Perseverance is about: keeping going in the face of difficulties; channelling the energy of frustration productively; knowing what a slow and uncertain process learning often is.

**In this emotional domain of learning, if students have** a negative attitude to persevering, this could, on its own, account for under-performance. If a student has relatively few coping strategies to deal with challenge and complexity, many areas of learning will be denied them.

### Noticing – Beyond looking carefully

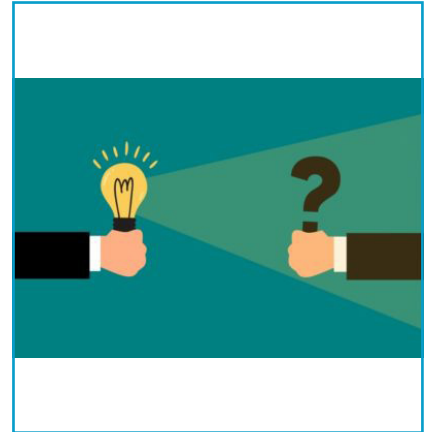


Noticing involves being ready, willing, and able to:

- Be attentive to details and subtleties in seeking to understand things.
- Seek underlying patterns patiently, understanding that connections may take time to emerge.
- Actively use all the senses to gather information to build understanding of the world around.
- Gain a clear sense of the 'what' of something before considering the 'why' and 'how'.
- Recognise that learning is often complex and difficult and takes time and effort to accomplish.

So, students need to learn how to focus their attention; to look patiently beyond the obvious to see detail and subtlety; to be able to identify the relative importance of what they are observing; to develop the ability to see detail in the context of the bigger picture; and to develop the ability to explain, hypothesise about and explore what is being noticed. When looked at from these diverse angles, **growing noticing moves well beyond encouraging a student to 'look carefully'.**

### Questioning – Finding out



Effective questioners are motivated and not afraid to ask questions about the past, the present and to explore the future. They have an extensive range of question types and techniques at their disposal, which they use with discernment and sensitivity to occasion. A well-formed questioning habit involves not taking things at face value; being less likely to accept answers uncritically; asking questions of oneself as well as of others; getting under the surface of things; being comfortable with uncertainty and ambiguity; not being afraid of the 'don't know' state of mind; being socially aware of the impact that questions may have on others; challenging others' thinking; recognising that revealing their own uncertainties helps them learn.

**In this cognitive domain of learning, if students have** a limited grasp on what questions are for or rarely give enough attention to the answers, their grasp on the whole of learning will be severely limited. A curious student is motivated to explore and engage, whereas those lacking curiosity have little enthusiasm for learning. How might you help these students get under the surface of things and not be afraid of the 'don't know state of mind'?



## Making links

### – Making connections



Learning is about making connections – you will experience them through the 'ah ha' experience of seeing a connection between two previously isolated concepts, or the satisfaction of seeing the connection between an abstract idea and a 'hands-on' concrete experience. It's how you make sense of the world. To be a good link maker you need to keep stimulating your brain and enriching your experiences because through active learning you quite literally 'build' your own mind. At the heart of all this is your attitude to knowledge; whether it is bound up in rules and 'is-language', or whether you see knowledge as provisional, ever building and changing.

**In this cognitive learning domain, if students have** relatively weak link making skills and need adult help to recognise how things fit together they will find it hard to make sense of the world. When looked at from these diverse angles **growing link making moves well beyond encouraging a student to 'look for a link'.**

## Imagining

### – Thinking differently



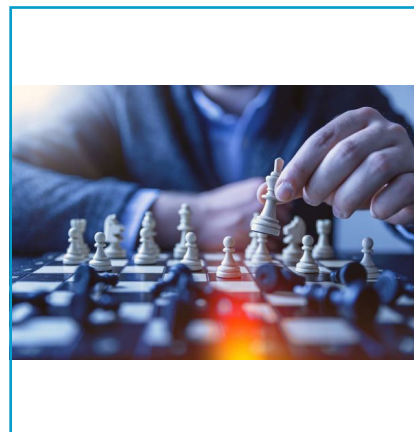
A well formed Imagining habit involves being ready, willing, and able to:

- Use the mind as a theatre in which to play out ideas and possible actions experimentally.
- Use a rich variety of visual, aural and sensory experiences to trigger creative and lateral thinking.
- Explore possibilities speculatively, saying 'What might ...', 'What could ...' and 'What if ...?' rather than being constrained by what is.
- Retain a childlike playfulness when confronted with challenges and difficulties.
- Be aware of intended outcomes whilst adopting a flexible approach to realising goals.
- Rehearse actions in the mind before performing them in reality.

So students need to have a wide range of experiences on which to base their imaginations; to have the bravery to take imaginative risks; to have the ability to visualise what they will do in advance of taking action; to be happy to allow their minds to explore intuitions and possible lines of enquiry; and to create innovative creative outcomes. When looked at from these diverse angles **growing imagination moves well beyond encouraging a student to 'be creative'.**

## Reasoning

### – Thinking logically



A well formed Reasoning habit involves being ready, willing, and able to:

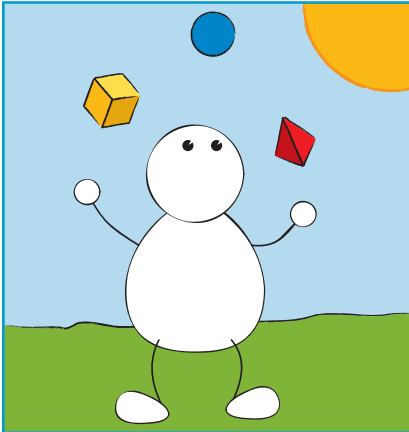
- Resist jumping to conclusions.
- Seek justifiable evidence to shape sound, well-honed arguments.
- Scrutinise your assumptions.
- Seek evidence and counter evidence, look for false steps and carefully draw conclusions.
- Remain suspicious, doubting, and self-doubting in order to avoid unwarranted certainty.
- Convey your logical thinking clearly, through dialogue, symbols, analogies, prose and pictures.

So students need to learn the inclination to resist impulsive responses; to respond logically and thoughtfully; to apply logic by explaining, justifying and, ultimately, proving what they think; to utilise a range of reasoning tools; and to develop strategies for presenting their reasoning to others persuasively. When looked at from these diverse angles **growing reasoning moves well beyond encouraging a student to 'think it through'.**



## 3. Find the gaps: exploring learning behaviours

### Capitalising – Using resources



Effective resource users learn with the help of many different sources – other people, books, the internet, music, the environment, experience...and making intelligent use of all kinds of strategies and things to aid learning. In the early stages, it means selecting and making the best use of known strategies and classroom resources but this swiftly moves on to embracing a much wider and varied range of possibilities. This involves being able to seek novel ways of solving problems by exploiting the potential of known strategies and what is around them, including things they may never have thought of as a resource.

**In this cognitive learning domain if students have** a limited grasp of capitalising on how things around us can help us to learn they will need help to take advantage of classroom resources to aid their learning. Gradually they'll be able to select appropriate learning strategies and take advantage of classroom resources as extensions to their brains.

### Listening – Beyond listening carefully



Understanding how to listen effectively is an essential skill that benefits everything from family life to business. It's one of the most critical skills for working effectively in teams. Hearing and listening are different. Hearing is an automatic, effortless process, listening is about the brain giving those sounds meaning, it requires effort. There's all sorts of faulty listening. Sometimes we pretend to listen; sometimes we only respond to the remarks we are interested in and reject the rest. Sometimes we listen defensively or to collect information to use to attack the speaker. Sometimes we avoid particular topics, or can't look beyond the words for other meanings. Listening is hard and requires effort.

To be a good listener you need to be able to listen for information, listen to judge the quality of the information and listen empathetically to build a relationship or understand a problem. When looked at from these diverse angles **growing listening moves well beyond encouraging a student to 'do good listening' or 'listen carefully'.**

### Collaboration – Learning together



Effective collaborators are adept at learning with and from others. They help to: shape the ideas of the team; decide what needs to be done; contribute to getting the job done; keep an eye on how things are going; improve team performance through reflection.

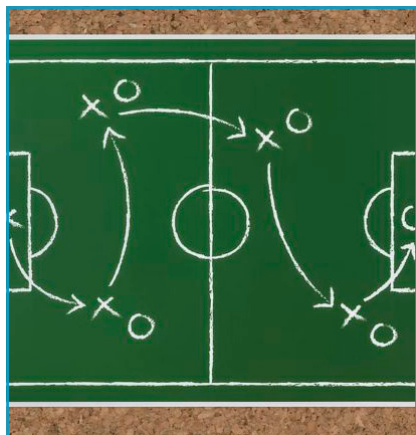
A well-formed collaboration habit includes being ready willing and able to:

- Work effectively with others towards agreed, common goals, acting flexibly in response to circumstances.
- Adopt different roles and responsibilities in pursuit of agreed goals and the well-being of the team.
- Hold and express opinions coherently, compromising and adapting when appropriate.
- Seek to understand what others are saying; sharing, challenging, supporting and building on ideas.

**In this social learning domain, if students have** little understanding of collaborative behaviours and how these help them learn with and from others, they will need reminding of basic social skills and learn how to work towards common goals. How might you help these students understand team goals and to **'work as a team' rather than 'in a team'**?

## Planning

– *Beyond thinking ahead*



Planning is the ability to take a strategic overview of your learning, and make sensible decisions. It means:

- Taking stock of the problem and the parameters within which you must work.
- Assessing the available resources, both inner and outer, and deciding which you think are going to be needed.
- Making an estimate of the time the learning will take, and the competing priorities that may have to be delayed or sacrificed.
- Imagining a route-map for the learning.
- Anticipating hurdles or problems that may arise along the way.

The more timid, less confident or lower achieving students may find such planning a daunting prospect. Introducing and requiring students to work learning out for themselves will take time and careful planning on the part of the teacher. When looked at from these diverse angles **growing planning moves well beyond encouraging a student to 'think ahead'**

## Revising

– *Making improvements*



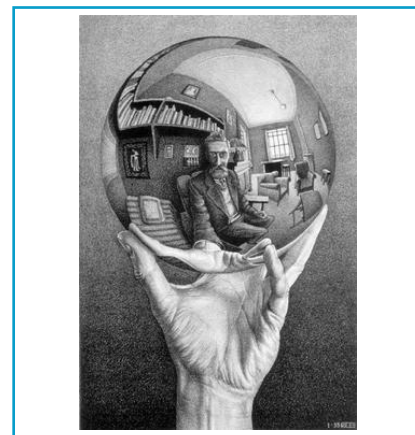
A well formed Revising habit involves being ready, willing, and able to:

- Self-monitor how things are going, keeping an eye on the goal.
- Expect the unexpected, having a readiness to re-shape, re-order, re-form plans to take account of new circumstances.
- Remain alive to new, unforeseen opportunities and ideas.
- Look at what you are doing with a critical eye.
- Strive to be the best you can be.
- Make sure things are on track and make improvements along the way.

**In this strategic learning domain students need to** learn how to deal with change, emotionally and practically. With an inflexible frame of mind they are unlikely to recognise the need to change their ideas or the way they do something. They also need to know what 'good' looks like; how to keep an eye on how things are going and the willingness to evaluate how things went against external standards. When looked at from these diverse angles, **growing revising moves well beyond encouraging a student to 'have another go'.**

## Meta Learning

– *Thinking about learning*



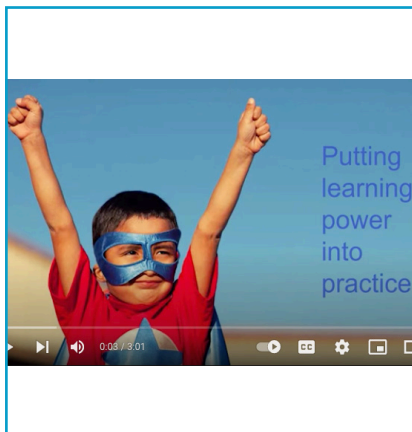
Becoming a Meta-learner; being able to assess the effectiveness of your own learning process and regulate it for greater success, is made up of several strands;

- How you become and stay motivated and plan your learning.
- How you build and organise your ideas.
- How you learn with and from others.
- How you manage your learning environment.
- How you monitor your learning process itself in order to improve.

**Meta-learning** or thinking about learning is well-researched as a behaviour that helps students' attainment and is often referred to as meta-cognition. Essentially it's about understanding how you learn so that you learn from experiences and avoid mistakes in the future. When looked at from these diverse angles, **growing meta learning moves well beyond encouraging a student to 'think about it'.**

## 4. Shift classroom culture

### Putting learning power into practice



'Culture' concerns the details that you as a teacher create in your classrooms. What you do and say, what you notice and commend and what you don't, what kind of role model of a learner you offer: all these are of the essence. And what really matters is how you design and present activities so that, over the course of a term or a year, your students are cumulatively getting a really good all-round mental work-out. All the learning bits of their brains are being stretched and strengthened, one by one and all together.

Take a look at this short video showing how the four aspects of learning friendly classrooms are enacted in classrooms.

<https://youtu.be/f0QaKv-vvLk>

As you watch, ask yourself:

- which of these ideas do I agree with / disagree with?
- what questions would I like to ask about this?
- which ideas might I be interested in trying?

### Relating to students



How you relate to your students, gradually sharing more of the responsibility for learning with them. This involves;

- devolving responsibility for learning to learners.
- nurturing a community of learners – talking about we, our or us.
- offering learners greater choice
- becoming a learning coach.
- modelling learning behaviours – risk taking, reflection, learning from mistakes.

It's about letting students do more of the learning and become more active in the learning process. You might offer learners more opportunities to decide what to do and to actively review their own learning.

You will need to put learning on show by modelling being a good learner, demonstrating how you are a learner or how to become a confident finder outer.

Effectively you become a learning coach, enabling students to see what they are doing more clearly and discover their own ways to improve. You help students to explore their challenges, enhance their motivation and self esteem and build curiosity. Above all, you resist offering solutions because offering solutions doesn't allow students to confront and engage with the problem and find their way forward.

### Talking with students



How you talk about learning, the sort of language content and style you use to enhance and explain learning.

This involves;

- talking about and exploring learning as a process.
- developing a common language for learning.
- offering feedback so that students can take learning forward.
- using conditional, speculative language – e.g, 'could be' not 'is'.


What you're aiming to achieve is to use a learning language that gives students more control of their learning.

This means talking about the 'how' of learning; making learning the object of conversation. The way you talk about learning in the classroom creates a powerful linguistic environment that teaches your students 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.



## Constructing learning

**'9 Thinks' for designing a lesson**



**Connecting:**  
 1<sup>st</sup> think: translate outcomes into intriguing question  
 2<sup>nd</sup> think: select learning capacity to fit  
 3<sup>rd</sup> think: quick starter to tune in to learning  
 4<sup>th</sup> think: reminders of previous relevant content

**Stretching**  
 5<sup>th</sup> think: *create a learning challenge*  
 6<sup>th</sup> think: *how/how well will the capacity be used?*  
 7<sup>th</sup> think: *what will students self-monitor?*

**Transferring**  
 8<sup>th</sup> think: review/discuss content outcomes  
 9<sup>th</sup> think: review/discuss learning process

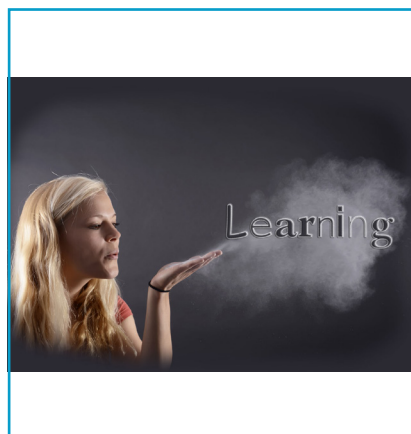
How you construct learning activities, the tasks and classroom routines you use to build positive learning habits. This involves;

- building reflection on learning into the process.
- designing opportunities to build relish for difficulty.
- incorporating routines for thinking and learning.
- becoming more forensic about teaching; link in learning behaviours to deepen understanding.

What you're aiming to achieve is to design and deliver learning opportunities that strengthen students' learning behaviours.

This involves making – becoming a better learner – the purpose of the classroom; how classroom activities and routines feed learning habits. Learning challenges are designed to enable students to understand both the content and the process of learning. This dual focus stretches students' use of their learning behaviours in order to explore and understand content. It's not just about 'doing' learning but reflecting on the process to create self-regulated learners.

## Celebrating learning



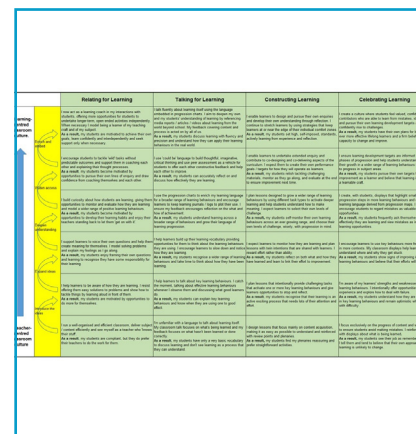
What you celebrate about learning, what you praise, recognise, display, the outward signs of beliefs about learning involves. This involves;

- recognising positively: mistakes, stuck, questions.
- prize & display growth in learning behaviours.
- displaying the learning process in action.
- praising to draw attention to students' efforts.

What you're aiming to achieve is to ensure that the look and feel of your classroom, its walls and reward systems, serve to strengthen your students' learning habits.

This involves giving more attention to learning rather than performance; where more traditional ideas of classroom learning are flipped or re-defined – where being stuck is seen as interesting and mistakes valuable, where effort, questioning and taking risks are defined, attended to, acknowledged and praised. This classroom culture serves to make learning visible to learners; one in which learners are being coached to become meta-learners.

## How your teaching grows



	Relating to Learning	Talking for Learning	Constructing Learning	Celebrating Learning
Learning Capacity	Focuses on the relationship between the teacher and the learner, aiming to create a safe and supportive environment for learning.	Focuses on the use of language to facilitate learning, using open-ended questions and active listening.	Focuses on the construction of knowledge and understanding, encouraging learners to share their ideas and build on each other's.	Focuses on the celebration of learning, using praise and feedback to reinforce positive learning behaviours.
Learning Habits	Encourages learners to develop a positive attitude towards learning and to take responsibility for their own learning.	Encourages learners to develop effective communication skills, including listening, speaking, and questioning.	Encourages learners to develop critical thinking skills, including problem-solving, decision-making, and evaluation.	Encourages learners to develop a growth mindset, seeing challenges as opportunities for learning and improvement.

Putting it all together – the big picture of cultural change.

These four aspects of classroom culture – Relating, Talking, Constructing and Celebrating – have their own growth trajectories, moving from the (conventional) highly teacher-focused classroom culture, through increasing levels of learner involvement towards a fully-fledged learning-centred classroom culture. The chart above features this journey.

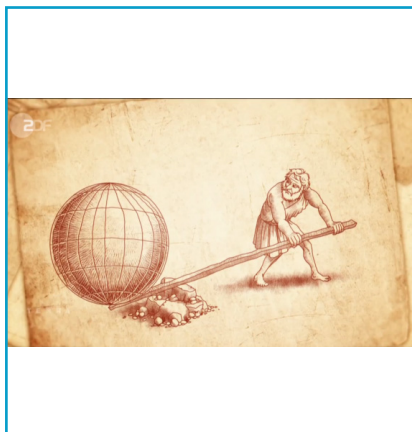
Read through the chart to gain an idea of the direction of travel, how relationships shift, how the language being used matures, how learning is constructed increasingly with learning in mind, and how these changing priorities are made visible in the classroom itself.

Take time to reflect on your own classroom culture at present. Which cell, in each column, best describes the everyday culture of your own classroom?

Keep a record of this initial assessment of your current classroom culture – it can be used later as a baseline measure against which to evaluate your own development.

## 5. Start with the basics

### Small changes, big levers



Fostering students' learning dispositions is a wide ranging and multifarious business. However, there are a few straightforward things you can do to start engaging your students in developing their learning dispositions.

You can't do everything at once, but, as many teachers have found, a few changes can have a gratifying and immediate impact on how well your students learn. We call them 'quick wins': they are almost bound to give positive results and keep you and your students motivated to try more.

Remember, the point is to create a learning environment that supports students in extending their own learning power, not just one in which they can demonstrate their current learning power.

### Plan to introduce learning behaviours



Think practically, consider how you might introduce students to just some of the learning behaviours mentioned earlier. Think of things that will give students a hook to help them remember and understand the beginnings of the complex behaviour. For each new behaviour you introduce you might think and talk about:

- A well-known person who uses the behaviour.
- An artefact that epitomises the behaviour.
- A story that illustrates and reinforces the meaning.
- An expression that could be used instead of 'asking questions'.
- An activity that would help deeper discussion of the behaviour.
- A way of praising or rewarding the use of the behaviour.
- A comment to support it.

### Develop stuck prompts together



We all come across blocks and obstacles, go into blind alleys, get flummoxed by a vast range of possibilities, or simply don't know enough to decide what to do next.

Being able to get ourselves unstuck is as much about how we react emotionally as it is about having the practical strategies to work out how to overcome it. Being able to manage an effective way out of being stuck is a critical part of persevering.

Explore with students how it feels to be stuck in learning and develop a list of suggested unsticking strategies

Work with students to find useful questions for them to ask themselves and helpful strategies for them to use when they are stuck.

Ensure that there are plenty of options that come higher on the list than "Ask the teacher".

Every classroom needs stuck prompts in one form or another. They could be of a general nature or made relevant to a subject or topic.

It's important to ensure that stuck prompts 'grow up' through the school, reflecting the curriculum expectations. In essence they represent the level of independence expected in different year groups.



## Rethink what you will celebrate



The negative value of too much general ability praise, uncovered by Carol Dweck in her research into Growth Mindsets, has caused teachers to think differently about giving praise. Suggested shifts in giving praise include:

- Praise the effort, not the 'ability'.
- Praise the process not the outcome.
- Praise in specifics of learning behaviours, not generalities.
- Praise privately.
- Praise authentically, and not too much.
- Praise should be seen as separate from feedback.
- Use stickers, awards, treats etc. for accomplishing specific process or product goals.

Re-define being stuck, making mistakes and failure as learning opportunities. Put a positive spin on mistakes and give students a different way to think about them. This leads to improvement and development in both learning outcomes and students' learning behaviours.

## Explore challenge and effort



Draw positive connections between mistakes and challenge.

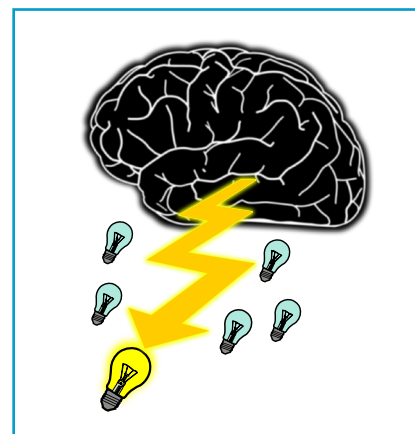
Model how to think about and work through challenges.

Create a challenge wall; questions, extension tasks, riddles, problems. A go-to place when other work finished OR set aside lesson time for everyone to work on a selected challenge.

- Display work that shows how students have improved mistakes etc.
- Explain effort; it's about focusing and re-focusing the mind on the work you are doing. Something is directing students' attention. For example it could be:
  - Using different strategies.
  - Using trial and error to deal with challenge.
  - Using success criteria to direct what you do.
  - Asking for feedback on how to improve/apply.
- Try the 'learning pit' to talk through what to do to overcome/surmount a challenge.

<https://www.challenginglearning.com/learning-pit/>

## Rethink achievement in learning



Invite your students to suggest **their own** definitions of achievement and come up with a list.

An achievement is something;

- you can be really proud of.
- you have never done before.
- you kept trying to do and finally succeeded.
- you have done that you found difficult.
- you have worked hard to finish.
- you have done what teachers tell you is good.

Notice that all these are aimed towards a growth mindset. Make sure your praise matches these statements. You could use any one of these to group students' learning on a wall display.

# 5. Start with the basics

## Flip the emphasis of goals



Evidence shows that goals that relate to doing something (or researching something, or creating something . . . ) are better motivators than goals that relate to knowing something or passing / doing well in a test.

### Put the 'how' before the 'what'

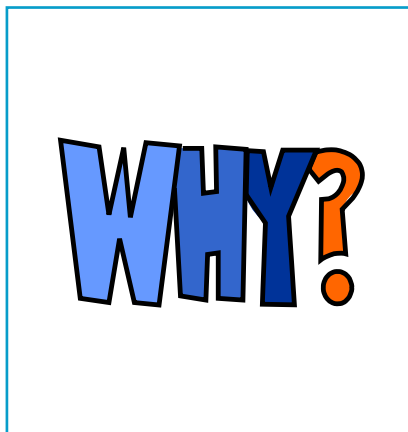
So – a goal relating to 'understanding xxx' or 'knowing yyy' is less likely to motivate a learner to make the effort than a goal that starts with some indication of the sort of 'effort' or way of doing something:

- Work with a partner to decide why.
- Use your problem solving skills to work out.
- Use your imagination to ... .

Where 'knowing goals' place the emphasis on the successful acquisition of knowledge or creates a pass/fail scenario, the 'doing goals' focus on how – something to do rather than something to know.

Here you are paying attention to how students will be learning as well as what they will be learning.

## Explore why



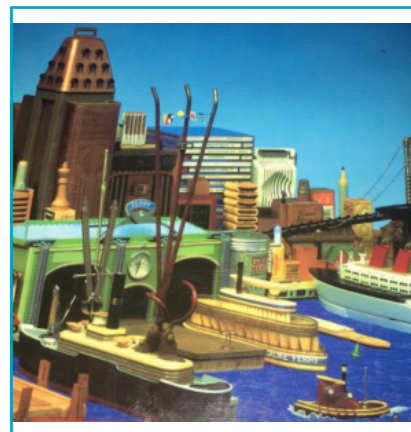
Explore 'Why?' because it's a question that students rarely know the answer to. The most common answer is 'because my teacher told me'. Students do things on the whole without knowing why. They inhabit a classroom environment whose purpose is activity but without knowing the reason for the activity.

If we want our students to take on learning goals as their own we need to broaden their thinking about why they are doing something.

### This might involve discussing things like;

- What are we trying to do?
- What do we want to end up with?
- **Why are we doing this?**
- What is its purpose?
- What else will it help us to do?
- Would it matter if we couldn't do this? Why?

## Use intriguing starters

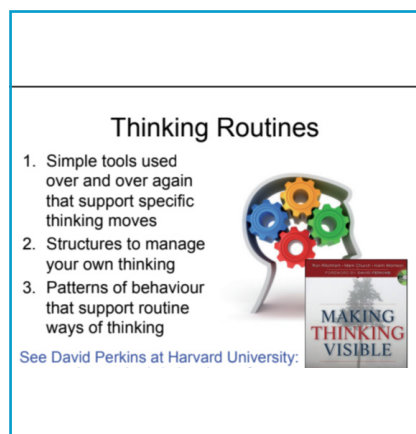


### Warming up for learning

At the beginning of a lesson it's often a good idea to warm up the learning behaviours you want students to use for the main event. This enables the students to key into the learning behaviours and try out different strategies for using them

You might use pictures, puzzles or intriguing questions. For example, take a look at the picture above. It's from a book of Look-Alikes that has a fascinating range of scenes that will activate students' noticing habits and prepare them to be on the look-out in later phases of the lesson.

## Use routines to manage thinking



Visible Thinking Routines are, as they say, simple routines that apply across a wide range of subjects and contexts, and which require students to think in a variety of different ways. They are used so regularly by teachers that they become woven into the fabric of the classroom culture and progressively hard-wired into the thinking practices of students. These are ways in which different ways of thinking can become routine in classrooms. They become part of the learning culture.

To be effective such routines need to;

- direct, guide, support, encourage thinking.
- be short, memorable, with few steps.
- be used over and over again.
- work in a variety of contexts.
- facilitate connections, generating ideas, using knowledge.

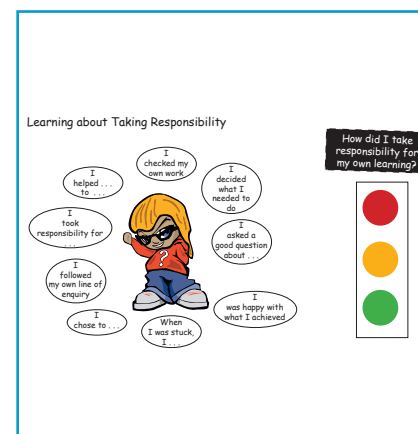
## Self-monitoring

Have I ...	
1. ...read the question carefully?	<input type="checkbox"/>
2. ...decided what the problem is about?	<input type="checkbox"/>
3. ...considered what I know about this already?	<input type="checkbox"/>
4. ...remembered what I have done like this before?	<input type="checkbox"/>
5. ...worked out what needs to be done?	<input type="checkbox"/>
6. ...identified the necessary steps?	<input type="checkbox"/>
7. ...decided on the order in which I will tackle them?	<input type="checkbox"/>
8. ...checked that my calculations are correct at each step as I go along?	<input type="checkbox"/>
9. ...made any assumptions I cannot justify?	<input type="checkbox"/>
10. ...checked that my solution answers the question?	<input type="checkbox"/>
11. ...checked that my answer is of the correct order of magnitude?	<input type="checkbox"/>
12. ...used the correct units?	<input type="checkbox"/>
13. ...answered all parts of the question?	<input type="checkbox"/>
14. ...solved the problem to my own satisfaction?	<input type="checkbox"/>
15. ...shared my solution with others?	<input type="checkbox"/>
16. ...produced a (written) solution that can be understood by others?	<input type="checkbox"/>
17. ...reflected on what was tricky, and why?	<input type="checkbox"/>

Construct check-lists with students itemising the important things to check before they consider something is finished. Use these check-lists as they work through something, and again as a final check before they submit work for assessment.

How we relate to standards of excellence, quality, and correctness is key. It is about students developing a sense of standards; a wider view of what's good, bad or indifferent. Initially students accept what they are told by teachers about what something needs to look like, be like, feel like. But with support and encouragement students begin to think for themselves about what makes something good, and eventually determine their own standards.

## Build in self-reflection



The picture above shows a Learning Mat. This is a simple tool to encourage students to become more self-aware of how are using a learning habit. Basically, it's an A3 or A4 laminated sheet showing various aspects of a learning habit, which can be kept on tables or used as part of wall displays. Students refer to them during lessons, using them as prompts about the finer aspects of a learning habit that are being stretched. They help students to be able to join in meta-cognitive talk.

You will find one example of a Learning Mat among the resources in Section 6. The full edition offers many such examples.

## 6. The catalogue of ideas —Decide where to start

### Which behaviours?



Take a look at the data about your target group, from their individual learning profiles, or from the aggregated data if you are adopting a whole-school approach. What is the data telling you? Some learning behaviours are more important for success in some subjects than others, while others are important for success across the curriculum.

### Where to start?

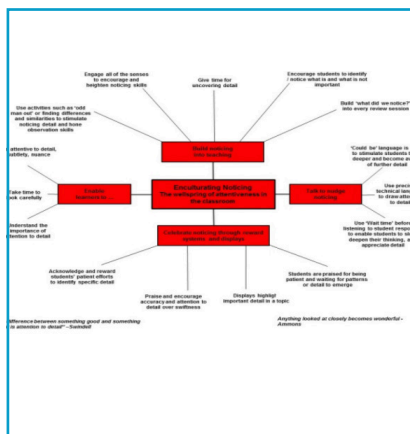
Start by looking at behaviours that apply more generally and are linked to students' attention, e.g. perseverance, noticing, listening, revising. These alone may account for any under-performance.

Look particularly at questioning. More curious students are motivated to explore and engage, whereas a student lacking curiosity has little enthusiasm for learning.

Remember too, that it's well researched that students with well-developed meta-cognitive skills attain more highly than those who don't. So maybe think hard about including meta-learning too.

**Suppose you decide to focus on Noticing...**

### Check your culture



Consider your classroom culture, in relation to attentive noticing.

The Catalogue offers diagrams that identify and summarise specific aspects of classroom culture that enable each learning behaviour to flourish.

The Noticing culture diagram (see link below) addresses four aspects of classroom culture:

At 9 o'clock – the dispositions, habits and behaviours you are aiming to enable your learners to develop;

At 3 o'clock – how you might talk about the learning behaviour;

At 12 o'clock – how you might organise learning to exercise the behaviour;

And at 6 o'clock – how you might organise your classroom to celebrate the behaviour.

These diagrams are effective tools to help you to evaluate your own classroom culture against these cultural aspects. Even minor adjustments in your classroom culture will make it easier for the teaching ideas that follow to achieve the outcomes you desire for your learners.

### Which level?



The essential thing to consider is how well your students are disposed to use their noticing behaviours. What phase of Noticing have these students attained?

Are they:

- Unaware and or fearful of the behaviour? (grey).
- Needing masses of help or reassurance? (purple).
- Becoming willing to work on / tackle this? (blue).
- 'Sold' on this behaviour because they realise it's good for them? (green).

Remember, your role will be to 'work between the lines'. So, if your students are:

- Still in the grey zone... you need to look at material shown between grey and purple.
- In the purple phase...you need to look for ideas between purple and blue.
- In the blue zone...you need to look for ideas between blue and green
- Green and above you need one of our more sophisticated products!

PS. It's usually a good idea to start at the bottom and work up. You'll often find activities that you can adapt or tweak a bit for different phases of growth or different ages of target group.



## 6. A catalogue of ideas – using Noticing as an example

Teaching ideas to cultivate Noticing > [view preview](#)

<b>Embodies;</b> “I can’t not.”	They tend to seek out deep seated patterns in order to create meaning or new understandings.
<b>Organises;</b> “I make sure.”	They can spot trends, patterns and anomalies, recognise irregularities or apparent contradictions and maintain a focus on small details which they then relate to the big picture or schema.
<b>Values;</b> “I see why.”	They now see the point of attentive noticing, realising that it leads to greater interest in the subject and becoming more curious about things.
<b>Values;</b> “I see why.”	They can focus patiently for a long time to explore possibilities or pick out the things that are curious, different or unusual.

Teaching ideas to move learners from Blue to Green > [view preview](#)

<b>Responds;</b> “I’ll try.”	They notice similarities and differences linked to what they know.
<b>Responds;</b> “I’ll try.”	They know what triggers their tendency for distraction and now think positively to maintain their focus.

Teaching ideas to move learners from Purple to Blue > [view preview](#)

<b>Receives;</b> “Show me. Tell me.”	They notice things well enough to be able to describe what they observe to others.
<b>Receives;</b> “Show me. Tell me.”	They have learned to notice things they like and enjoy, but need help to see beyond the familiar.

Teaching ideas to move learners from Grey to Purple > [view preview](#)

<b>Lacks;</b> “I can’t. I won’t.”	They find it hard to pay attention and tend to have a butterfly approach to things.
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## 7. Evaluating the impact

### Know the impact



The intended impacts for the full edition of the *Narrowing the Learning Gaps* resource (see page 22) go far wider than can be realised here. The next three columns show what you can do with a full set of the resources. These will help schools and teachers to;

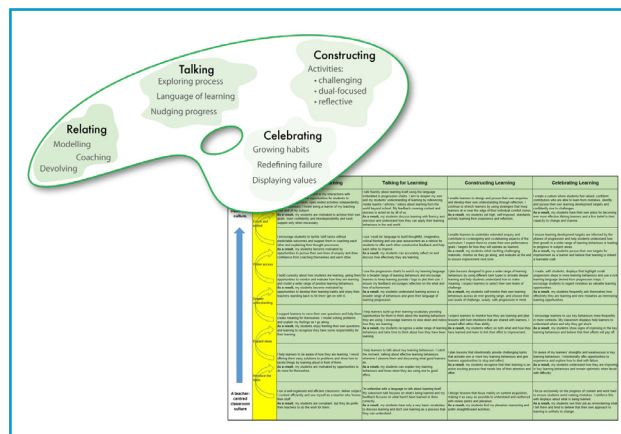
- analyse improvements in their classroom cultures.
- assess and track a manageable set of their students' learning behaviours.
- look closely at how such changes has improved students' attainment.

However the intended impact of this short resource is to pique your interest and give you a flavour of a learning focused strategy for narrowing the how as well as the what gaps in students' learning. But you can give yourself a flavour the whole by trying the resources we've made available here.

Consider three aspects of your progress by asking:

- How are the ideas of learning friendly classroom cultures working in my classroom? (See pages 12-13 and the Teacher Behaviour Chart available to download on page 13.) Use the chart as a reflection tool to consider how your classroom culture has developed and how your students have responded.
- How are my students' learning behaviours growing/ improving? (See the three Learning Charts or the Learning Tables available to download on page 5.) Use them to help you consider how those three learning behaviours may have changed in your students;
- Has there been any narrowing of the progress / attainment gaps for my target group of students? (See the learning charts again and consider which, if any, improvement made the biggest difference.

### Impact on classroom culture



In section 4 – Shifting your Classroom Culture – you considered the four aspects of developing a learning friendly classroom culture. You evaluated your existing classroom culture before embarking on interventions aimed at building student learning behaviours, raising achievement and possibly narrowing some performance gaps.

Now is the time to retrieve those initial judgements so that you can see the extent to which your classroom culture has become more learning friendly over the period of this project. The four charts for Relating, Talking, Constructing and Celebrating that you considered in section 4 are repeated here.

Download the chart, and consider which statements / cells most accurately reflect your current classroom culture, and compare this with the judgements you made at the outset. The differences are an indication of the changes you have made in your classroom culture and how your students have responded.

Ask yourself:

- In which of the four aspects of classroom culture have I made most progress?
- Of which changes am I most proud?
- Which changes appear to have had the greatest impact a) on you, b) on your class(es)?
- How would I describe the impact of my changes in classroom culture on my students? Try to write a short paragraph that describes the changes you have made and the impact that these changes have had on your students.
- Are there any aspects where I have made less progress than I might have hoped? What has held me back? What was tricky and why?

## Impact on student learning behaviours

[illegible]

Earlier (see section 3) you created learning profiles for all the students in your target group. These profiles will now act as the baseline measure against which you can assess the impact you have had on the students' learning behaviours.

A simple way to do this is to copy each student's original chart with its original profile. Look carefully at each column and, drawing on your knowledge of the student, begin to colour in, using a different colour, the cells that show where they are now.

Compare the new learning profile with the original one. Focus particularly on the learning behaviours you have specifically attended to – the ones that you focused on in section 6.

Remember these single columns can't show all the nuances of these behaviours so there may be some improvements that don't show up here.

- Remember, what you are looking for are changes in attitude and a subsequent improvement in skill:
  - Moving from 'can't/won't' to 'show me/tell me'.
  - From 'show me/tell me' to 'I'll try'.
  - From 'I'll try' to 'I see why'.
- Similarly, the steps shown are quite substantial and one step up the chart indicates a significant shift.

Comparing these updated profiles with the ones that you did at the outset will give you an indication of the extent to which their learning behaviours have developed. It might even be a good time to talk with these students to gather their views.

Ask yourself:

- To what extent have my students' learning behaviours improved because of the interventions I have made?

## Impact on attainment



This is, of course, much harder to identify, even if you have solid evidence that your classroom culture has become more learning-friendly, and that your interventions have led to stronger learning behaviours in all students and especially in your target group.

Suppose you have been targeting year 2 (or year 7) students. In either case, it will take 4 years before their improved learning behaviours will feed through into externally generated performance data. Equally, even if you have been working with year 6 students, six months of interventions may still be too little to overturn years of accumulated under-performance.

Hence you will need to rely on your professional judgement. Ask yourself:

- Are my targeted students making greater progress than I would have expected without the interventions I have made?

## Putting it all together . .

Write a short report focusing on:

- what you were hoping to achieve – your intent.
- the strategies you chose to implement.
- the outcomes of your interventions – your impact.

Your report, coupled with those of other teachers, will provide compelling evidence of your collective efforts to narrow the pupil premium performance gaps.

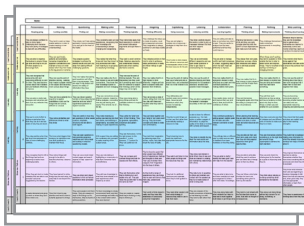
# Taking it further

## Learning Narrowing the Gaps

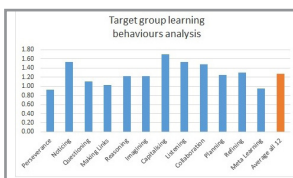
The full version of the online resource follows the same structure as this booklet, with additional features of interest and swift access to the full set of resources.



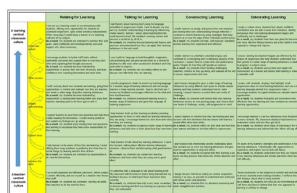
Twelve Learning Behaviour Tables



Two full Learning Behaviour Charts (colour and b/w)



Spreadsheets designed to store and track students' learning data



The Teaching Behaviour Chart to track your own growth in developing learning-friendly cultures



Full catalogue of teaching ideas for

- all twelve learning behaviours
- three phases of growth
- helping teachers to structure their relationships and talk with students, design lessons for learning behaviours and their growth
- over 150 teaching ideas

Designed for both primary and secondary schools.

# Learning

## Narrowing the gaps with Building Learning Power

### What is Building Learning Power?

International research into how the mind works shows that we are all capable of becoming better learners. Building Learning Power applies this research directly to the work of teachers in classrooms, to provide a practical framework for fostering lifelong learning in all young people.

To prosper in the learning age, we must learn to embrace uncertainty with robust self-confidence, and approach the future with curiosity and optimism. Building Learning Power provides a clear direction for this exciting journey, it;

- **Recognises** that effective learning depends on qualities of attention and emotional reactivity; of thought and imagination; of reflection and self-awareness; and of sociability and relationships.
- **Respects** the complexities of science and resists easy simplifications, slogans and gimmicks.
- **Views** teachers as learning-power coaches who explore and extend students' learning-to-learn behaviours.
- **Infuses** the development of learning habits and skills into curriculum content.
- **Develops** a language for learning throughout the school.
- **Attends** to the kind of language used to frame activities and comment on learning.
- **Approaches** learning as a matter for organic cultivation rather than mechanical training.
- **Encourages** learning challenges that students can get their teeth into – real, interesting and hard.
- **Involves** teachers in seeing themselves as learners about learning: taking time to think and ask questions about learning, testing out claims of their own, and customising ideas for local conditions and students' current interests.
- **Infects** school life beyond the classroom, linking the professional world of teachers and the school's relationship with its community.
- **Sees** education as a preparation for a learning life, with optimism that this can be pursued without a revolution – or at least with only a quiet, local, one.

[Get in touch to discuss how TLO could help build learning power in your school](#)

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