


Slide 1

Introducing Unit 1 - 'Understanding Learning and Cultures'



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Slide 2

Running this session.

- This PowerPoint is an introduction to Unit 1 of Playing the Learning Power Game.
- If you have already shared the ppt 'Introducing Playing the Learning Power Game' you may choose to omit slides 6 - 9 and slides 12 - 15 of this slide deck and use slides 5 and 11 to remind teachers of what they have already seen.
- If you have not used the ppt 'Introducing Playing the Learning Power Game', we suggest that you use the slide deck as it is.
- Depending on how expansive your commentary is, the full ppt might take an hour to go through if you build in a few reflection/discussion points.

Slide 3

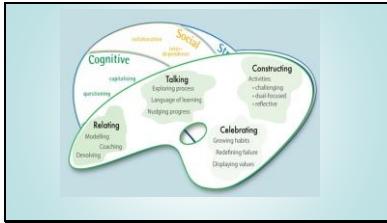
What we are trying to achieve in this session

Outcomes

Learning behaviours you will need to contribute!

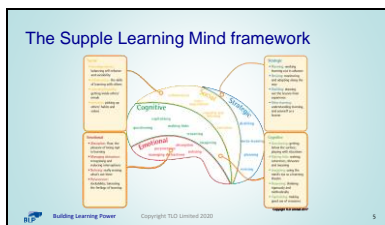
- To understand the contents of Unit 1 and what we all need to do
- To understand the anticipated timings for tackling Unit 1 and when the Team Meeting is scheduled.
- Making Links
  - To what you already know about learning
- Reflect
  - On your own classroom culture
- Notice
  - Your students' learning behaviours
- Capitalise
  - Prepare to take advantage of resources / activities available

Slide 4



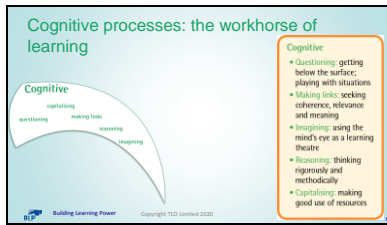
Unit 1 begins with a deep exploration of the 2 key models of Learning Power: The Supple Learning Mind and the Teachers' Palette. Both are considered at the beginning of Unit 1, but thereafter the focus of Unit 1 is on The Supple Mind. [Units 2 and 3 focus more on the Palette, and Unit 4 goes back to expanding understanding of the Supple Mind.]

Slide 5



How the supple learning mind is made up.  
It came from research into learning undertaken at Bristol University about 20 years ago.  
Brief overview  
The supple learning mind framework captures the key psychological characteristics that are judged to be of the highest value in helping students to learn...how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive as learners. They **shape how we learn**

## Slide 6

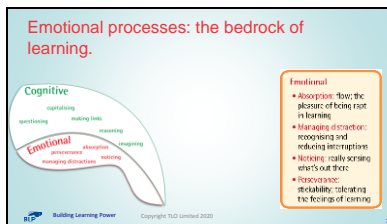


We'll build up the supple learning mind that we want to help students to develop, starting with

- the cognitive group; the workhorse of learning, the behaviours we tend to think of first.

While these behaviours are all crucial in making learning stick they are not the be all and end all of learning. There's far more to learning than cognition.

## Slide 7



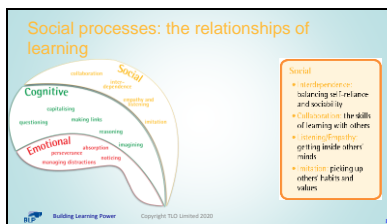
The bedrock of our learning habits are our feelings.

Without perseverance little learning will take place.

Without knowing how to manage distractions little learning will stick.

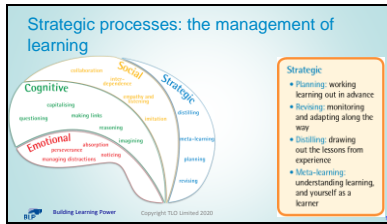
Without determination in noticing much will be missed

## Slide 8



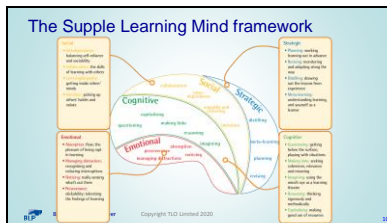
With the ever increasing connectivity in our world our ability to interact, learn and build knowledge with others becomes ever more essential.

## Slide 9



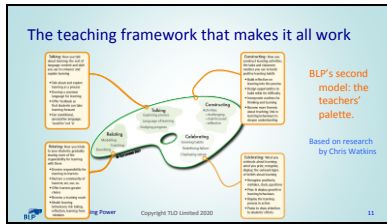
And last but not least... the strategic aspects of learning... which have been shown, relatively recently in the world of education, to be so essential in making any learning stick.(i.e. metacognition and self-regulation)

## Slide 10



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

## Slide 11



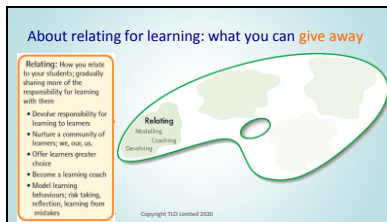
## The 2nd model of Building Learning Power...The Teachers' Palette

This framework gives a systematic introduction to the principles behind the teaching for building powerful learners: the framework teachers need to have at the back of their minds, as they;

- explain the approach to pupils,
- plan their activities,
- comment on pupils performance and
- demonstrate learning power in their own lives.

Putting LP into action is **not** a seven day wonder, **a quick fix**, or a miracle cure for all the ills and difficulties in education. It is potentially a long journey that starts with small steps and is capable of fundamentally shifting the way teachers think, the way they teach and the whole ethos of the school.

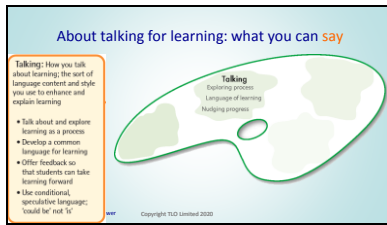
## Slide 12



## RELATING for learning involves;

- devolving responsibility – shifting the emphasis towards learners taking increasing responsibility for their own development
- coaching approaches – moving away from ‘teacher telling’ mode whenever possible
- modelling learning – walking the talk, being a learner yourself.

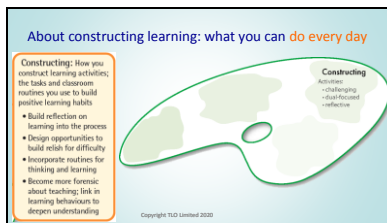
## Slide 13



## TALKING about learning

- Exploring learning as a process – finding time to talk about learning and how it works
  - Developing a language for learning – teacher talk uses the school's learning language.
  - Nudging learning forward – catching students employing positive learning behaviours and commenting on them, orally and in writing
- [DEVELOPING A LANGUAGE FOR LEARNING IS KEY TO UNDERSTANDING LEARNING AS A PROCESS. IT UNDERPINS METACOGNITIVE ACTIVITY]

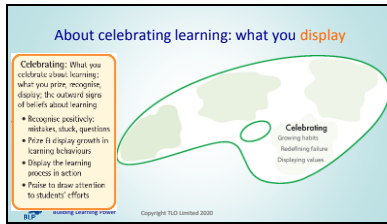
## Slide 14



## CONSTRUCTING learning

- Using a reflective model for learning – reflection on content **and** reflection on learning behaviours is routinely built into lessons
- Linking content with learning behaviours – lessons are designed intentionally to deliver content **and** to exercise learning behaviours. Students are made aware of both
- Rich, challenging activities – increasingly open-ended activities are designed to engage, to stretch and to challenge
- NOTE THAT CONSTRUCTING LEARNING WILL BE THE FOCUS OF UNIT 3 AND IS NOT DEVELOPED IN UNIT 2

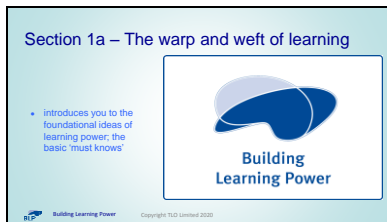
## Slide 15



## CELEBRATING learning and its growth

- Growing learning habits – finding ways to track, record and celebrate learning behaviour growth
- Redefining failure – turning the lens around: mistakes become learning opportunities; difficulty is when learning happens; asking questions shows curiosity, not a lack of intelligence.
- Putting learning on display – the process of learning (as opposed to the learning) are on display. Annotated work in progress, first attempts, rev enquiry, leading, of course, to the finished article.

## Slide 16




- Both The Supple Mind and the Teachers' palette are considered in section 1a. but the focus of the remainder of Unit 1 is on The Supple Mind.
- [Units 2 and 3 focus more on the Palette, and Unit 4 goes back to expanding understanding of the Supple Mind.]
- This section introduces and explores the 2 models that underpin Learning Power:
- The Supple Learning Mind – the key learning behaviours that were and are judged to be of the highest value in helping students to learn and thrive in a complex world;
- The Teachers' Palette – the ways that teachers: shift responsibility for learning towards students; talk about the process of learning; plan lessons that consciously develop positive learning behaviours; celebrate the growth of learning.

## Slide 17

Section 1b – Why learning habits matter

In times of change, learners inherit the earth...

- is designed to give you confidence that the approach is valid with a long history of research and development



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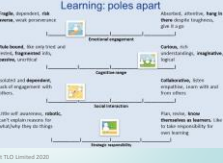
- ‘Why learning habits matter’ explores the background, heritage and research behind learning to learn and why it is so important for 21st Century learners.

## Slide 18

Section 1c – Uncover the mysteries of learning behaviours and how they grow

Learning: poles apart

- helps you become aware of how learning behaviours grow and develop. It's an eye-opening read about the complex nature of each of the twelve habits...



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- ‘Uncover the mysteries of learning behaviours’ explores 12 important learning behaviours and introduces you to how these behaviours might grow. It is the first step in moving from Learning Power to **Building** Learning Power.



## Slide 19

**Section 1d – Up close and personal with learning**

- begins your voyage of discovery. It's about taking what you have learned about the learning habits and thinking about how these ideas apply to yourself and then a couple of your students.




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- ‘Up close and personal with learning’ pulls together the growth trajectories introduced in the previous section into one progression chart covering all 12 learning behaviours and invites you to look at your own learning behaviours through this lens, and subsequently to consider a couple of the students in your class.

## Slide 20

**Section 1e – Finding learning characteristics**

- sets you up with intriguing, new and valuable information about your students and helps you discover different aspects of your students as learners




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- ‘Finding learning characteristics’ invites you to turn your attention to your class and to build learning profiles for each of them individually.

## Slide 21

**Anticipated Timings . .**

- Expect to spend two months on Unit 1.
- During the first month you will explore sections 1a, 1b and 1c, and in section 1d you will begin to create your own learning profile and the profiles of a couple of the children in your class.
- During the second month you should be working on creating learning profiles for the children in your class, beginning to look for patterns, comparing and contrasting different groups of learners in your class.
- At the end of month 2 there will be a team meeting when we pool our students' profiles and discuss what we have discovered about our students' learning habits. It will be fascinating!



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