

BUILDING LEARNING POWER

schools fit for the 21st century

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“Education for a lifetime of learning”



From the ICE Age to the ACE Age

ICE

- Instruction
- Comprehension
- Examination

ACE

- Agility
- Capability
- Empowerment

Some possible learning habits

1. Organise and design your own learning
2. Think on your feet ('floundering intelligently')
3. Persist with difficulty
4. Manage your attention amidst competition
5. Question and check knowledge claims
6. Form effective teams for work and study
7. Diagnose and improve your own work
8. Seek and act on feedback

Some possible learning habits

1. Organise and design your own learning – *self-teaching*
2. Think on your feet – *'learning agility'*
3. Persist with difficulty - *persevering*
4. Manage your attention amidst competition - *concentrating*
5. Question and check knowledge claims – *sceptical appraisal*
6. Form effective teams for work and study - *collaborating*
7. Diagnose and improve your own work – *self-evaluating*
8. Seek and act on feedback - *craftsmanship*

Some possible learning habits

1. **Organise** and **design** learning
2. **Think** on your feet
3. **Persist** with difficulty
4. **Manage** your attention
5. **Question** knowledge claims
6. **Form** effective teams
7. **Improve** your own work
8. **Seek** and **act** on feedback

How important is each for further learning and life?

5 = essential; 4 = desirable; 3 = moderate; 2 = somewhat; 1 = not at all

How well are your school-leavers ready, willing and able to

	WITHOUT HELP
<i>Organise</i> and <i>design</i> their own learning?	
<i>Think</i> on their feet?	
“ <i>Flounder intelligently</i> ” and persist with difficulty?	
<i>Manage</i> their attention amidst competition?	
<i>Question</i> and <i>check</i> knowledge claims?	
<i>Form</i> effective teams for work and study?	
<i>Diagnose</i> and <i>improve</i> their own work?	
<i>Seek</i> and <i>act</i> on feedback?	
.....?	

- ***What is your evidence for your judgements?***
- ***How could you collect better data?***
- ***How could you help your students improve?***

- How could you re-design a history lesson so that you deliberately stretched your students' sceptical appraisal muscles?

Two lessons



- What skills of learning?
- What 'job' as a learner?
- What conception of knowledge?



Two lessons



- Transcribing, accepting, solo studying, recalling, being right



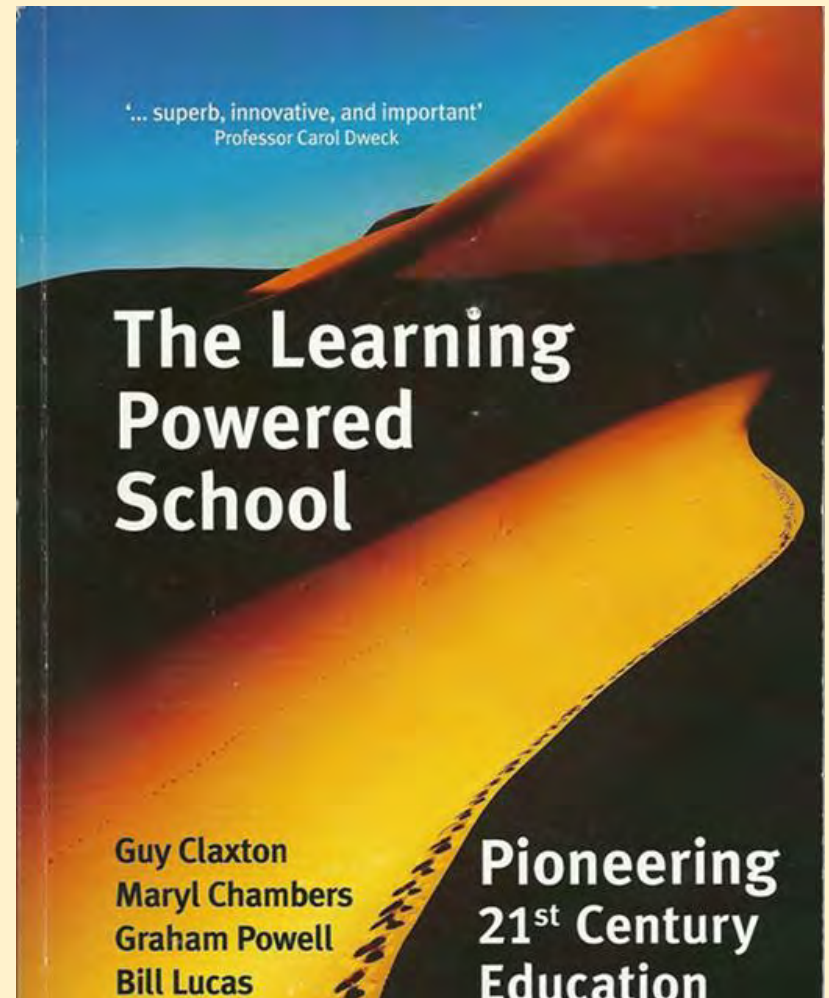
- Discussing, appraising, collaborating, empathising,

What is BLP?

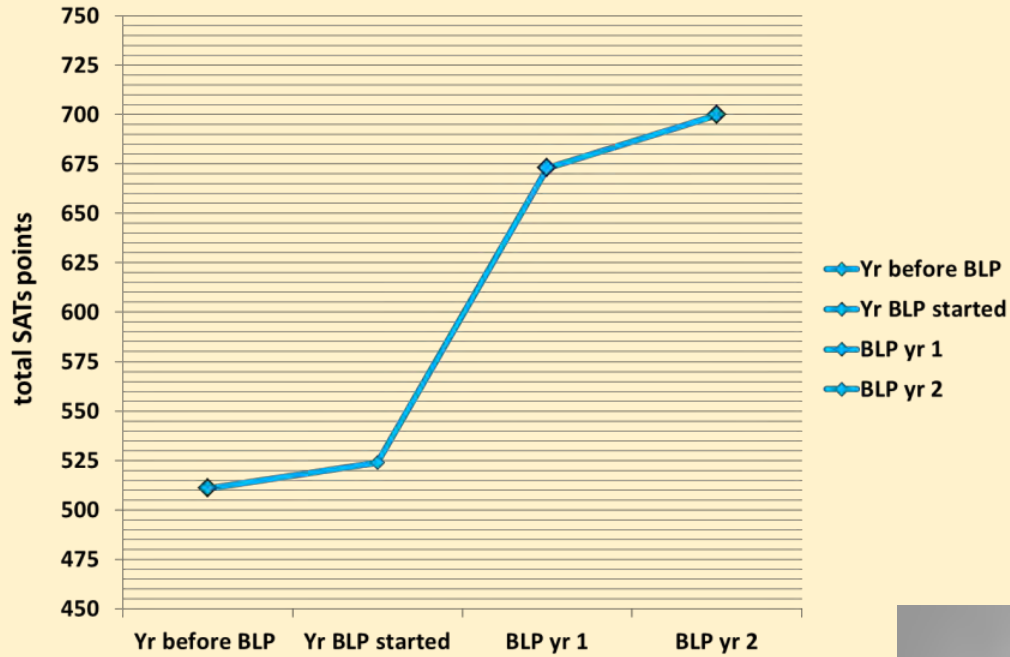
- Deliberately expanding the *range of valued outcomes* of schooling to include such qualities of mind
 - Especially responding to difficulty and uncertainty
- Gradually evolving **teaching habits** and **learning cultures** to achieve these goals
 - Coaching teachers and checking progress
- Whilst maintaining and **improving conventional achievement**

Benefits of BLP

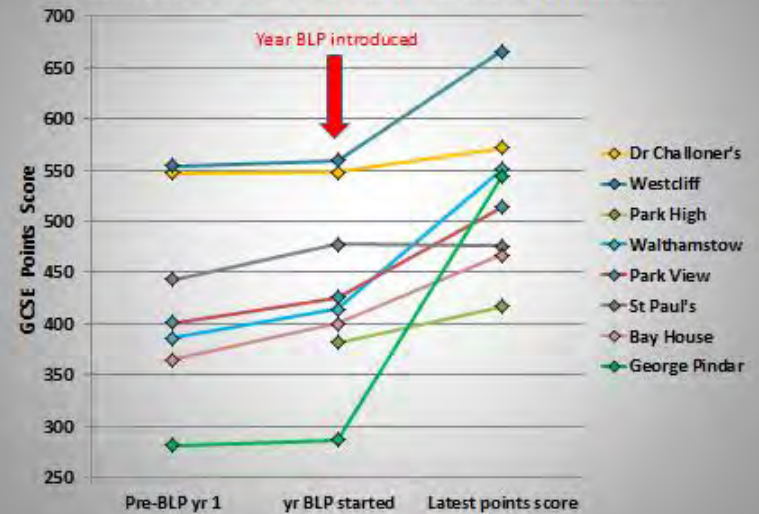
- Raised results
- PLUS
- better preparation for university / life
- PLUS
- More satisfying teaching



Combined Key Stage 2 total SATs points for primary schools with 3 years BLP experience

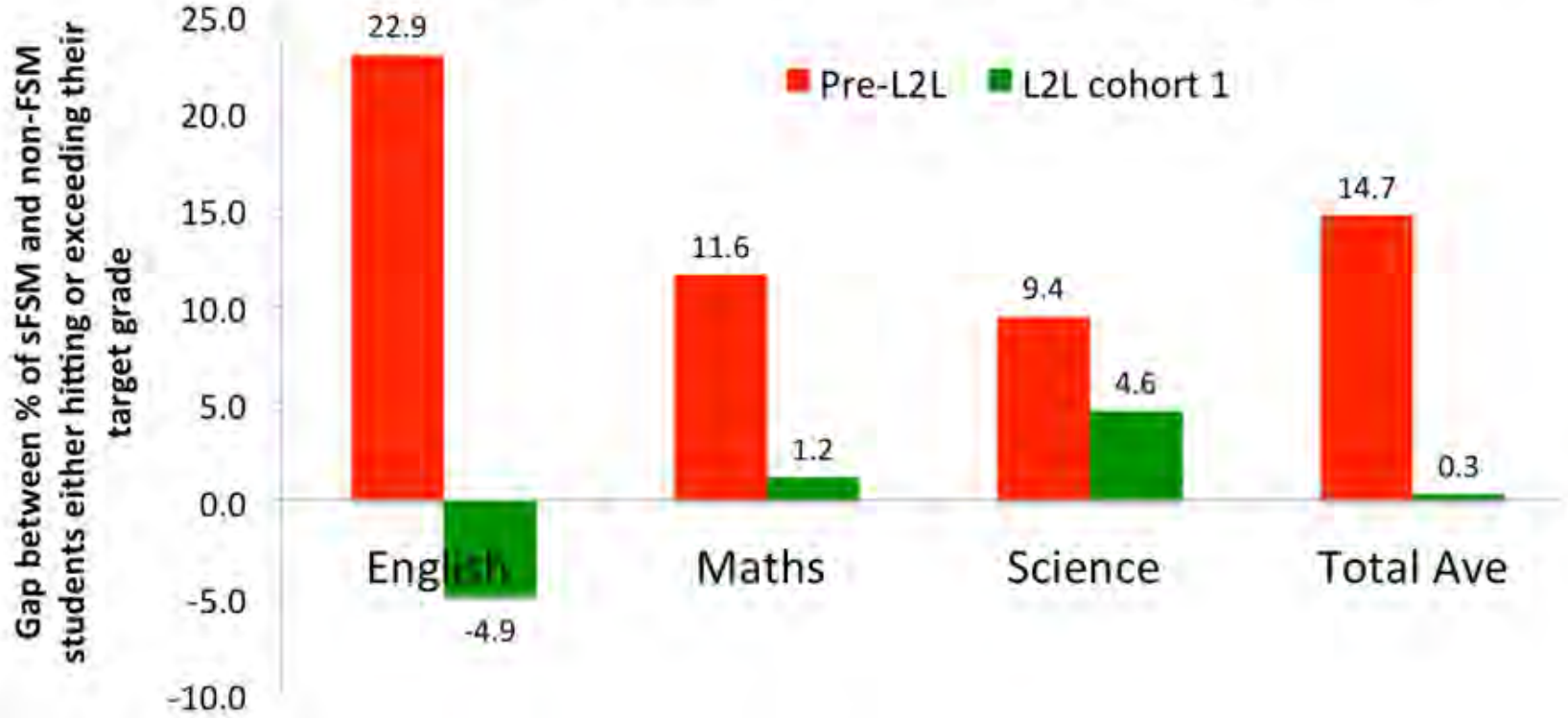


GCSE points score for BLP schools for 1 year before start of BLP; start of BLP and latest points score

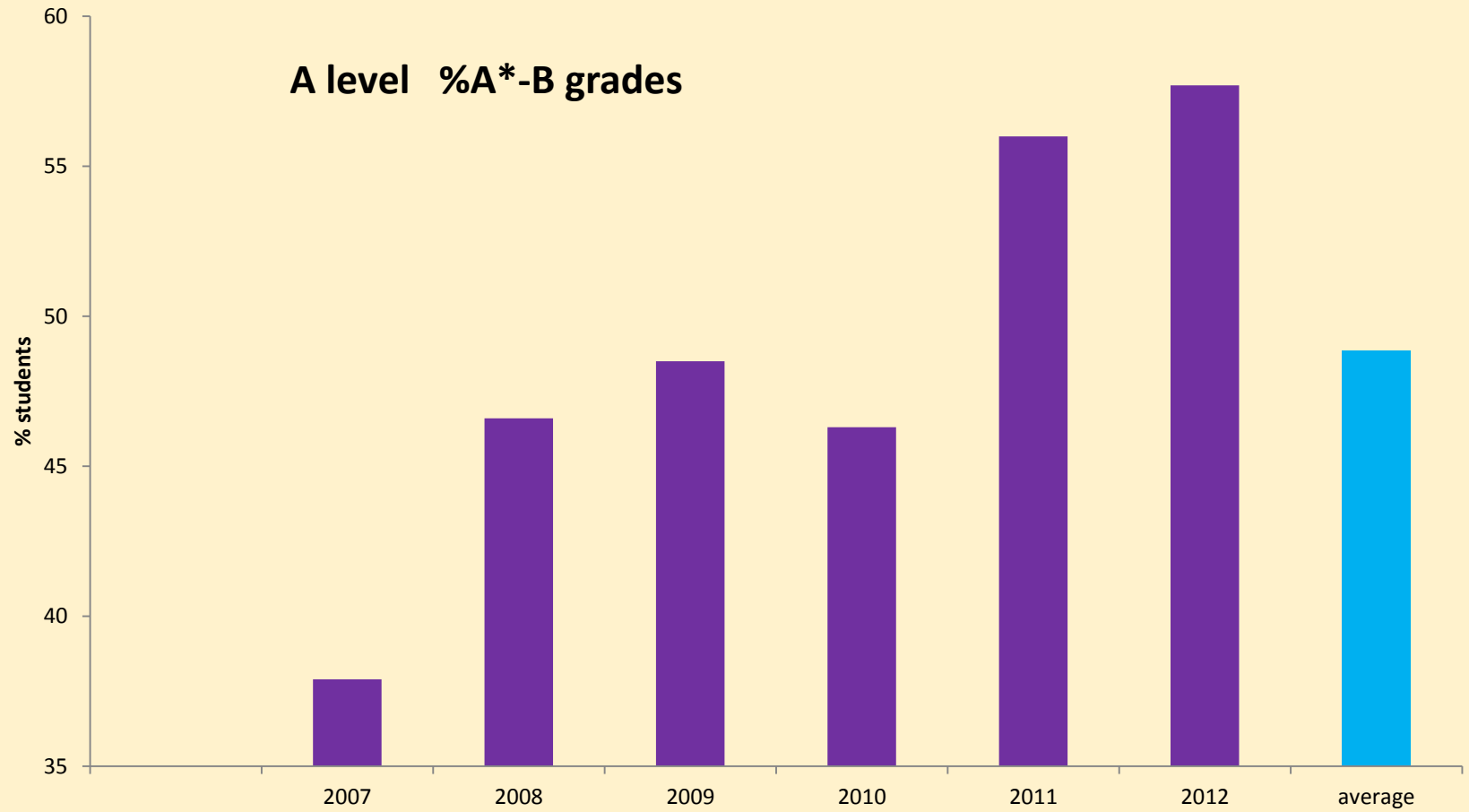


CLOSING THE GAP: Year 9 subject attainment (Core subjects only)

The gap between % of students hitting or exceeding target grade: FSM vs non-FSM
Pre-L2L cohort (current Y11) vs L2L cohort 1 (current Y10)



Gordonstoun



- “Through a focus on developing key learning skills rather than merely knowledge [acquisition], the ***A level results have risen steadily from 38% A*-B in 2007 to 60% A*-B*** in 2012 without any change in the standard of intake.”
- “Of all the GCSE papers taken in 2012, ***81% were at least one grade higher than baseline testing*** had predicted.”
- “It is clear that [BLP] has given Gordonstoun students a...focus on how they might improve the ***key skills they will need to be better learners equipped for life.***”

- Paul Sanderson, Director of Teaching and Learning, Gordonstoun

Epistemic apprenticeship

The ICE Age School

- Retention
- Discussion
- Justification
- Calculation
- Tight manipulation
- ‘Knocking out small essays’
- Accepting criticism
- Achieving targets
-

The ACE Age School

- asking interesting questions;
- checking what we are told;
- thinking on our feet;
- designing our own learning;
- making good use of resources;
- harnessing our imaginations;
- unearthing problems;
- being bold and trying new things;
- helping ourselves when we are stuck;
- checking and improving our own work;
- seeking and valuing feedback;
- working well in different groups;
- listening carefully and respectfully;
- concentrating despite distractions;
-

**We know how to do
it**

PS... And get good results at the same time!

Naming and Aiming

Adopting your Desired
Outcomes of Education

The Expansive School

- asking interesting questions;
- checking what we are told;
- thinking on our feet;
- designing our own learning;
- making good use of resources;
- harnessing our imaginations;
- unearthing new problems;
- being bold and trying new things;
- helping ourselves when we are stuck;
- checking and improving our own work;
- seeking and valuing feedback;
- working well in different groups;
- listening carefully and respectfully;
- concentrating despite distractions;

Use the language all the time

e.g. how you write reports...

Jake is getting better at

- bringing his own questions into class, asking when he doesn't understand, working with a range of others, thinking things through, seeing how he can improve what he's done...

Ruby is becoming more

- resilient in the face of difficulty, imaginative in her writing, thoughtful about her own work, sceptical about what she reads, careful in her checking, willing to push herself...

Setting the tone

Raising engagement and effort

- No Put Down Zone
- Q – WAIT – PICK: esp Why and How questions
- Try 3 before me / brain-book-buddy-boss
- The STUCK poster
- 2 Stars and a Wish for your partner
- Spot your own mistakes
- Display Work-In-Progress
- Learning-focused quotes and heroes
- A Wonder Wall

THINGS TO TRY IF YOU GET STUCK:

- **Ask a friend**
- **Read the question again**
- **Use a number line**
- **Split the question up**
- **Ask yourself - What do I know already that could help me?**
- **Use a reference book**
- **Use a dictionary**
- **Check the internet**
- **Share the problem**
- **Go for another question and come back to the bit you are stuck on later**



Embedding —

**targeting the learning
muscles**

Split-screen activities

259

"What I did wrong" checklists

MY WORK PROGRESS IN MATHEMATICS

WHERE I LOST MARKS	Title of Work & Marks		
1. I did not answer all the questions			
2. Some of my answers were wrong			
3. I did not show working out where I should have			
4. I left out some important things, e.g. signs (+, -, x, ÷)			
5. I did not copy out numbers correctly			
6. My work was messy and untidy. Numbers were not clearly written. Work was not well organised.			
7. My addition, subtraction, multiplication or division was poorly done. Write in which one(s), using x, +, - :.			
8. I did not read the questions carefully			
9. I did not understand the work and did not see the teacher for help			
10. I rushed through my work			
11. It was not my best work. I could have done better. How?			

Figure 10.19 What I did wrong checklist

General learning checklists

- Teaching

- Science and questioning
- History and empathy
- English and risk-taking
- Maths and self-evaluating
- PE and imitating



Remember...

- Getting students to *use* a learning habit is not the same as getting them to *stretch* it
- Having busy happy children is not the point



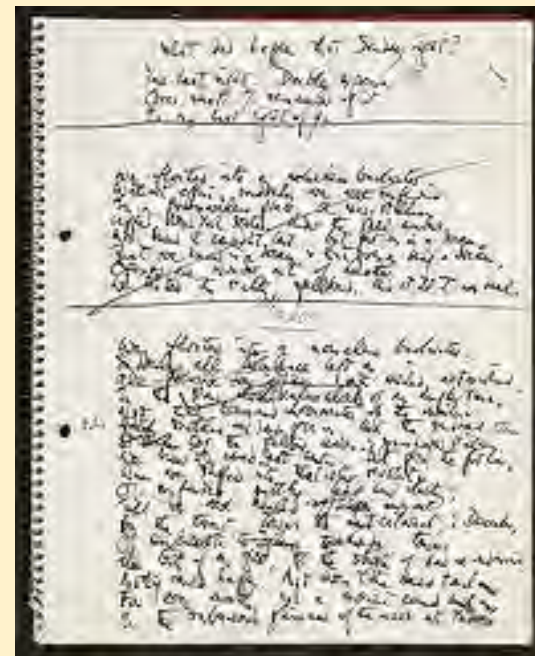
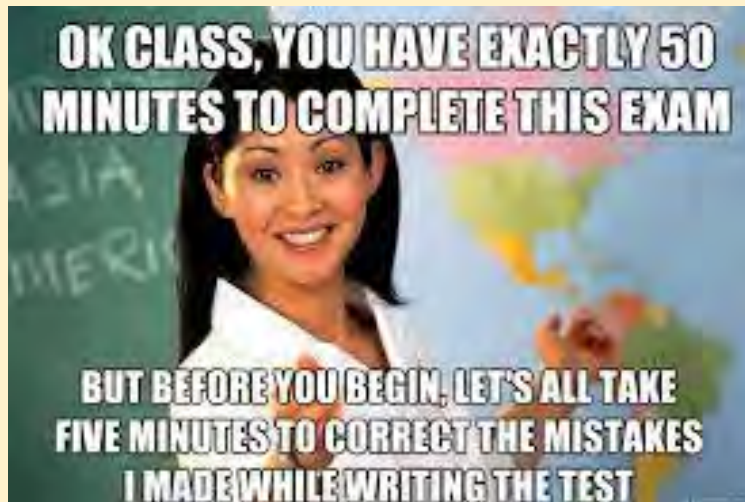
Embodying —

language and modelling

Being a model learner



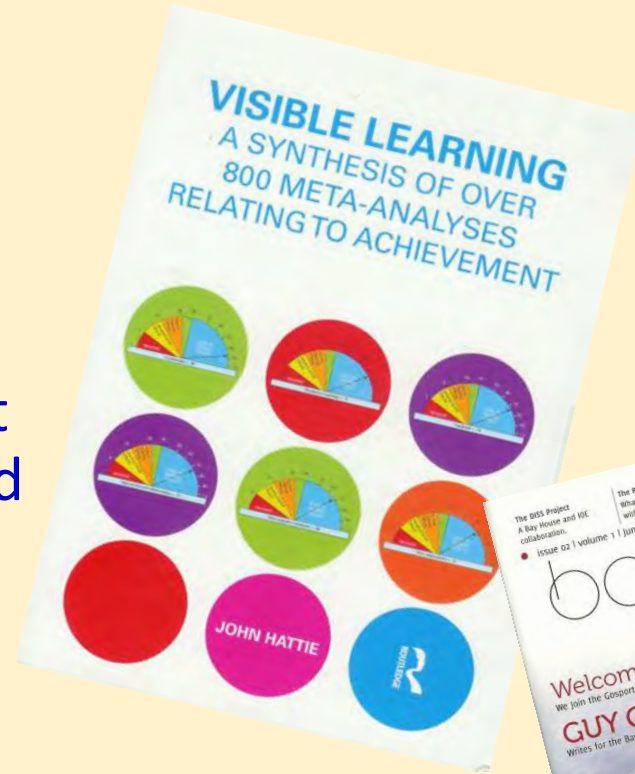
- Teaching aloud
- Visible projects
- Notice my fallibility
- Your learning life



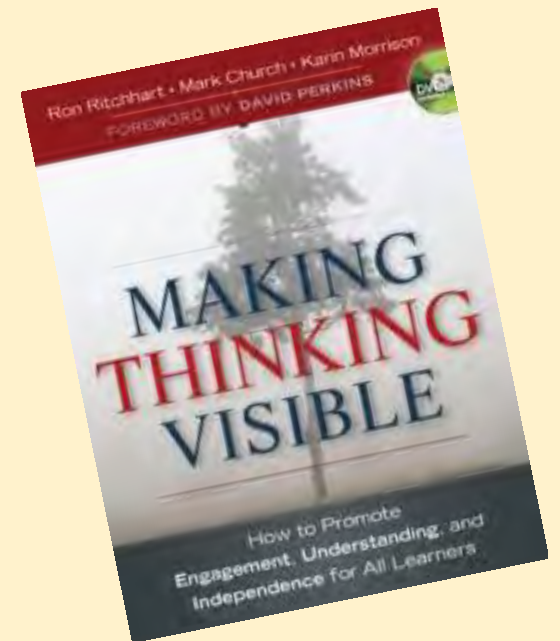
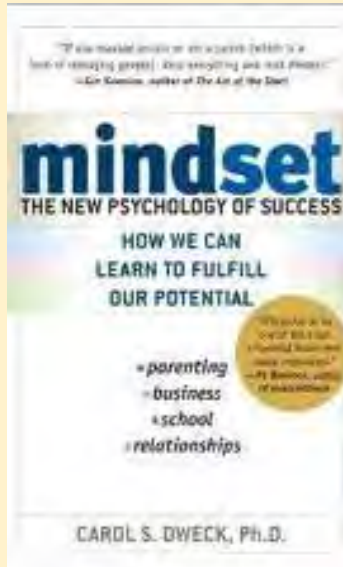
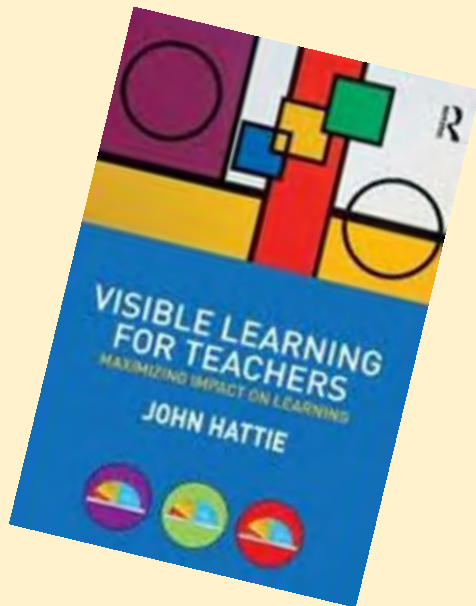
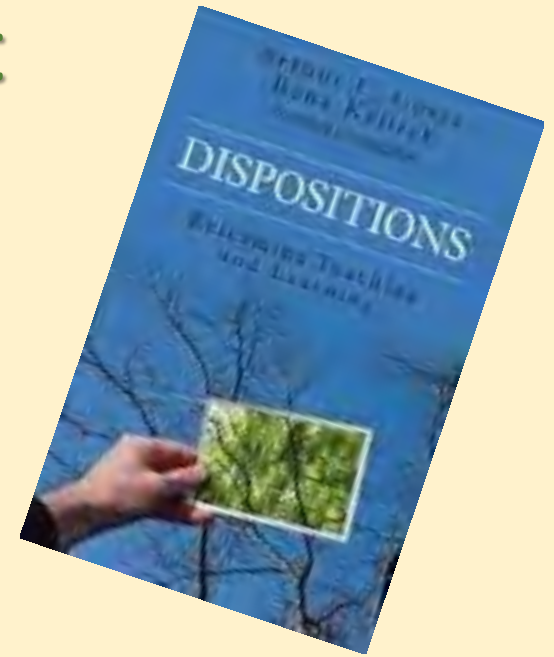
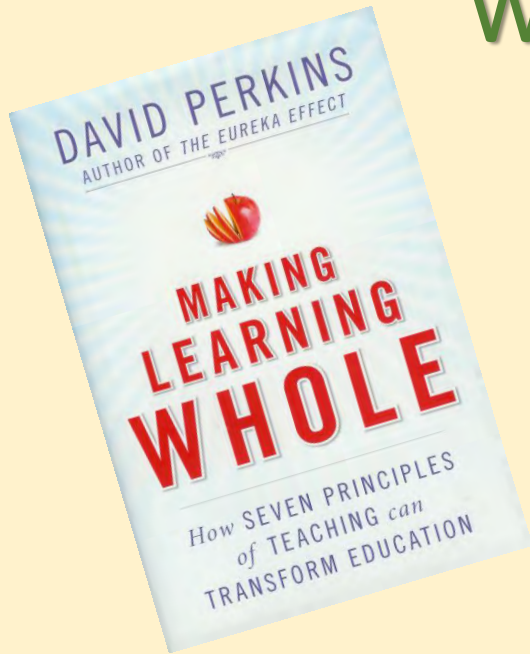
Extending – Staff culture and CPD

Building an inquisitive staff community

- “The biggest effects on pupils’ achievement occur when teachers become learners about their own teaching, and when pupils become their own teachers.”
 - Professor John Hattie



We know how to do it



What stops us?

- Political interference
 - Fatigue
 - Cynicism
 - Forgetfulness...
-
- The true purpose of education is to help all young people find what they love doing and want to be great at, and fill them with the confidence and learning power they will need to grow into their passions.
 - That makes for a happy and productive life.



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- Ireland, Argentina, Dubai, Poland, Brazil, USA, China, Indonesia, Australia, South Africa, New Zealand, Thailand...