Building Learning Power

"Empowering the Teacher of Tomorrow"
Stenden University
What do good learners do?

Managing distractions, being reflective, asks curious questions, loves challenges, knows how to collaborate, takes responsibility, can review, persevere etc.

What does this mean for me as a teacher?
Building Learning Power

https://www.youtube.com/watch?v=5QNGPZEYyUU

www.learningteacher.org
Building Learning Power

Your Learning Powered Mind

- meta-learning
- Reflectiveness
  - planning
  - distilling
- Reciprocity
  - inter-dependence
  - collaboration
- Empathy and listening
- imitation

- Resourcefulness
  - making links
  - questioning
  - capitalising
  - imagining
  - revising

- Resilience
  - managing distractions
  - perseverance
  - absorption
  - noticing

www.buildinglearningpower.co.uk

www.learningteacher.org
The aim of BLP: from Vision to Precision

- To create cultures in schools and classrooms which systematically develop students’ confidence, capacity to learn and appetite to discover and pursue their passions and meet their challenges throughout life.

- To help teachers learn how to act as more and more effective learning power coaches in their dealings with young people.

- To get good results by cultivating these habits of mind, not by spoon-feeding, ‘boosting’, ‘narrowing the gap’ or ‘teaching to the test’.

Guy Claxton 2011
How do teachers build better learners?

Through
– introducing the attributes to students
– developing the language of learning
– infusing learning power into the curriculum
– becoming a learning coach
– avoiding show and tell
How do students become learning powered learners?

Through

- having a language of learning
- being self-aware as a learner
- having opportunities to take control of their learning
- consciously developing their learning capacities
  - gaining more skill
  - using them more often and
  - in different contexts
Accountability

- Professor Guy Claxton: ‘What’s the point of school’
- Professor Carol Dweck: ‘Growth mindset’
- Professor John Hattie: ‘Visible learning’
- Professor Howard Gardner: ‘M.I.’
- Professor Ellen Langer: ‘The power of language’
- David Perkins: ‘Outsmarting IQ’
- Other research:
  - Csikszentmihalyi, Fullan, Resnick, Sir Ken Robinson e.a.
Learning Habits: Glance cards

www.learningteacher.org
Choose 1 card

- Explore the card; how can you connect this with your teaching?
- Design a ‘could be’ lesson
‘learning Pitstop’
Sharing ideas
Split screen teaching

content

process
Getting Unstuck

- Read the question (RTQ)
- Eliminate confusing information
- Use known knowledge or research

- Talk to and listen to your partner
- Make your own plan
- Simplify the problem

- Think for yourselves
- Use your imagination
- Ask for help

- Write down the calculation as you go
- Use computer methods of estimation
- Use a calculator

- Underline, highlight symbols

- Stress zone
- Comfort zone
- Stretch zone
- Learner zone
Learning Heroes

The Learning Superheroes

http://www.goldfield.herts.sch.uk/blp/blp_index.html
Welke leerspier heb je vandaag gebruikt en waarbij?

Is er iets wat juf vandaag anders had kunnen doen?
‘What’s your learningspot?’
Hocus Pocus ... everybody

Helpende gedachten

1. Ik zit rechtop
2. Wat moet ik doen?
3. Ik ga aan de slag
4. Focus!

Ik probeer het nieuwe in huis te voeren
Ik heb belangstelling in opgedragen
Als ik het goed vind, hou ik er vast aan!
Learning detectives
If I am distracted, then I will...

If someone is playing with their hair or shoes, then I will ignore them and continue to focus on my learning.

If someone is talking to me during my learning, then I will explain that I am trying to concentrate and politely ask them to stop.

If someone is talking to me on the carpet, then I will politely ask them to stop.

If it is too noisy, then I will ask an adult to move seats.

If I forget how to write my sentence, then I will say it aloud slowly before and as I write it.

If I forget how to spell a key word correctly, then I will look at the key words display.
THANK YOU FOR YOUR ATTENTION ANY QUESTIONS?
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<th>MINUS</th>
<th>INTERESTING</th>
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Thank you!

- [https://www.buildinglearningpower.com/](https://www.buildinglearningpower.com/)
- Twitter: @blp_nl
- Twitter: @TLOlimited
Attachments
The learning pit

Learning this Way

I don't understand
It's too hard
I want to quit

I was right not to give up
Ah! I think I'm getting it
Maybe my Law can help
I'll try again

"If you can leap over the pit, you're probably not learning!"

"This is what learning feels like."

Learning Teacher Network

Performance

Stretch Zone

Peak Performance

Panic Zone

Boredom

Exhaustion

Strategies

Strengthening Organizations to Support Families & Communities
Frequently reported benefits:

- Raises achievement
- Improves behaviour
- Increases motivation
- Develops supple learning minds
- Increases enjoyment in learning
- Establishes habits of lifelong learning
- Enhances creativity
“If we want young people to develop the habits of thinking for themselves, using their imagination, being open to new ideas, saying when they don’t understand, and exploring real challenges together, then they have to see their teachers doing the same thing.”
— Guv Claxton
Since such questions students are being encouraged to:

1. How did you do that?
2. How else could you have done that?
3. Who did that a different way?
4. Which are the tricky bits? What’s tricky about them?
5. What could you do when you are stuck on that?
6. What would have made that easier for you?
7. What else do you know that might help?
8. How could you help someone else do that?
9. How could I have taught that better?
10. Where else could you use that?
11. How could you make that harder for yourself?
12. ...