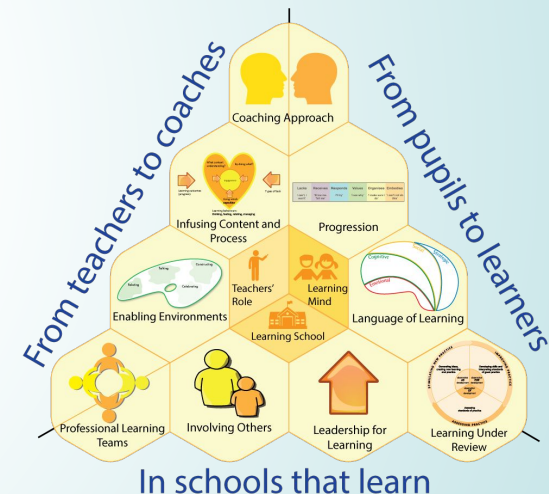
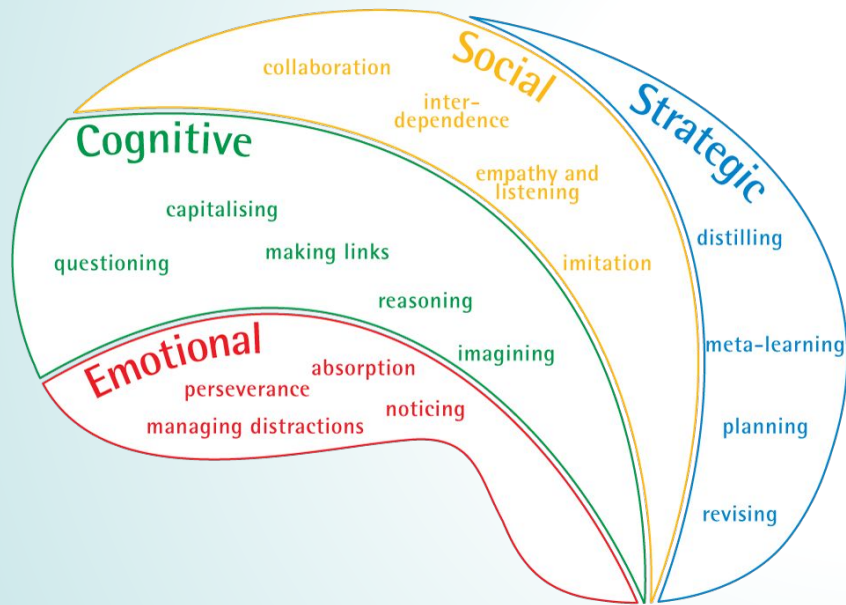


# Building Learning Power: a strategic journey

- This presentation outlines what building learning power means for students, how teachers can build powerful learners, and what the school's role is in making it happen
- We start with the two models that are at the heart of BLP ...
- ... then build up a 'honeycomb' of features that make Learning Power work for people and the school

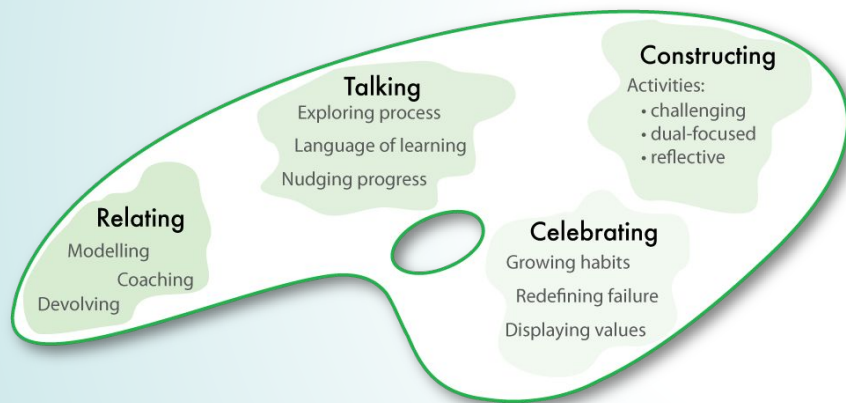


# The Supple Learning Mind: BLP's first model



- Research tells us that learning is a learnable craft
- The Supple Learning Mind captures the psychological aspects of learning that contribute to being a successful learner
- These learning characteristics, or dispositions, strongly influence how we learn
- Effective learning dispositions enable us to deal with change and challenges throughout life

# The Teachers' Palette: BLP's second model



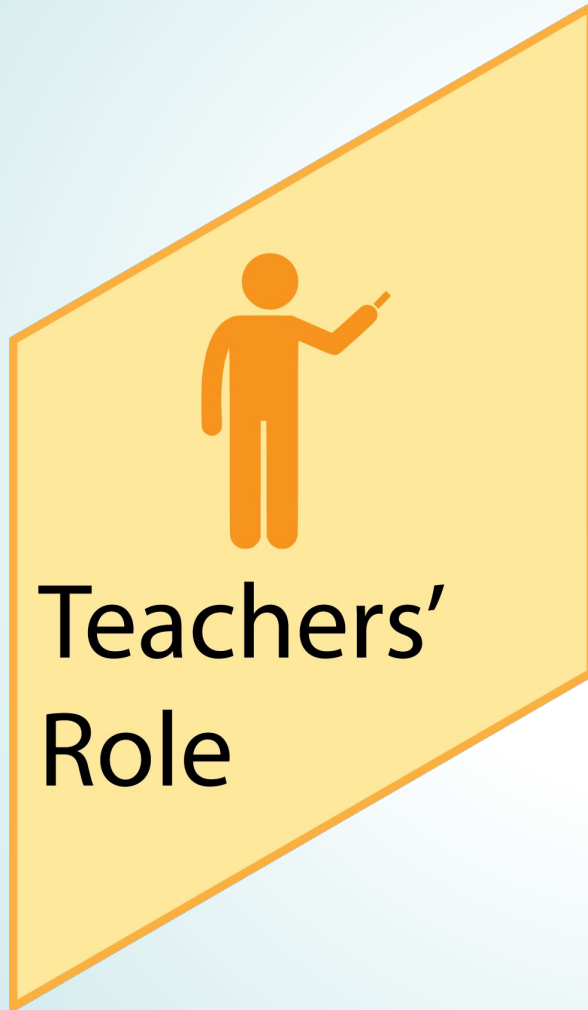
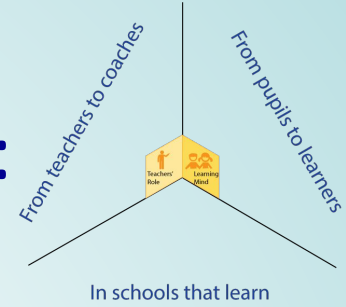
- The Teachers' Palette sketches a teacher's role in establishing an environment that creates powerful learners
- This involves
  - ✧ devolving responsibility to learners
  - ✧ developing a language of learning
  - ✧ celebrating developments in learning, and
  - ✧ designing activities to stretch learning behaviours

# For students, the learning journey involves:



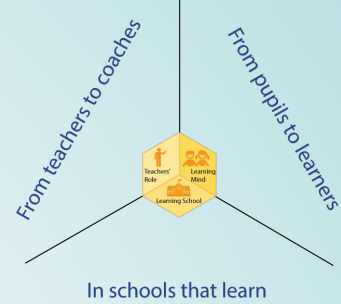
- Developing their supply learning minds
- Building up their mental, emotional and social resources to enjoy challenge and cope well with uncertainty and complexity
- Becoming tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive

# For teachers, the learning journey involves:



- Developing their role to create a learning environment that builds powerful learners.
- This involves them in changes to:
  - their knowledge
  - their feelings and attitudes
  - their skills
  - how they put it all into practice

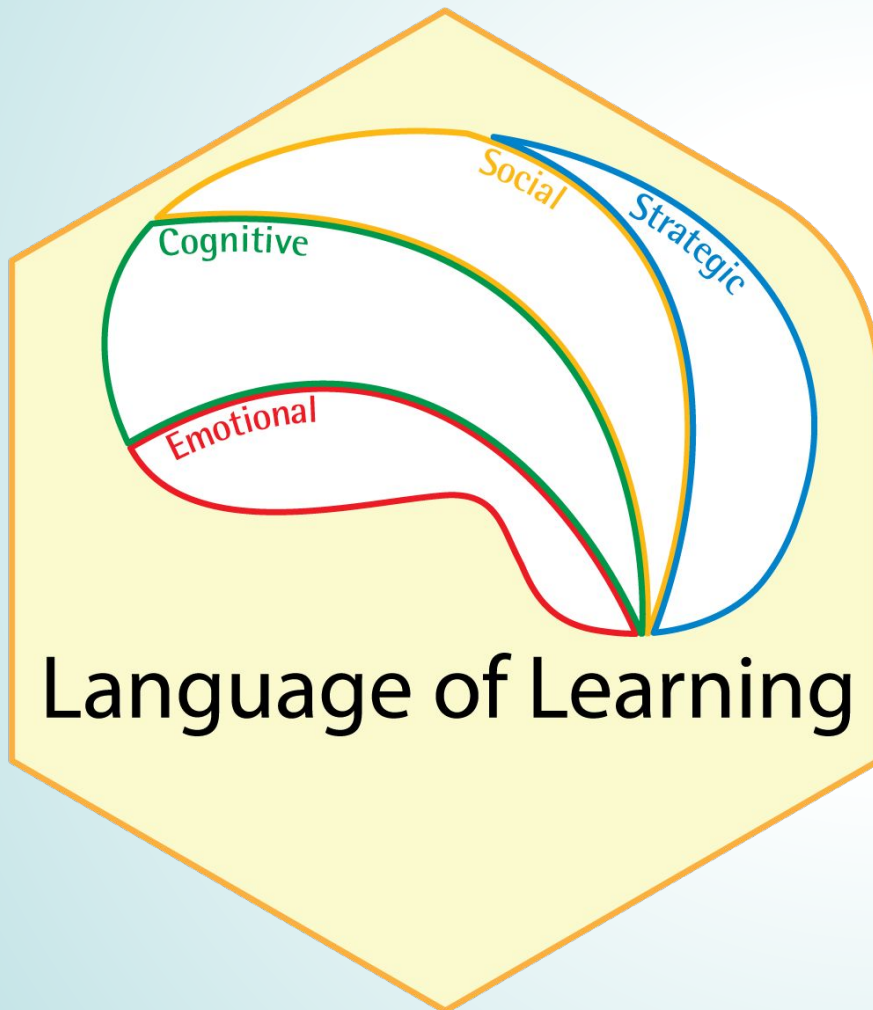
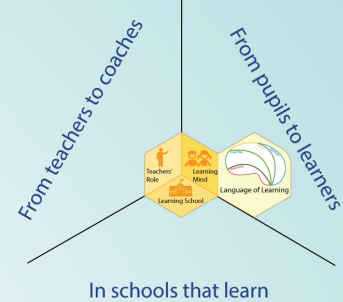
# For a school, the learning journey involves:



- Creating, as an organisation, the conditions within which learning power can flourish
- Understanding what it takes to ease and manage the process of learning
- Genuinely valuing learning in their students and staff

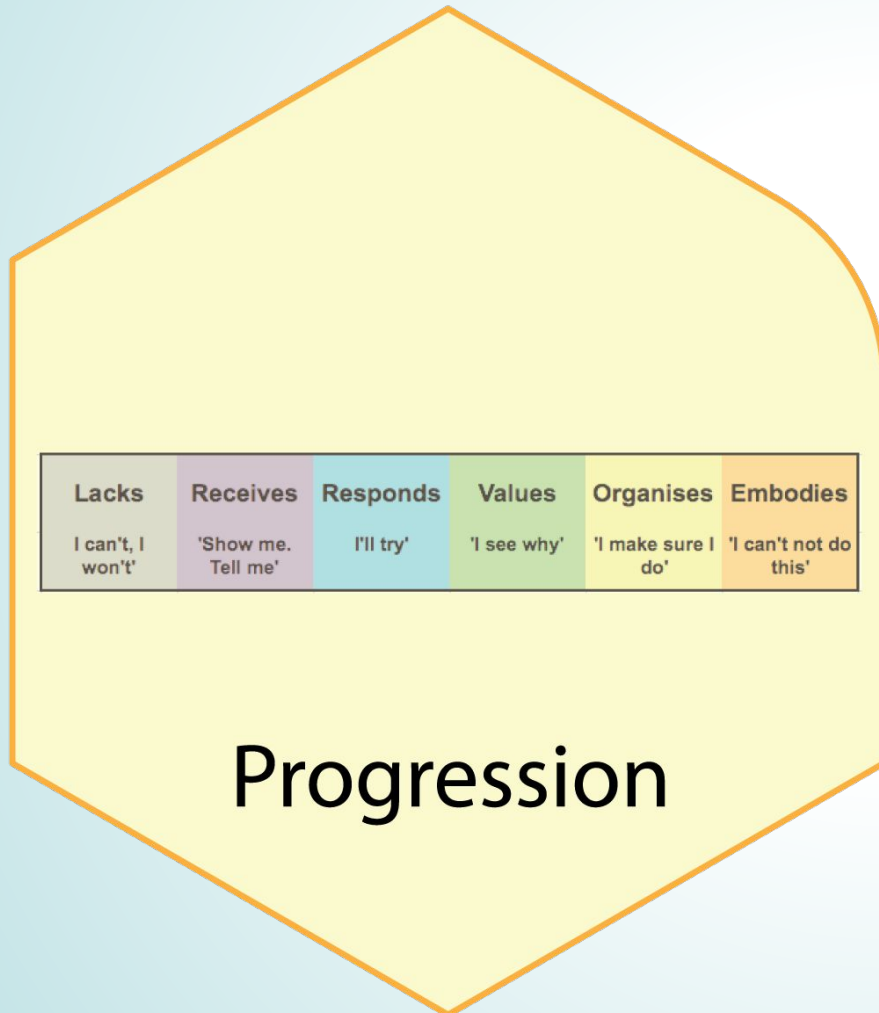
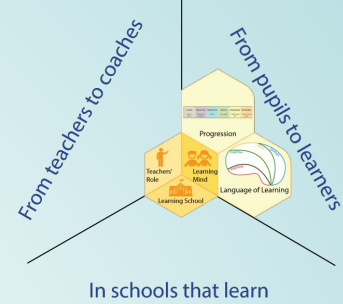


# Language to empower learning



- Students acquire a rich and evolving language of learning ...
- .... using it to explore their feelings, the types of thinking they use, their learning relationships, and how to manage their learning
- Students use this language to describe and understand themselves as learners ...
- ... and become self-regulating, meta-cognitive learners

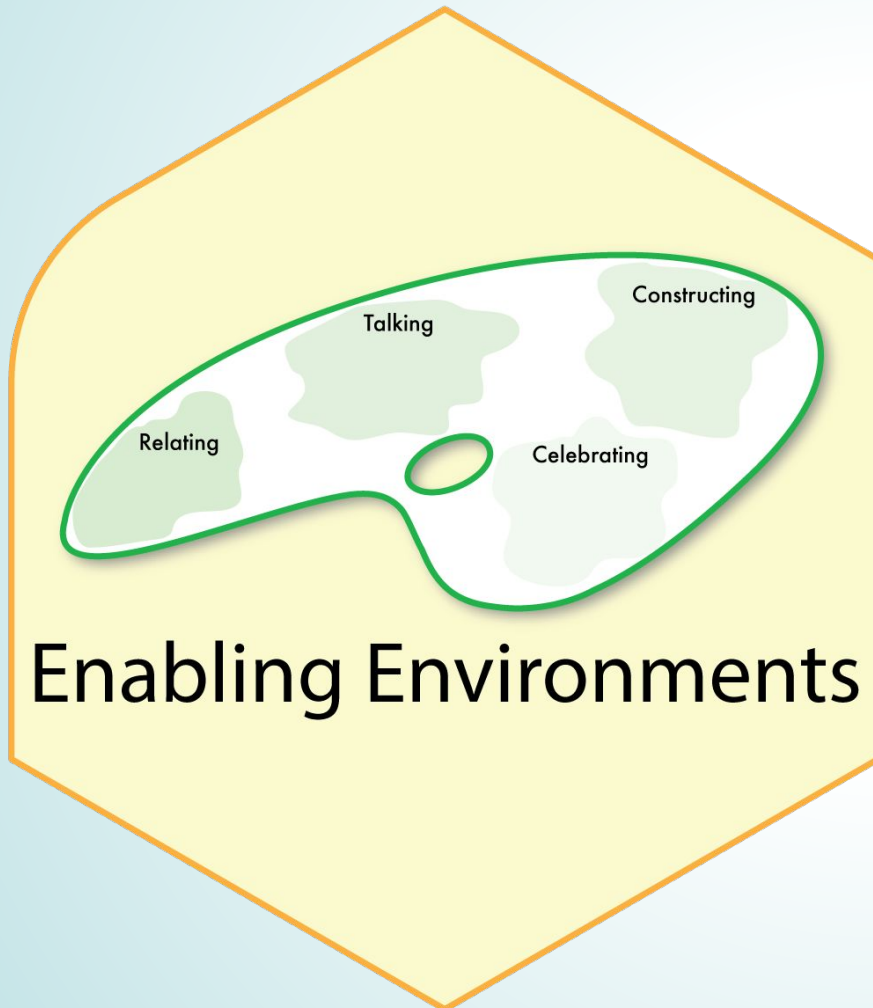
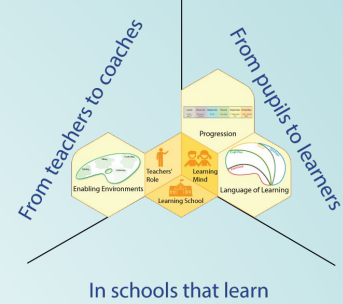
# Building the habits of powerful learners



- Students learn how to become better learners by understanding how they control their learning dispositions
- They become more skilled by stretching the dispositions lesson by lesson, throughout the curriculum
- Students record, reflect on, and appreciate their growth towards becoming powerful, independent learners

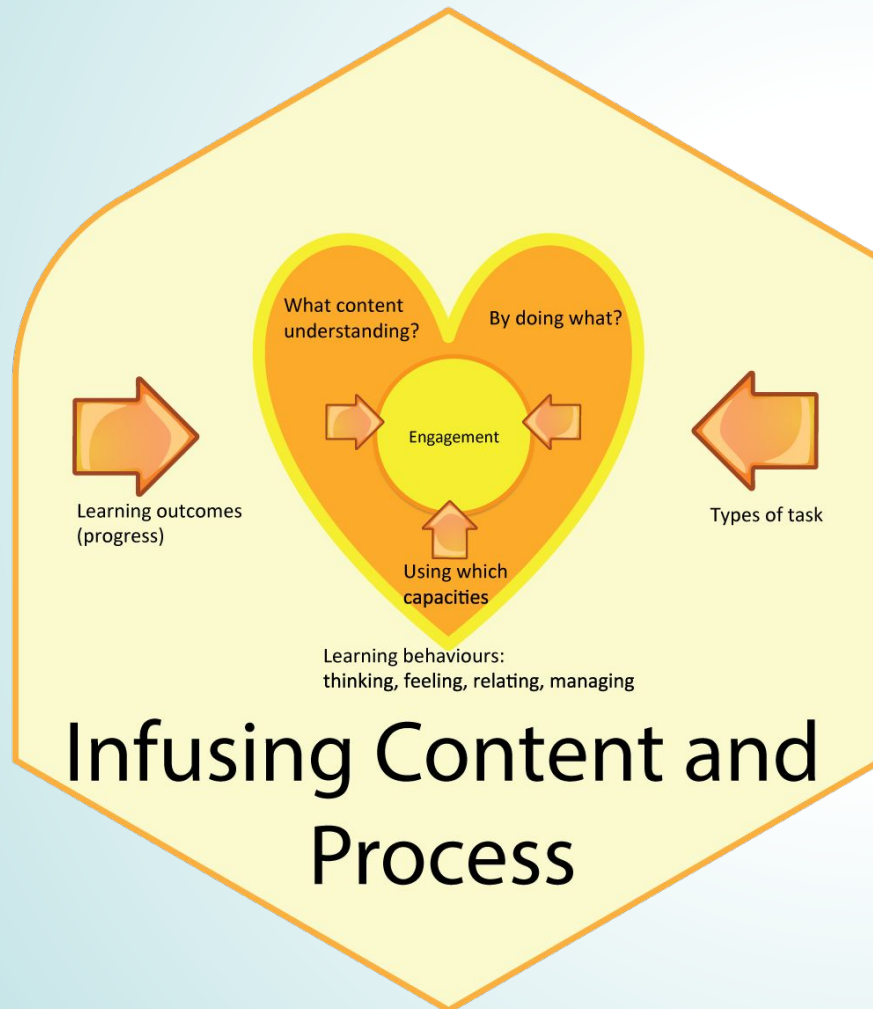
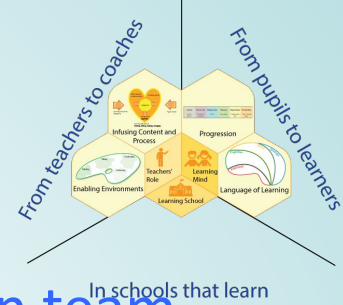


# Creating rich learning cultures



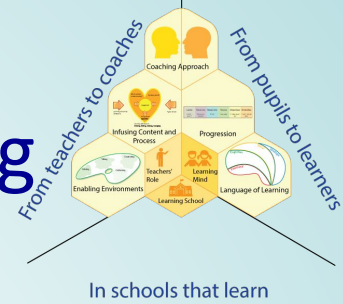
- Teachers ensure the classroom culture promotes the development of learning behaviours
- They gradually devolve responsibility for learning to students
- They introduce and develop the language of learning
- They construct learning routines to build positive learning habits
- They notice and celebrate the strengthening of students' learning habits

# Blending the what and how of learning



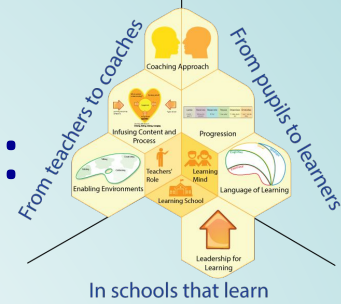
- Teachers strengthen team learning, enabling the co-construction of learning
- They design learning activities that explore and stretch students' learning behaviours
- They act as learning coaches, nudging progression in learning behaviours
- They use 'could be' language to promote discussion, curiosity and imagination

# Developing a coaching approach to learning



- Teachers use a coaching approach with learners; their questioning helps to unearth and progress students' learning behaviours
- Students are trained to coach each other, encouraging others to go beyond what they thought they were capable of
- Teachers act as coaches to each other, helping colleagues develop new classroom practice

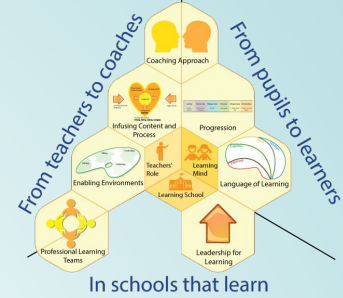
# The school generates a culture for learning:



## Leading to empower learning

- The school has a vision for learning, predicated on 'learning is learnable', which is embedded into its culture, policies and outcomes
- Leadership styles foster dialogue and exploration, empower risk-taking, and encourage everyone to become leaders of their own learning, in a school that learns

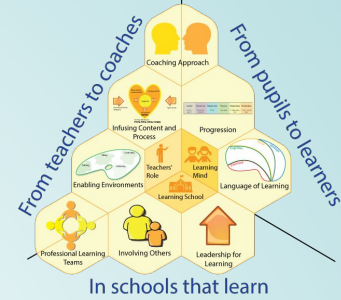
# The school generates a culture of learning:



- The school supports and sustains Professional Learning Teams where teachers share, probe and deepen the learning-how-to-learn culture and practice
- Teachers' learning enquiries help drive the school's development



# The school generates a culture of learning

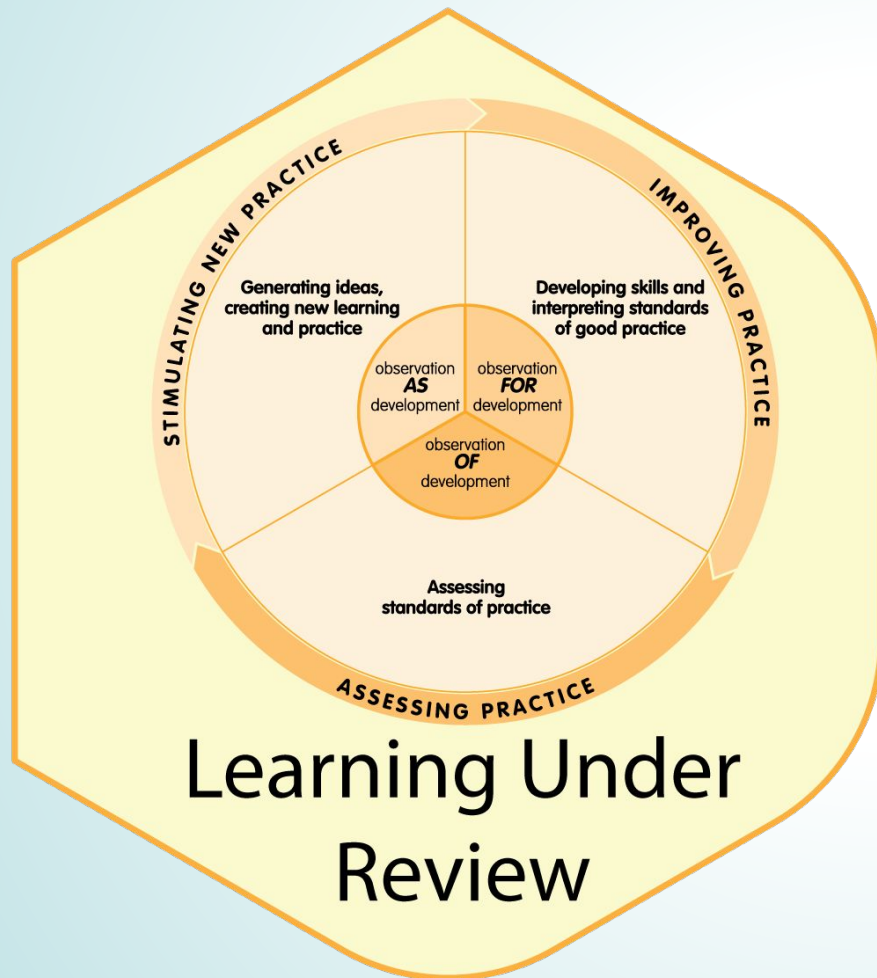
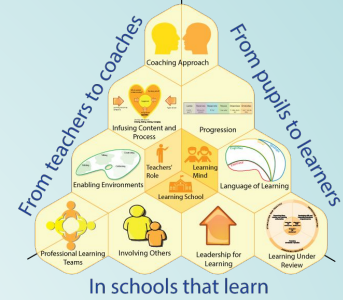


Involving Others

- The school works in partnership with parents and carers to build students' zest for learning
- The school keeps parents and carers informed of their child's progress in developing learning habits
- The school offers guidelines on how parents and carers can support learning habits in life outside school

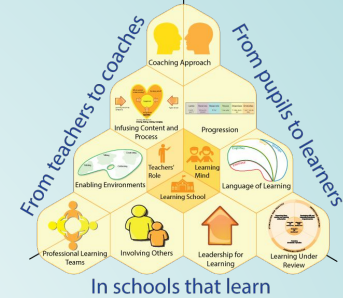
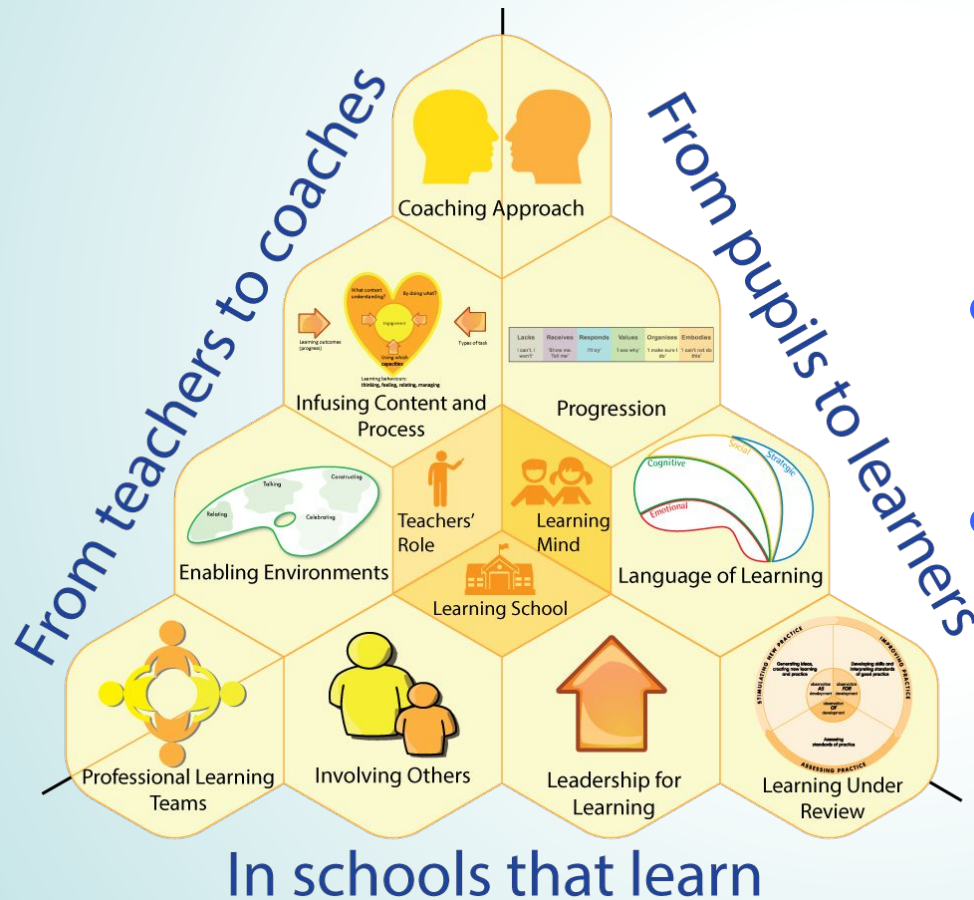


# The school generates a culture of learning



- Reviews of learning engage staff and students, providing data on which to build future development
- Classroom observation is undertaken in a spirit of exploration and discovery; as a collaborative vehicle for professional development, not an assessment of performance or standards

# The school as a learning organisation



- The drive to build powerful learners breaks through old habits of thinking and uncovers fresh solutions to perennial problems
- Learning reaches every corner of the school, to drive and sustain change
- The learning habits of everyone in the school – leaders, teachers, support staff and students – combine to create the school's Learning Power, the power to change