

Finding & Leading the Learning Power Game

An Introduction



The dual focus for session...

We will...

- Unpick the strategic changes caused by taking learning power seriously
- Explore each strategic change and how this will impact on your school.
- Explore, in particular, how classrooms need to be different in order to foster learning power

We will engage these learning habits;

- **Notice**; pick out the strategic similarities and differences in how the school works and those being unpicked
- **Make links**; between your current ways of leading and those implied by BLP
- **Imagine**; visualise alternatives to your current way of working
- **Distil**; key messages and **reflect** on their appropriateness in your context



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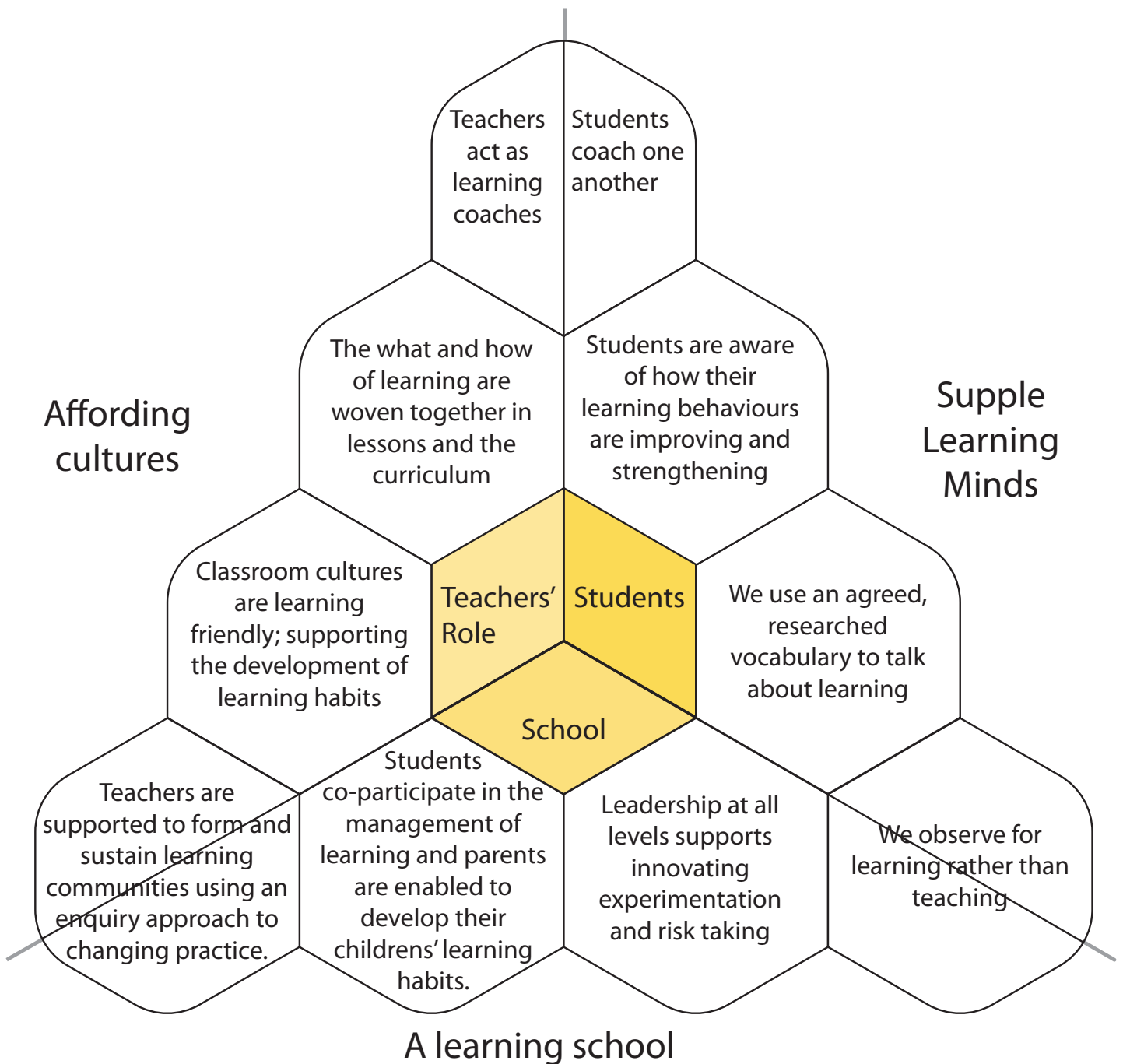
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A learning conversation

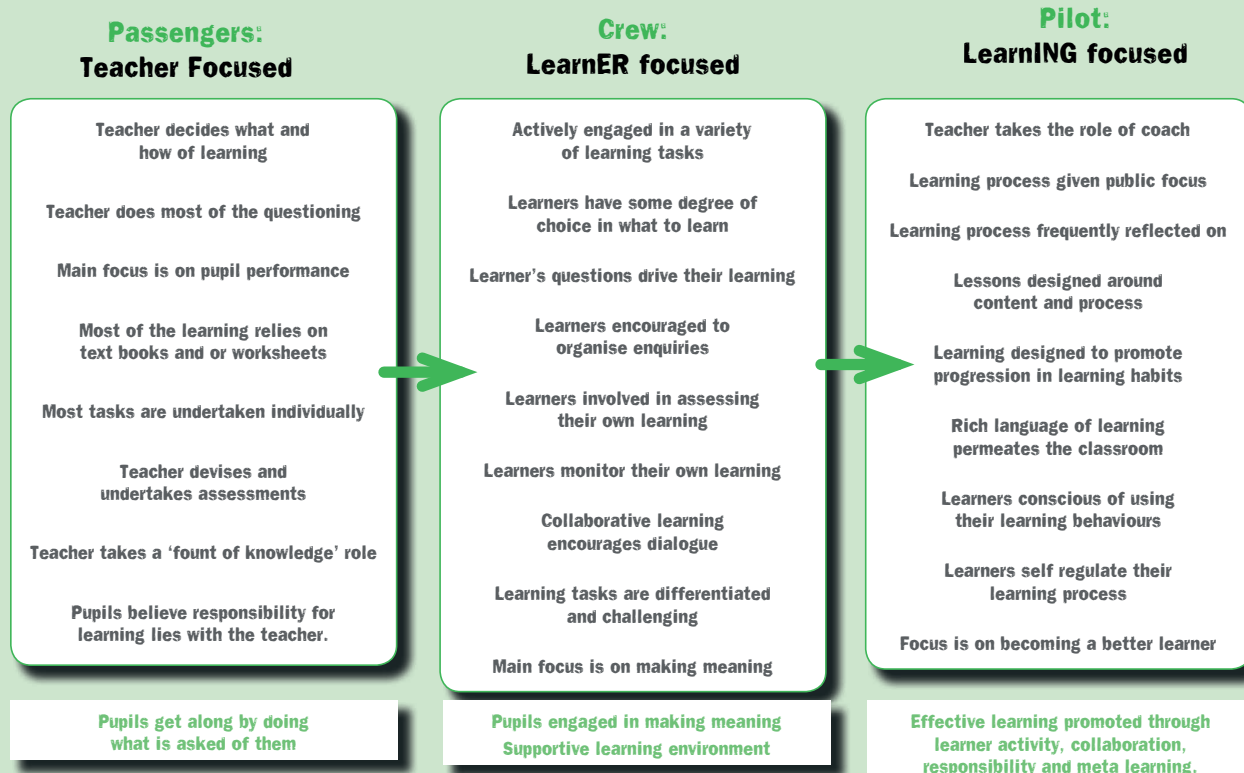
1. The big picture of a strategic journey
2. Your vision for outcomes
3. Where is the school's culture now?
4. The big ambition of the course
5. Supporting the LP journey?
 - a. Professional Learning Teams
 - b. Lesson design
 - c. Stop it fizzling out
6. Change the focus of observation
 - a. Self assessment of progress
 - b. Pupil progress

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Big picture of the strategic journey. Where are you now?

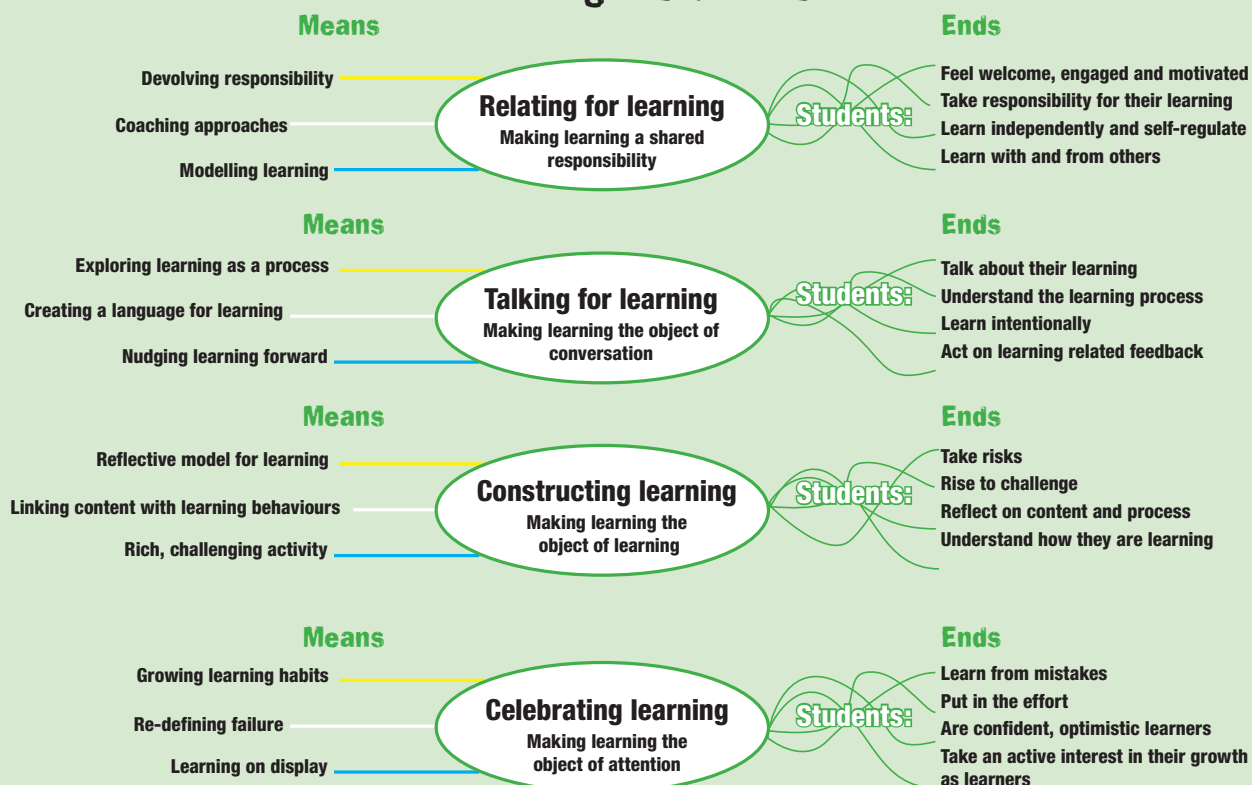


Culture Tool 1 What view of Learning informs the classroom?



Culture Tool 2

Shifting the culture



The players				
	Senior leaders	Teachers	Learners	Anticipated Impacts
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.
	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.
	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..
	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.
Anticipated Impacts		Leaders assess and learn from changing classroom practice and progression in students' use of learning habits. They plan to absorb learning behaviours progressively across the whole curriculum, using the learning progression charts as a guide.	Teachers assess and learn from the impact of their interventions in relation to their own growth as a learning powered teacher AND in relation to their students' growth as better learners.	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.

Anticipated Impacts
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.
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.
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.
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.

5. Supporting the learning power journey

- Share your commitment to a long term cultural change
- Set up an enquiry culture
- Keep close to developments
- Keep it high profile
- Monitor development. Talk with teachers about how they are weaving ideas into their lessons
- Track pupil progression in learning.
- Identify where/why this 'mental exercise regime' is taking hold or faltering.



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5a. Making the most of the online units

Set up Professional Learning Teams

- online units are available 24/7 for several years
- monthly meetings?
- use the discipline of the tight agenda in the online units
- **take an interest in staff learning enquiry plans**
- request feedback on how learning enquiry results are going
- discuss and agree which ideas (from the online material) should become **policy** across the school



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Planning our first year

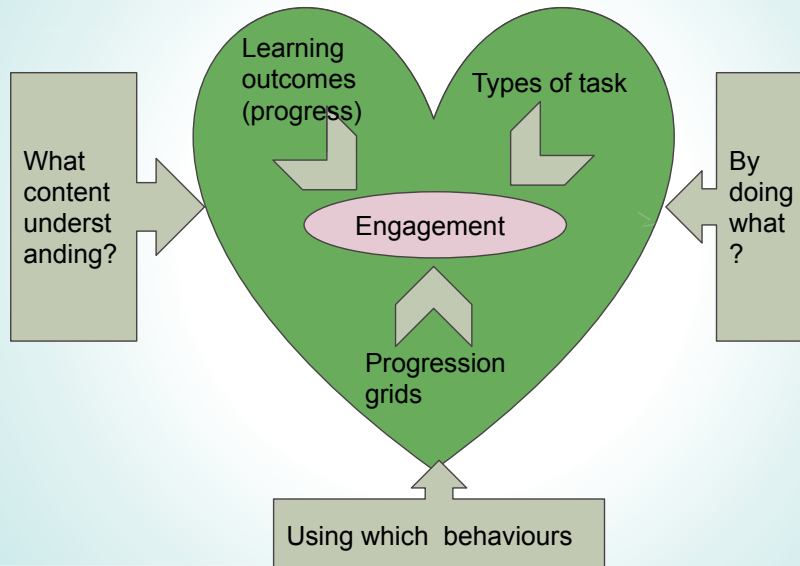
Phase one Programme – Establishing four key learning behaviours

What	When, Where, Who	What	When, Where, Who	What	When, Where, Who
Team session – Discuss & Plan.		Team session – Discuss & Plan.		Team session – Discuss impacts.	
Session 3 – Playing the Learning Power Game, Module 2.		Session 6 – Playing the Learning Power Game, Module 5.		Session 9 – Playing the Learning Power Game, Module 8.	
Team session – Discuss & Plan.	↑	Team session – Discuss & Plan.	↑	Team session – Discuss new habits introduced.	
Session 2 – Playing the Learning Power Game, Module 1.		Session 5 – Playing the Learning Powered Game Module 4.		Session 8 – Playing the Learning Power Game, Module 7 Broadening the range of learning behaviours.	
Team session – Working through Finding Learning Power, Section 4.2.		Team session – Discuss & Plan.		Team session – Discuss & Plan progress made.	
Session 1 – Finding Learning Power, to Section 4.1.	↑	Session 4 – Plan the Learning Power Game, Module 3.	↑	Session 7 – Playing the Learning Power Game, Module 6.	
Term 1			Term 2		Term 3

Understanding Questioning

Personal Action Plan – Supporting Questioning						
1. Which phase(s) of Questioning mindedness are you working in?	Lacks (Grey)	Receive (Purple)	Responds (Blue)	Values (Green)	Organises (Yellow)	Embodies (Orange)
2. What particular issues/behaviours do the pupils need to work on?						
3. What I intend to do over the following four weeks						
1 2 3 4 Tackle Time line						
4. Which whole-school Questioning issues have you agreed to experiment with?						
Monitoring, I'll watch out for:						
Changes in practice			Changes in pupil behaviour			
• • •			• • •			
Name						
Class						

5b The heart of the lesson design



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5c Research tells us... a key difference in making Learning Power work

Stop it fizzling out by understanding it as:

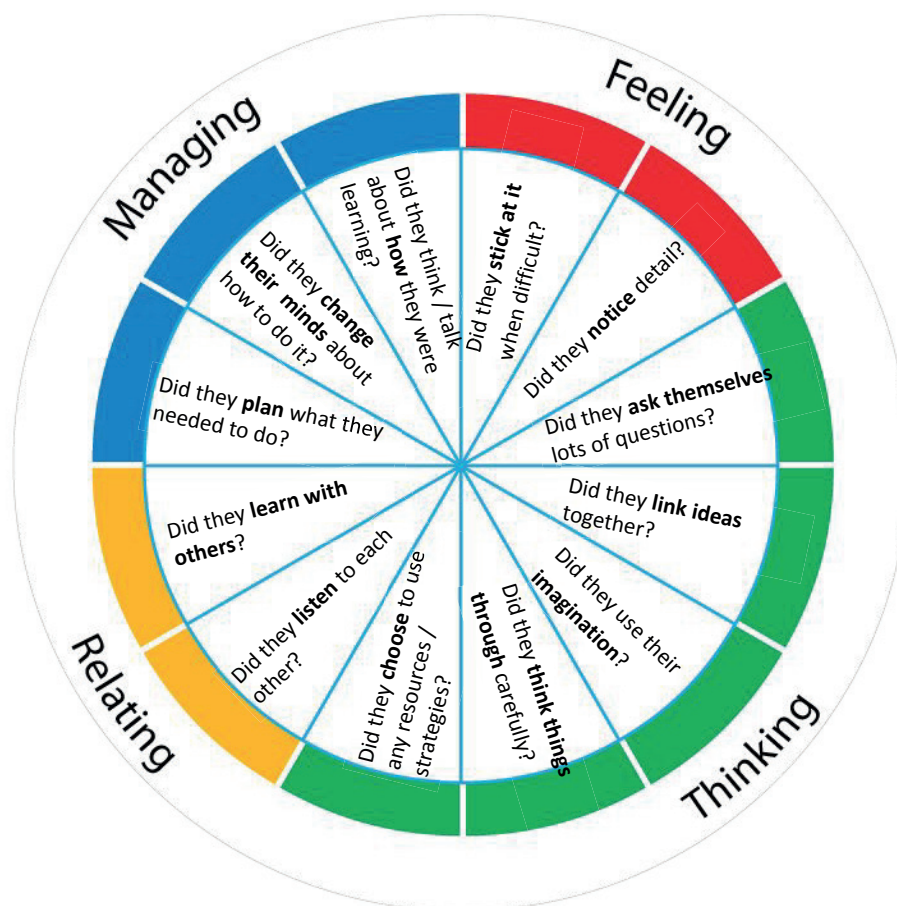
- whole-school culture change, not an initiative
- something that will take several years to implement/sustain
- not a quick fix to raise results
- a struggle for some teachers



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		Relating for Learning	Talking for Learning	Constructing Learning	Celebrating Learning
A learning-centred classroom culture. A teacher-centred classroom culture	 Enrich and embed	I now act as a learning coach in my interactions with students, offering more opportunities for students to undertake longer-term, open ended activities independently. When necessary I model being a learner of my teaching craft and of my subject. As a result, my students are motivated to achieve their own goals, learn confidently and interdependently and seek support only when necessary.	I talk fluently about learning itself using the language embedded in progression charts. I aim to deepen my own and my students' understanding of learning by referencing media reports / articles / videos about learning from the world beyond school. My feedback covering content and process is acted on by all of us. As a result, my students discuss learning with fluency and precision and understand how they can apply their learning behaviours in the real world.	I enable learners to design and pursue their own enquiries and develop their own understanding through reflection. I continue to stretch learners by using strategies that keep learners at or near the edge of their individual comfort zones. As a result, my students set high, self-imposed, standards, actively learning from experience and reflection.	I create a culture where students feel valued, confident contributors who are able to learn from mistakes, identify and pursue their own learning development targets and confidently rise to challenges. As a result, my students have their own plans for becoming ever more effective lifelong learners and a firm belief in their capacity to change and improve.
	 Widen access	I encourage students to tackle 'wild' tasks without predictable outcomes and support them in coaching each other and explaining their thought processes. As a result, my students become motivated by opportunities to pursue their own lines of enquiry and draw confidence from coaching themselves and each other.	I use 'could be' language to build thoughtful, imaginative, critical thinking and use peer assessment as a vehicle for students to offer each other constructive feedback and help each other to improve. As a result, my students can accurately reflect on and discuss how effectively they are learning.	I enable learners to undertake extended enquiry and contribute to co-designing and co-delivering aspects of the curriculum. I expect them to create their own performance goals / targets for how they will operate as learners. As a result, my students relish tackling challenging materials, monitor as they go along, and evaluate at the end to ensure improvement next time.	I ensure learning development targets are informed by the phases of progression and help students understand how their growth in a wider range of learning behaviours is leading to progress in subject areas. As a result, my students pursue their own targets for improvement as a learner and believe that learning is indeed a learnable craft.
	 Deepen understanding	I build curiosity about how students are learning, giving them opportunities to monitor and evaluate how they are learning and model a wider range of positive learning behaviours. As a result, my students become motivated by opportunities to develop their learning habits and enjoy their teachers standing back to let them 'get on with it'.	I use the progression charts to enrich my learning language for a broader range of learning behaviours and encourage learners to keep learning journals / logs to plot their use. I ensure my feedback encourages reflection on the what and how of achievement. As a result, my students understand learning across a broader range of behaviours and grow their language of learning progression.	I plan lessons designed to grow a wider range of learning behaviours by using different task types to activate deeper learning and help students understand how to make meaning. I expect learners to select their own levels of challenge. As a result, my students self-monitor their own learning behaviours across an ever growing range, and choose their own levels of challenge, wisely, with progression in mind.	I create, with students, displays that highlight small progression steps in more learning behaviours and use a rich learning language derived from progression maps. I encourage students to regard mistakes as valuable learning opportunities. As a result, my students frequently ask themselves how effectively they are learning and view mistakes as interesting learning opportunities.
	 Expand ideas	I support learners to voice their own questions and help them create meaning for themselves. I model solving problems and explain my feelings as I go along. As a result, my students enjoy framing their own questions and learning to recognise they have some responsibility for their learning.	I help learners build up their learning vocabulary providing opportunities for them to think about the learning behaviours they are using. I encourage learners to slow down and notice how they are learning. As a result, my students recognise a wider range of learning behaviours and take time to think about how they have been learning.	I expect learners to monitor how they are learning and plan lessons with twin intentions that are shared with learners. I reward effort rather than ability. As a result, my students reflect on both what and how they have learned and learn to link their effort to improvement.	I encourage learners to use key behaviours more frequently in more contexts. My classroom displays help learners to understand where and why they get stuck. As a result, my students show signs of improving in the key learning behaviours and believe that their efforts will pay off.
	 Introduce the ideas	I help learners to be aware of how they are learning. I resist offering them easy solutions to problems and show how to tackle things by learning aloud in front of them. As a result, my students are motivated by opportunities to do more for themselves.	I help learners to talk about key learning behaviours. I catch the moment, talking about effective learning behaviours whenever I observe them and discussing what good learners do. As a result, my students can explain key learning behaviours and know when they are using one to good effect.	I plan lessons that intentionally provide challenging tasks that activate one or more key learning behaviours and give learners opportunities to stop and reflect. As a result, my students recognise that their learning is an active exciting process that needs lots of their attention and effort.	I'm aware of my learners' strengths and weaknesses in key learning behaviours. I intentionally offer opportunities to experience and explore how to deal with failure. As a result, my students understand how they are improving in key learning behaviours and remain optimistic when faced with difficulty.
		I run a well-organised and efficient classroom, deliver subject / content efficiently and see myself as a teacher who 'knows their stuff'. As a result, my students are compliant, but they do prefer their teachers to do the work for them.	I'm unfamiliar with a language to talk about learning itself. My classroom talk focuses on what's being learned and my feedback focuses on what hasn't been learned or done correctly. As a result, my students have only a very basic vocabulary to discuss learning and don't see learning as a process that they can understand.	I design lessons that focus mainly on content acquisition, making it as easy as possible to understand and reinforced with review points and plenaries. As a result, my students find my plenaries reassuring and prefer straightforward activities.	I focus exclusively on the progress of content and work hard to ensure students avoid making mistakes. I reinforce this with displays about what is being learned. As a result, my students see their job as remembering what I tell them and tend to believe that their own approach to learning is unlikely to change.

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 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.

Summarising teachers' results

Completed by:	Class Name:
Which phase (grey/ purple/ blue/ green/ yellow/ orange) best describes <i>the majority</i> of your learners?	
Which learning behaviour(s) appear to be the strongest?	
Which learning behaviour(s) appear to be the weakest?	
Which domain of learning (emotional, cognitive, social, strategic) appears to be the strongest?	
Which domain of learning appears to be the weakest?	
Speculate - Why do you think this might be?	
Which different <i>groups</i> of learners have you considered?	
What differences are you discerning between these different groups of learners?	
Which learning behaviours do your higher attainers have that your lower attainers do not?	
What questions do you have as a result of completing this analysis?	

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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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

