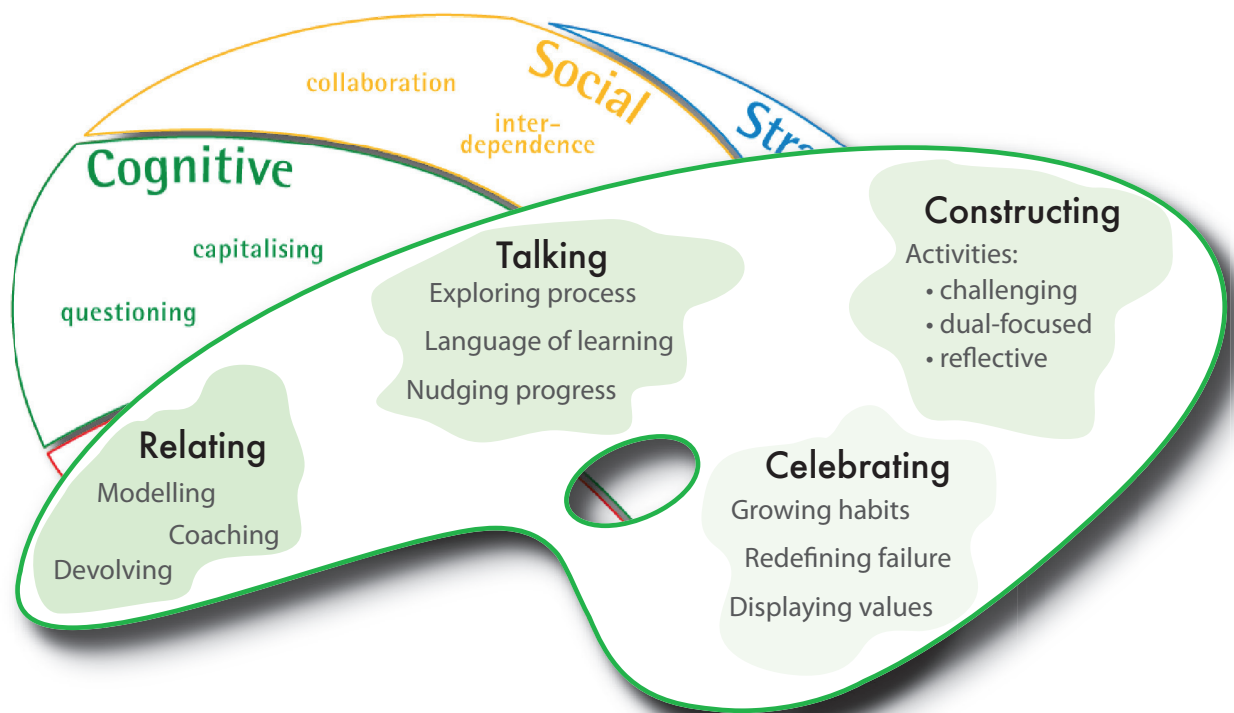


Finding & Building Learning Power

An Introduction



The dual focus for session...

We will...

- Unpick the habits of a supple learning mind; what they are and why they matter
- Explore what happens when learning dispositions aren't used
- Explore your own learning dispositions and those of your learners
- Unpick how classrooms need to be different to foster learning power

We will engage these learning habits;

- **Notice**; pick out the curious, different and unusual
- **Make links**; use 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

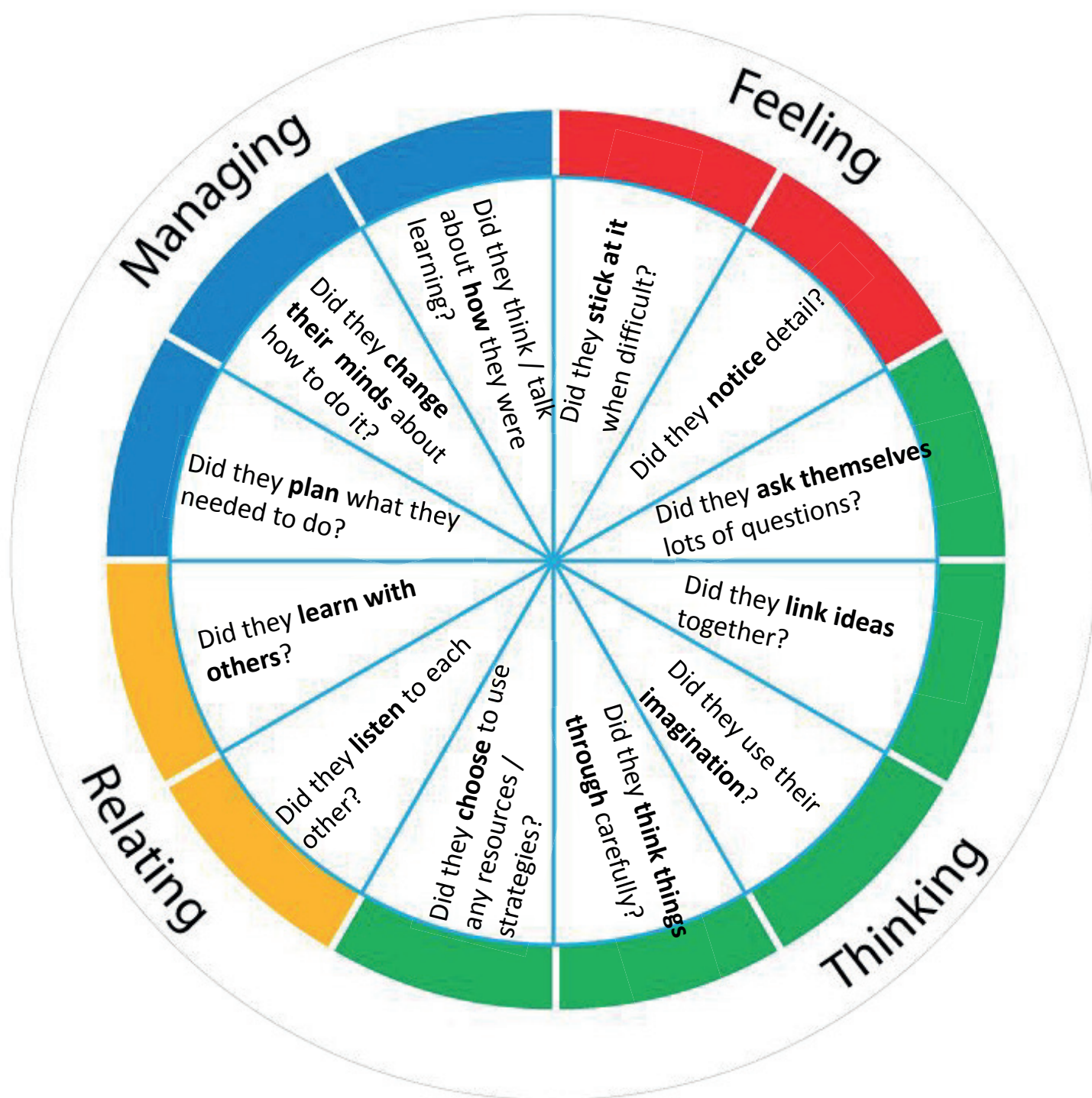


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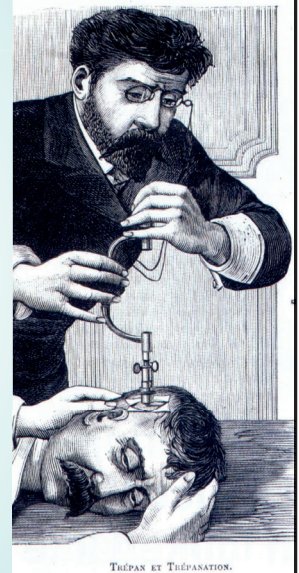
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Learning behaviours wheel



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**



1
3

What is Learning Power?

A person's learning power

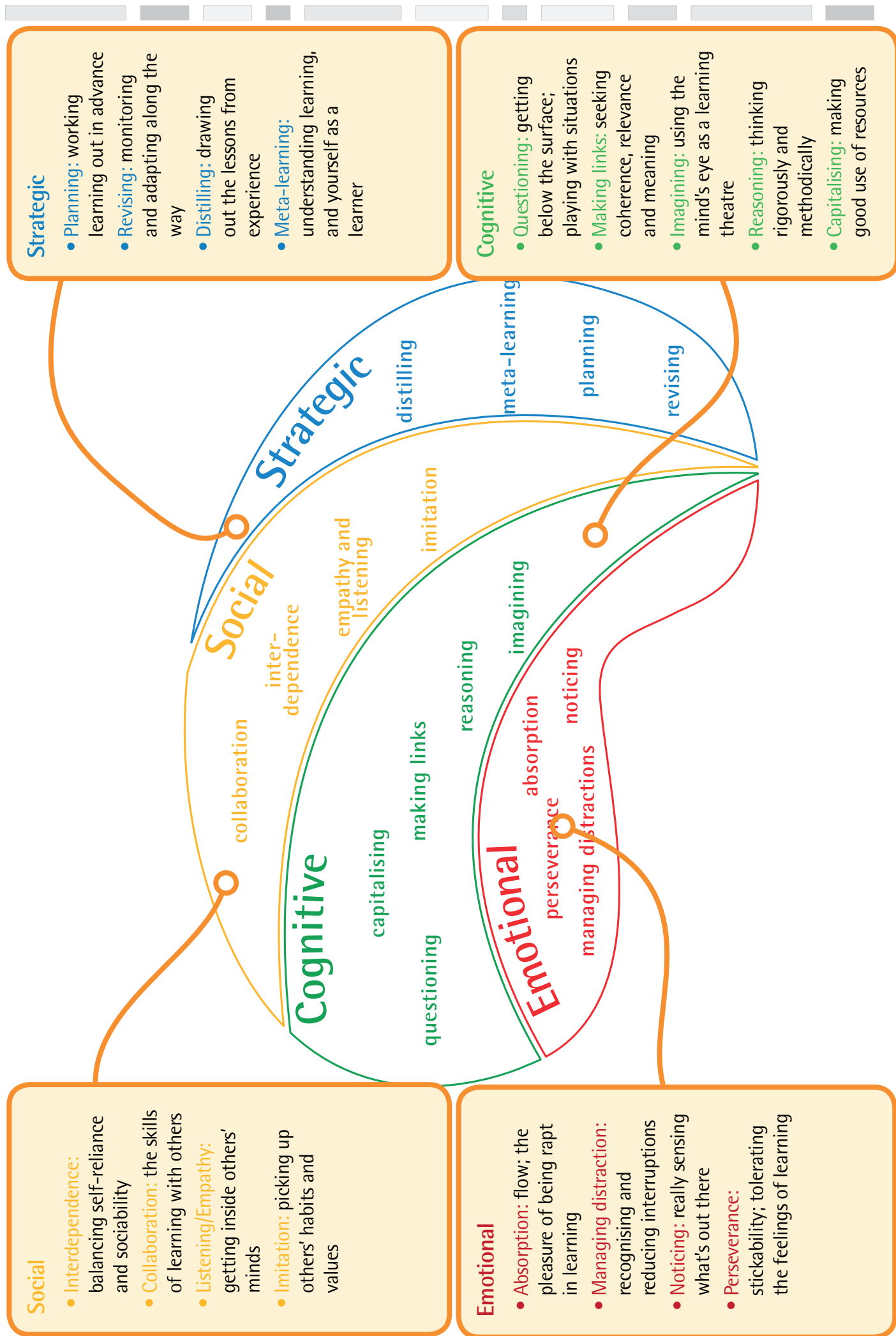
- determines
- even dictates
- their propensity to change

It directs those behaviours that influence and underpin performance throughout life.

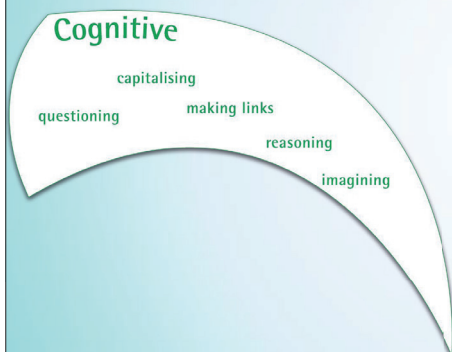
Researchers set about discovering the key psychological characteristics judged to be of the highest value in helping students to thrive in a complex world.

Think...

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



Cognitive processes; the workhorse of learning



Building Learning Power

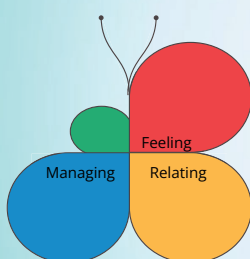
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Cognitive

- **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

10

Cognitive Range...the workhorse



When it's missing, students 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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Puzzle

Thinking widely

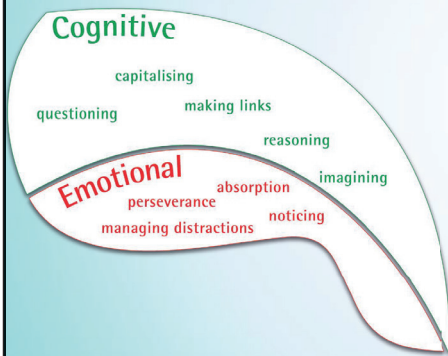
- _____ is curious about possibilities
- _____ likes to get to the bottom of things
- _____ likes to see how things fit together
- _____ is logical and systematic when necessary
- _____ makes the most of a range of learning resources
- _____ enjoys using imagination

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

Emotional processes; the bedrock of learning.



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



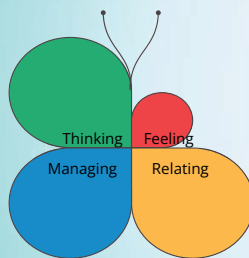
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Emotional Engagement...the bedrock

When it's missing, students 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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Puzzle

Emotionally engaged

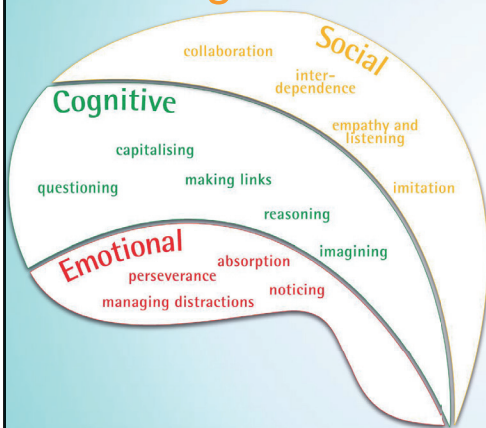
- _____ likes a challenge
- _____ is not afraid of finding things hard
- _____ gets 'lost' in learning
- _____ makes accurate descriptions and observations
- _____ minimises negative distractions
- _____ sticks at things despite difficulties

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

Social processes; the relationships of learning



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

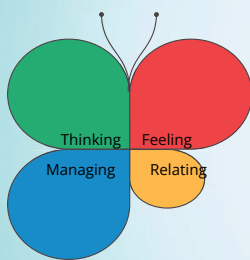


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Social Interaction



When it's missing, students 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 their learning**



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Puzzle

Working together

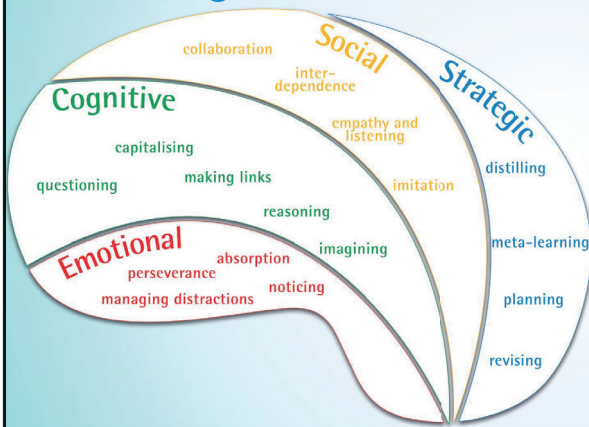
- _____ works well with others
- _____ maintains own ideas in a group
- _____ knows when to learn alone and when with others
- _____ shares ideas and information
- _____ puts themselves in other people's shoes
- _____ learns from the way other people do things

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'

Strategic processes; the management of learning



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

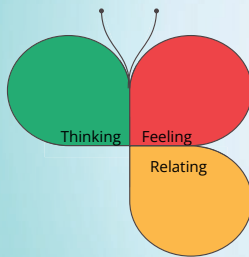


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Strategic Responsibility [self regulation]



When it's missing, 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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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

Create your learning profile

Name: _____

		Perseverance	Noticing	Questioning	Making Links	Reasoning	Imagining
		Keeping going	Looking carefully	Finding out	Making connections	Thinking logically	Thinking differently
They can't not do this	5	They are always confident to take on tricky tasks or challenging work because they have got plenty of strategies to deal with any difficulties.	They are always on the lookout for patterns in the details so that they can understand things better.	They just can't help asking penetrating questions that try to get to the heart of the matter.	They are always seeking out new experiences, recognising that their knowledge and understanding is always changing and reorganising.	They instinctively apply high level reasoning to construct and present persuasive argument and to spot flaws in other lines of argument.	They challenge what other people are thinking or doing to create innovative, novel and unexpected outcomes. Their imagination is always switched on and ideas bubble up freely.
	4	They organise themselves to make sure things get done and they are not put off when people try to discourage yourself.	They keep focused on the details and so can they spot trends or patterns, and recognise irregularities or things that don't seem to fit.	They plan out a series of questions to make sure that they achieve the results they want and so that they don't avoid asking difficult or challenging questions.	They realise that what they know and how they know it isn't fixed for ever and they are beginning to understand things differently by re-grouping or re-classifying what they know.	They try to avoid false arguments or unjustified certainty, particularly when looking for alternative solutions.	They rehearse actions in their mind before actually doing you. This helps them achieve a better performance in reality. They follow little ideas at the back of their mind to gain a deeper understanding.
They make sure they do	3	They just know that persevering and overcoming difficulty is good for them. They are curious about mistakes they make, and use feedback so they can improve.	They have become more interested in and curious about things because they are using careful noticing skills.	They know that asking good questions well offers themselves a big advantage. They eagerly dig deeper and work out whether something is factually sound.	They know why it's useful to see and make connections. they realise that what they know is always growing and changing.	They see why thinking logically is useful. So, they ask themselves how they could tell if something were true and look for evidence to support their thinking. But, they are not always right.	They know that it's in their interest to think differently / imagine and they are able to suspend reality and just go for it.
	3	They sort out the purposes and outcomes of a task and learn from any setbacks they come across.	They like to explore and pick out things that are curious or different or unusual and when they do they can focus patiently for a long time.	They ask questions about the answers they find on the internet to find out even more. They use 'what if' type questions to explore hunches.	They see connections across different subjects by finding analogies, connecting new and previous learning and saying 'This reminds me of... it's like...'	They enjoy being able to prove things and are always looking for justifiable evidence to support their thinking.	They put themselves into a dreamlike state, letting their mind run free. They play with ideas and visualise what they want to achieve.
They see why	2	When they think they can do things to achieve a goal they put in lots of effort to work out why they are stuck.	For things that they know about they look out for things that are the same and the things that are different about them.	They are careful about how they ask questions of other people (the hints they use, the emphasis they put on things) and this helps them to build good relationships with others.	They understand and make sense of things by: putting the new learning into their own words; summarising or paraphrasing accurately; relating it to past experiences.	They justify the 'what' and 'why' of their thinking. They try guesses, speculation, conjecture and pattern spotting.	They pull ideas together and turn 'what is' into 'what could be' e.g. they mix known concepts and ideas to make new combinations.
	2	When they get stuck they stay positive because they know to expect more risks in more challenging activities.	They do sometimes get distracted but they know what triggers this and they now think positively to help keep themselves focused.	They use open questions to stimulate rich and broad responses and they look out for details in the answers they get.	Talking about the ideas / concepts involved in a subject helps them to make sense of what they are learning.	They ask themselves: 'Is this the right answer to this question?' 'Is this because...?' 'I reckon it's...' They can justify but they can't prove things yet.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.
They will try	1	They know it's OK to find things hard and so they are beginning to tackle more challenging tasks.	They usually notice things well enough to be able to describe what they observe to other people.	When they are told to they can use a book index and/or a search engine to help search for information.	They use note taking or highlighting or mnemonics to help themselves remember facts and definitions.	They can compare and contrast things and look for causes and their effects.	They imagine themselves as other people with different lives. They have been helped by reading stories and watching films.
	1	When they get stuck or make mistakes they use prompts / resources that the teacher suggests.	They like to notice things they enjoy, but they need help to notice things they are not familiar with.	When they are told to they use closed questions to find out factual information.	Their teachers and other people help them to build up what they know about things and how they are linked.	With support they ask themselves what they are thinking but can't explain why they think it. They ask 'does this go with that? Is this the same as that?'	They use things they have seen and done to help themselves play, pretend and imagine things in their head.
They can't / they won't		They just get distracted or give up when they don't know what to do.	They find it hard to pay attention and they tend move quickly from one thing to another.	They don't know how to find things out for themselves so they need people to tell them things. They don't like asking questions in case people laugh at them.	They never think about how facts / information might fit together.	They don't know how to explain what they are thinking or why they are thinking it.	They don't know what their imagination is and don't know when they are using their imagination.

Capitalising	Listening	Collaboration	Planning	Refining	Meta Learning
Using resources	Listening carefully	Learning together	Thinking ahead	Making improvements	Thinking about learning
They use and adapt a complex mix of resources / strategies to help them do a job well.	They listen carefully beyond the words in order to pick up messages between the lines and then respond empathetically.	They are willing and able to take on just about any role in a team. They are careful to analyse how the team performed and how they could improve.	They plan just about everything they do and they are able to use quite complex planning tools to track and make sure it all works.	They challenge themselves to make continuous improvements in everything they do.	Whatever they are learning they use the knowledge they have gained about themselves as a learner to control and monitor what they need to do to achieve the desired results.
They delve deeply into reference resources and work alongside knowledgeable others to find the best resource for the job.	They are happy to consider different points of view and use open ended questions to help themselves get closer to understanding their meaning or sense.	They manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve.	They design their own goals, objectives, success criteria and milestones and always plan to eliminate possible setbacks.	When things aren't working they question why or think outside the box to detect errors and improve things. They are not afraid of re-starting/ re-thinking or changing direction.	They distil and refine their ideas, or ways of doing things, so that they make sense to themselves and other people.
They make best use of what and who is around them, and realise that it is in their interest to do so.	They listen attentively for the speaker's intentions, for their emotions and for any possible mixed messages.	They know that it's in everyone's interest to work effectively as a team and they contribute positively to making realistic team plans.	They always think ahead of taking any action because they know that it helps them to achieve success.	They monitor how they are doing and evaluate how they have done something.	They think about how they are learning because they know that it helps them to build and organise their ideas.
They deliberately and carefully select and combine ideas, resources and strategies when necessary and access them independently.	They paraphrase the speaker's messages accurately in their own words. This helps them to clarify what is being said.	They readily share, build on and improve their own and other's ideas, and if some people feel unsure they help to build their confidence.	They set themselves manageable goals but they are willing to change these to suit new circumstances.	They edit their work effectively as they go along and think about why they have done things a certain way and whether it's up to scratch.	They know they are becoming a better learner because they make sure they use tools to help themselves get better at things like thinking carefully or creating ideas, or changing their mind.
They independently decide on the strategy they wish to follow and the resources they shall need.	They listen for different purposes e.g. the main points or golden nuggets of information, to judge the quality of the ideas, or to listen with curiosity and respect.	They contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	When planning their learning they make sure they think about what needs to be done, in what order and what resources are needed.	They have overcome any fear of mistakes and use several different sorts of checks to make sure they are on track.	They check that their goals and plans are realistic and play to their learning strengths.
They are learning how to select the right or most appropriate resource to help their learning. It might be a strategy to solve a problem or a tool they make good use of.	They listen carefully to try and identify: the big idea; the main points; more information about the idea.	They willingly take on different jobs in a team and are open to feedback from team members on how they are doing.	They set their own short term goals and check how they are doing against objectives when given opportunity to do this.	They ask themselves whether something is on the right lines and amend things unprompted to achieve the right standard.	Whenever they are learning something they ask themselves: what do I know? what do I need to know? how am I going to come to know it?
They watch and listen to how other people do things and the resources they use.	They listen carefully to their friends to show them that they are interested in what they have to say and that they value their opinions.	With support from the teacher they help to work out the team goal and what they need to do.	They decide, with the help of a teacher, just what they want to achieve and how to go about it.	They always use and check the criteria given by the teacher as a guide to improving what they do.	They improve themselves as a learner by asking themselves whether they have done something like this before and what they did then to succeed.
They look for useful learning resources and materials when they are told / guided to do so.	They take turns in talking to other people and keep eye contact with them to help them make sense of what is being said.	They take turns and listen carefully when they are told to and need encouragement to share their own ideas.	They will follow a short plan of action for how to do something when it's given to them by the teacher.	They think about retrying or re-doing something when prompted to by the teacher.	They talk about how they are learning and can learn from other people when given help by their teacher.
They need other people to tell them what strategy or resource they need to use to help them learn.	They can listen to people and hear what they say but don't know how to listen carefully.	They can be with other students but don't know how to work with them to get things done.	They rush ahead with the first idea that comes to mind and don't think about what might happen.	They just do things without thinking about whether it's good enough or how it might be improved.	They don't know anything about how they learn.

Estimate your class profile

		Perseverance	Questioning	Collaboration	Refining
		Keeping going	Finding out	Learning together	Making improvements
I can't not do this	5	I am always confident to take on tricky tasks or challenging work because I've got plenty of strategies to deal with any difficulties.	I just can't help asking penetrating questions that try to get to the heart of the matter.	I am willing and able to take on just about any role in a team. I am careful to analyse how the team performed and how I could improve.	I challenge myself to make continuous improvements in everything I do.
I make sure I do	4	I organise myself to make sure things get done and I'm not put off when people try to discourage me.	I plan out a series of questions to make sure that I achieve the results I want and so that I don't avoid asking difficult or challenging questions.	I manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve.	When things aren't working I question why or think outside the box to detect errors and improve things. I'm not afraid of re-starting/ re-thinking or changing direction.
I see why	3	I just know that persevering and overcoming difficulty is good for me. I'm curious about mistakes I make, and use feedback so I can improve.	I know that asking good questions well offers me a big advantage. I eagerly dig deeper and work out whether something is factually sound.	I know that it's in everyone's interest to work effectively as a team and I contribute positively to making realistic team plans.	I monitor how I am doing and evaluate how I have done something.
	3	I sort out the purposes and outcomes of a task and learn from any setbacks I come across.	I ask questions about the answers I find on the internet to find out even more. I use 'what if' type questions to explore hunches.	I readily share, build on and improve my own and other's ideas, and if some people feel unsure I help to build their confidence.	I edit my work effectively as I go along and think about why I've done things a certain way and whether it's up to scratch.
I will try	2	When I think I can do things to achieve a goal I put in lots of effort to work out why I'm stuck.	I am careful about how I ask questions of other people (the hints I use, the emphasis I put on things) and this helps me to build good relationships with them.	I contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	I have overcome any fear of mistakes and use several different sorts of checks to make sure I'm on track.
	2	When I get stuck I stay positive because I know to expect more risks in more challenging activities.	I use open questions to stimulate rich and broad responses and I look out for details in the answers I get.	I willingly take on different jobs in a team and am open to feedback from team members on how I am doing.	I ask myself whether something is on the right lines and amend things unprompted to achieve the right standard.
Show me / Tell me	1	I know it's OK to find things hard and so I'm beginning to tackle more challenging tasks.	When I'm told to I can use a book index and/or a search engine to help search for information.	With support from the teacher I help to work out the team goal and what we need to do.	I always use and check the criteria given by the teacher as a guide to improving what I do.
	1	When I get stuck or make mistakes I use prompts / resources that the teacher suggests.	When I'm told to I use closed questions to find out factual information.	I take turns and listen carefully when I'm told to and need encouragement to share my own ideas.	I think about retrying or re-doing something when prompted to by the teacher.
I can't / I won't		I just get distracted or give up when I don't know what to do.	I don't know how to find things out for myself so I need people to tell me things. I don't like asking questions in case people laugh at me.	I can be with other students but don't know how to work with them to get things done.	I just do things without thinking about whether it's good enough or how it might be improved.

Culture Tool 1 What view of Learning informs the classroom?

Passengers:

Teacher Focused

Teacher decides what and how of learning

Teacher does most of the questioning

Main focus is on pupil performance

Most of the learning relies on text books and or worksheets

Most tasks are undertaken individually

Teacher devises and undertakes assessments

Teacher takes a 'fount of knowledge' role

Pupils believe responsibility for learning lies with the teacher.

Pupils get along by doing what is asked of them

Crew:

Learner Focused

Actively engaged in a variety of learning tasks

Learners have some degree of choice in what to learn

Learner's questions drive their learning

Learners encouraged to organise enquiries

Learners involved in assessing their own learning

Learners monitor their own learning

Collaborative learning encourages dialogue

Learning tasks are differentiated and challenging

Main focus is on making meaning

Pupils engaged in making meaning
Supportive learning environment

Pilot:

Learning Focused

Teacher takes the role of coach

Learning process given public focus

Learning process frequently reflected on

Lessons designed around content and process

Learning designed to promote progression in learning habits

Rich language of learning permeates the classroom

Learners conscious of using their learning behaviours

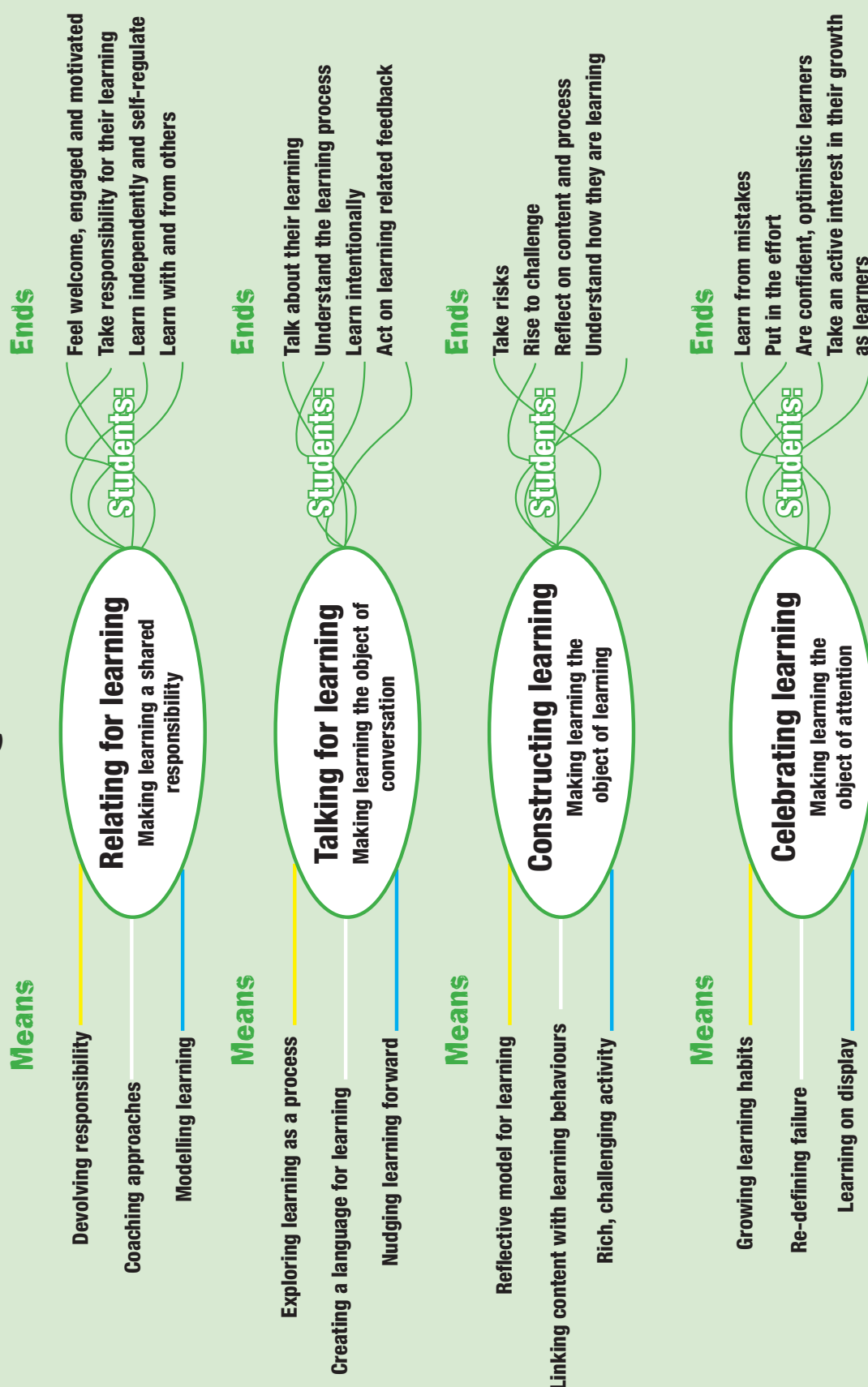
Learners self regulate their learning process

Focus is on becoming a better learner

Effective learning promoted through learner activity, collaboration, responsibility and meta learning.

Culture Tool 2

Shifting the culture



Readying your classroom for learning

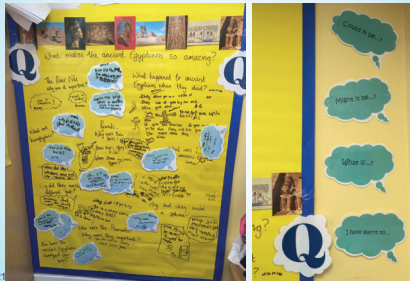
- **Relating for learning:** making learning a shared responsibility
 - create opportunities for pupils to **ask more questions**
 - move responsibility for **monitoring** learning towards pupils
 - train pupils in '**getting themselves unstuck**'. Plan to get learners stuck.



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BLP
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Encourage students to ask more questions

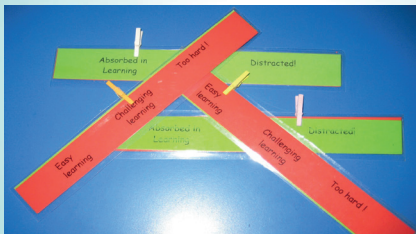


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BLP
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Opportunities for questions

Develop tools to help pupils monitor... feelings, level of challenge.



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Relating for learning
Making learning a shared
responsibility
BLP
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Monitoring learning

Train students to overcome being stuck



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Retrain

Readying your classroom for learning

- **Talking for learning**; making learning the object of conversation
 - give pupils 'hooks for language' on which to hang talking about learning;
 - broaden your **feedback** to develop both content and learning behaviours



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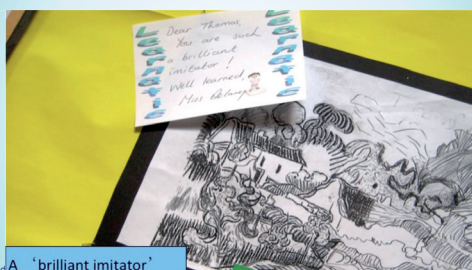


Hooks for the language of learning



Hooks

Feedback pointing out behaviours used



Broaden Feedback

Talk about effort

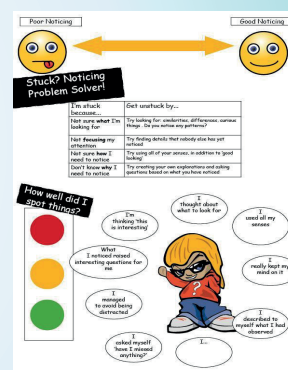
- Explore what is meant by 'effort'; discuss ways to apply it.
- Connect effort and improvement; the sort of effort being used is causing their improvement.



Talk about learning

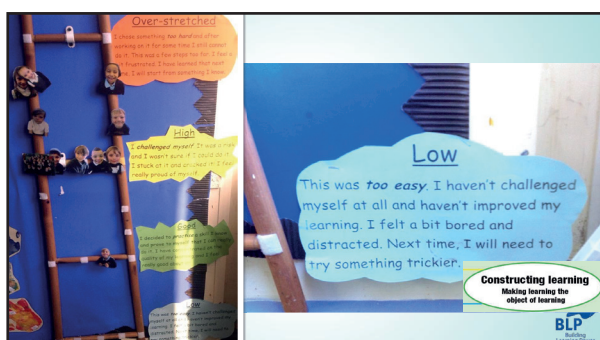
Readying your classroom for learning

- **Constructing learning:** making learning the object of learning
 - build **reflection** on learning into lessons.
 - **blend content and process**; what/how learning into lesson planning
 - build understanding using **rich, challenging** and authentic activities.



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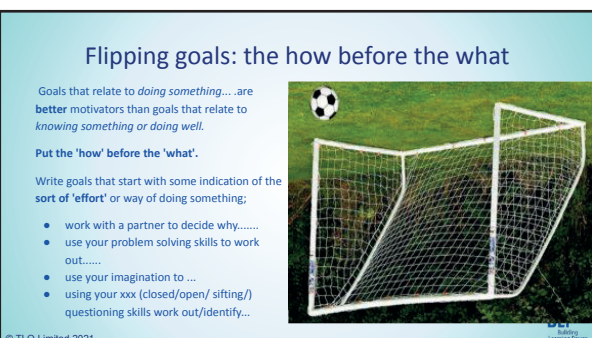
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Build in reflection



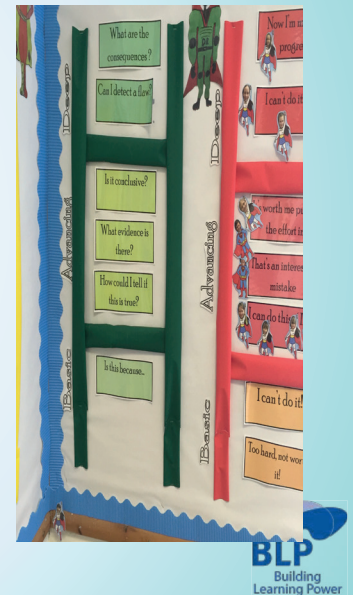
Build revising into learning



Blend content and process

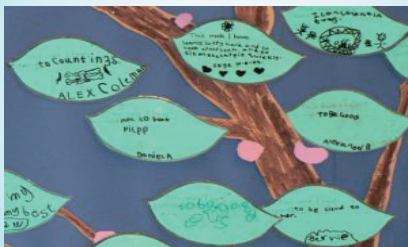
Let your values and beliefs come through

- **Celebrating learning:** making learning the object of attention.
 - Bring learning out of the shadows; making the **learning process...** how it feels, what it means..**obvious**
 - **Celebrate growth** in learning behaviours
 - **Redefine failure**....celebrate stuck, mistakes, managing distraction, striving for goals, asking questions....



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Bringing learning out of the shadows: noticing how



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Make learning obvious

Celebrate growth in learning behaviours



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Celebrate growth

Re-think being stuck

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



Rethink failure

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Re-think being stuck

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- Have learners identify the obstacle to their progress. **I'm stuck because..**
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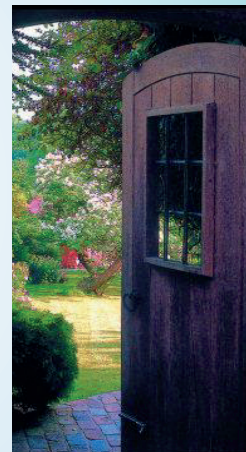


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Your job as a teacher becomes one of...

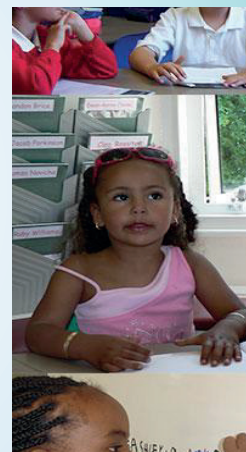
- Introducing learning behaviours
 - making students aware of the tools **they command** as learners
- Developing a language for learning
- Infusing learning behaviours into lessons
- Becoming a learning power coach
- Celebrating the use and growth of learning behaviours



100

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



101

Change the way you see things
and the things you see will
change.



— Wayne Dyer



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Changing the way you see things.

- Students as learners not performers
- Teachers as learners and coaches
- Teaching teams as learning teams
- Learning as dispositions and skills not outcomes of tests

Progression
in pupils
learning
behaviours
...slowly

Name: _____											
		Persistence	Noticing	Questioning	Making links	Reasoning	Imagining	Capitalising	Listening	Collaboration	Planning
		Keeping going	Looking carefully	Finding out	Making connections	Thinking logically	Thinking differently	Using resources	Listening carefully	Learning together	Thinking ahead
I can't do this	1	They are always confident to take on tricky tasks / challenging work because they have plenty of strategies to deal with any difficulties.	They tend to seek out deep seated patterns in order to create meaning or new understandings.	They simply can't help asking questions to try and get to the heart of the matter.	They constantly seek out new experiences. Recognising that their knowledge and understanding is always changing and expanding.	They instinctively apply high level reasoning to construct and present persuasive arguments. Their imagination is always switched on and ideas bubble up in others.	They challenge the status quo to create innovation. They are not afraid of unexpected outcomes. Their imagination is always switched on and ideas bubble up in others.	They use and adapt a complete range of resources and strategies to help them do a job well.	They listen carefully beyond the words in order to pick up the signals between the lines and their respect.	They are willing and able to take on just about any task as a team. They are careful to analyse how the team performed and how they could improve.	Planning has become a way of life and they use their complex planning tools like GATE to track continuous improvements in everything they do.
	2	They are able to organise themselves to ensure things get done and they're not put off when people try to discourage them.	They can spot trends, patterns and anomalies, recognise similarities or apparent contradictions and maintain a focus on small details which they then relate to the big picture or outcome.	They prepare questions which reflect their own or others' desired results and don't shy away from asking difficult challenging questions.	They realise that what they know and how they know it is only provisional and make new meaning by re-grouping / re-classifying knowledge.	They seek to avoid common traps, fallacious arguments, and unexamined certainty, particularly when seeking alternative solutions.	They rehearse actions in their mind in order to achieve a better performance in reality and follow through to gain insight.	They're able to draw deeply into reference resources and knowledge efforts to find the best resource for the job.	They can accommodate different viewpoints and use open ended questions in order to get closer to understanding the messages.	They are able to manage conflict and build consensus in a team. They're not afraid of eliminating possible setbacks.	When things aren't working they tend to question or think outside the box in order to detect errors and improve them. They're not afraid of re-trying / re-thinking / re-organising.
I can't do this	3	They now recognise that persevering with and overcoming difficulty is a win for them. They have become curious about their mistakes and use feedback effectively to improve.	They now see the point of attentive noticing, realising that it leads to greater interest in the subject and becoming more curious about things they have.	They now realise that asking good questions will effect them a big advantage. They are eager to dig deeper and assess the validity of information they have.	They now realise what it's all about. They're not just interested in seeing how things connect, they're interested in making connections. They're able to suspend reason and abandon their preconceptions.	They now realise that it's in their interest to think differently / imagine and are able to suspend reason and abandon their preconceptions.	They now realise that it's in their interest to think differently / imagine and are able to suspend reason and abandon their preconceptions.	They use the point of making best use of what they're interested in to do so.	They now see the point of attentive listening and listen intently for the speaker's intentions, emotions and possible mixed messages.	They now realise that it's in their interest to think ahead of action and that it helps them to achieve success.	They now realise that it's in their interest to think ahead of action and that it helps them to achieve success.
	4	They are able to clarify task purposes and outcomes and learn from any setbacks they encounter.	They can focus patiently for a long time to explore possibilities or pick out the things that are curious, different or unusual.	They use robust questions to focus deep questions, connecting new and old learning and asking 'This reminds me of...'	They see connections across different subjects, helped by finding examples, connecting new and old learning and asking 'This reminds me of...'	They enjoy being able to prove things and use for justifiable evidence to support their thinking.	They can access a state of 'flow' when they're not just playing with ideas and evaluating what they want to achieve.	They deliberately and carefully select and combine ideas, resources and techniques which they access increasingly independently.	They are able to paraphrase the speaker's messages accurately in their own words.	They readily share, build on and improve their own and others' ideas and build the confidence of others.	They set themselves manageable goals which they are willing to change to suit new circumstances.
I can't do this	5	They put in a lot of effort to achieve a goal when they are aware of why they are stuck.	They notice similarities and differences based on what they know.	They are careful in how they ask questions of other people (insure, emphasis, structure) and are able to build rapport.	They see connections across different subjects, helped by finding examples, connecting new and old learning and asking 'This reminds me of...'	They justify the 'what' and 'why' of their thinking. They give reasons, evidence, explanation, comparison and pattern.	They put ideas together and turn what's 'new' into what's 'old'. They may review concepts and ideas to make new connections.	They like to work things out on their own first rather than automatically seeking a resource to help.	They are able to listen for different points of view or different points of information. To judge the quality of the idea or to listen with curiosity and respect.	They contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	When planning their learning they are able to think about what needs to be done, in what order and what resources are needed.
	6	They stay positive when they get stuck and anticipate the risks of more challenging activities.	They know what triggers have hindered for them and how they can avoid them.	They use open questions to help generate separate responses, and notice what they are learning to maintain their focus.	With support they are adding the vocabulary and concepts to make meaning of the subject area.	They are confident in their own thinking. They are confident in their own thinking. They are confident in their own thinking.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.	They're learning how to select the rightmost appropriate resource for the job.	They listen to identify the big idea, the main points and information about the idea.	They're willing to take on different jobs in a team and are open to feedback from team members on how they're doing.	They are able to clarify their own short-term goals and check how they are doing against objectives when given opportunities.
I can't do this	7	They recognise that it's OK to find things hard and are beginning to tackle more challenging tasks.	They notice things well enough to be able to describe what they observe to others.	They use a book to record what they learn and search engines to help them find information.	They use note taking of relevant points and search engines to help them find information.	They use note taking of relevant points and search engines to help them find information.	They become aware that other people have different ways of experiencing, feeling and thinking to their own. They use of stories that capture their imagination into the lives of others.	They watch and listen to see what other people do things and the resources they use.	They show real interest in what others have to say and show an interest in building and maintaining relationships with others.	They are able to clarify and check how they are doing against objectives when given opportunities.	They are able to clarify and check how they are doing against objectives when given opportunities.
	8	When they get stuck or when resources are scarce they are able to use creative resources suggested by the teacher.	They have learned to notice things they like and notice what they don't like about the familiar.	They use direct and indirect questions to find out what they need to know when prompted.	They add new knowledge to what they already know and use it to help them when they're stuck.	They are confident in their own thinking. They are confident in their own thinking. They are confident in their own thinking.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.	They're learning how to select the rightmost appropriate resource for the job.	They show real interest in what others have to say and show an interest in building and maintaining relationships with others.	They are able to clarify and check how they are doing against objectives when given opportunities.	They are able to clarify and check how they are doing against objectives when given opportunities.
I can't do this	9	They find it hard to pay attention and struggle to stay on task.	They find it hard to pay attention and struggle to stay on task.	They want people to tell them things. They are unaware of ways to find things out for themselves. They are unaware of ways to find things out for themselves.	They are confident in their own thinking. They are confident in their own thinking. They are confident in their own thinking.	They are confident in their own thinking. They are confident in their own thinking. They are confident in their own thinking.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.	They're learning how to select the rightmost appropriate resource for the job.	They show real interest in what others have to say and show an interest in building and maintaining relationships with others.	They are able to clarify and check how they are doing against objectives when given opportunities.	They are able to clarify and check how they are doing against objectives when given opportunities.
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Working between the lines

Embodies; "I can't not."	They are always confident to take on tricky tasks / challenging work because they have plenty of strategies to deal with any difficulties.
Organises; "I make sure."	They are able to organise themselves to ensure things get done and they're not put off when people try to discourage them.
Values; "I see why."	They now recognise that persevering with and overcoming difficulty is a win for them. They have become curious about their mistakes and use feedback effectively to improve.
Values; "I see why."	They are able to clarify task purposes and outcomes and learn from any setbacks they encounter.

Look here to find teaching ideas to move learners from Blue to Green

Responds; "I'll try."	They put in a lot of effort to achieve a goal when they think they can do it and are aware of why they are stuck.
Responds; "I'll try."	They stay positive when they get stuck and anticipate the risks of more challenging activities.

Look here to find teaching ideas to move learners from Purple to Blue

Receives; "Show me. Tell me."	They recognise that it's OK to find things hard and are beginning to tackle more challenging tasks.
Receives; "Show me. Tell me."	When they get stuck or make mistakes they are able to use prompts / resources suggested by the teacher.

Look here to find teaching ideas to move learners from Grey to Purple

Lacks; "I can't. I won't."	Is easily distracted and gives up when or where they don't know what to do.
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Can we trust it?

A school of thought based on research from around the world.



David Perkins,
Harvard



Prof. Carol Dweck,
Stanford



Prof. Angela
Duckworth,
Pennsylvania



Prof. Art Costa,
California



Ron Berger,
Expeditionary
Learning
Education



Prof. Michael
Fullan, Toronto



Ron Richhart
Harvard



Emeritus Professor. Guy Claxton,
Blended research into an approach BLP, LPA



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The world is changing

Educators know that schools need to change to catch up with demands, resources and opportunities of 21st century.

- Internet has democratised and globalised learning to an extraordinary degree.
- Young people are downloading apps to teach themselves Japanese, law, orthopaedic procedures and much more.

World of work dramatically shifted.

Big companies are experimenting with ways of recruiting that do not allow applicants to show off the class or place of their degree..because they find that academic qualifications do not predict the kind of fluid intelligence that they are seeking.

It's a whole different ball game out there.

Google



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The learning enquiry culture



- Individual learning
- Online learning sessions
- Read, think, prepare



- Team session
- Tight, focused agenda
- Monthly meetings
- Share, discuss, plan



- Developing practice
- Planned gradual changes
- Monitor impact
- Share with coach

The players					Anticipated Impacts
	Senior leaders	Teachers	Learners		
The Action Plan for 'Playing the Learning Power Game'	Recognising students' learning behaviours	Recognise the need to play a deeper educational game. Develop a plan to collect and review data to uncover students' learning behaviours. Discuss findings with teachers and ensure teachers are equipped to help students grow their learning behaviours.	Complete a learning characteristic profile for each student. Recognise how this information sheds new light on students as learners. Recognise the value of learning behaviours and their possible impact on teaching. Use this data to think about and plan possible shifts in classroom practice.	A learning character profile is constructed for every student. At this early stage profiles aren't shared with students. Older students may be involved in creating their learning profiles and made aware of the school's interest in developing them.	Leaders, teachers and students become increasingly aware of student learning behaviours, gathering sufficient detail to inform both day to day teaching and interventions that narrow perceived learning gaps.
	Readying Classroom Culture using four key learning behaviours	Engage in continual dialogue with staff to encourage their experiments in developing learning cultures that encourage learners to: take more responsibility for learning; talk about their learning; consciously use their learning behaviours; celebrate learning growth.	Experiment with small shifts in classroom culture, designed to create an increasing focus on the learning-process, taking account of the learning growth patterns of the key behaviours perseverance, questioning, collaboration and refining.	Students experience classroom cultures that offer them: an increasingly active role in their own learning; opportunities to talk about how they are learning; encouragement to strengthen their learning behaviours; celebration and praise for their learning behaviours rather than achievement.	Increased awareness of how classroom cultures affect students' learning behaviours. Students gradually recognise themselves as agents of, rather than recipients of, their own learning. Classrooms are becoming more learning-friendly.
	Readying Curriculum Delivery using four key learning behaviours	Encourage teachers to plan and trial lesson plans designed to blend the use of appropriate learning behaviours with content and make this visible to learners. Over time agree which features appear to work most effectively in all classrooms.	Incorporate a range of learning activities / strategies into lessons aimed at growing and strengthening the four key learning behaviours. Trial and amend these activities to ensure they work productively for all students.	Students experience a range of activities and strategies intentionally designed to make the process of learning increasingly visible. Students discern these shifts, and come to understand that learning is learnable and that they can control how they learn..	Many lessons now display and deliver aspects of the curriculum in a way that enlists and strengthens learning behaviours. The process of learning is increasingly visible to students.
	Expanding the use of learning behaviours	Ensure teachers/ teams enjoy time to discuss student data re. progression in learning habits. Note results and identify patterns of success at school, year and class levels. Plan for further growth.	Extend lesson design to include a wider range of learning behaviours in order to influence all aspects of students' learning behaviour profiles. Planned activities ensure students use all the learning behaviours at the phases of growth indicated in profiles.	Students experience lessons intentionally designed to bring a broad range of learning behaviours into active use. Specific behaviours are strengthened by activities that reinforce students' current phase of growth and enable the next phase to be aimed for.	The majority of lessons across the school are planned and delivered with a dual focus...content and process, the what and the how of learning.
Anticipated Impacts					Students consciously use an increasing range of learning behaviours in their everyday learning. They develop a richer learning language and begin to understand themselves as a growing learner.

Building Learning Power™

helping young people become better learners



For more details contact

TLO Limited
The Park Centre
Daventry Road
Bristol
BS4 1DQ

+44 (0)117 937 8080
learningpower@tloltd.co.uk
www.tloltd.co.uk
www.buildinglearningpower.com

