

THE LEARNING POWER APPROACH

Teaching learners to teach themselves

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- Thinking on your feet
- Learning agility
- Floundering intelligently
- Cambridge
- Google
- Pearson
- PWC
- Ernst and Young

How you think and learn matters more than what you know

Learning habits matter

- "Achievement tests predict only a small fraction of the variance in later-life success."
- "They do not adequately capture such qualities as perseverance, self-control, attentiveness, resilience to adversity, openness to experience, empathy and tolerance of diverse opinions."
- "QoLMs have strong effects on educational attainment...but have additional effects on important life outcomes beyond their effects on schooling."
- "These habits can be enhanced, and there are proven and effective ways to do so."

– James Heckman et al, *Improving Non-Cognitive Skills to Promote Life Success*, OECD 2013

The Learning Power Approach

- Helping all young people to become confident, capable learners, able to choose, design, research, trouble-shoot and evaluate learning for themselves, alone and with others, in school and beyond
- Education is for life, not just for college
- We won't always be there!

How to improve numeracy Our teacher

1. gives us problems that require us to think for an extended time **perseverance**
2. gives us problems that can be solved in several different ways **agility**
3. asks us to decide on our own procedures for solving complex problems **independence**
4. presents problems that have no immediately obvious method for finding the answer **resourcefulness**
5. presents problems that require us to apply what we have learned in new contexts **transference**

- Always/often "is significantly related to high maths achievement, and greater interest/engagement, across all pupils"
- AND
- "Pupils with low and medium socioeconomic status (SES) profit most from having high levels of cognitive activation in their maths lessons"
- YET
- "Lower-achieving pupils report undertaking such activities less often"
- BECAUSE
- "their teachers may not believe lower ability pupils are able to cope with the cognitive demand"

Some Qualities of the Learning Mind

- Curious / Adventurous
- Determined / Disciplined
- Resourceful / Agile
- Imaginative
- Critical
- Craftsmanlike
- Reflective
- Collaborative

From teller to mind coach

Designing learning to build the Qualities of the Learning Mind explicitly, progressively, demonstrably

Level 2 Design Principles: Enjoy the Struggle

- 1. Hard is Fun: trickiness is interesting**
Teacher talk; tricky games
- 2. Notice the Sweet Spot: feel the stretch**
Traffic lights; Riskometer
- 3. Choose Your Challenge: the menu of difficulty**
How many chillis today? Dive marking
- 4. Move the Pin: customising tasks**
Football training; flexible worksheet
- 5. Smart and Sloppy Mistakes: smart is good!**
Mistake of the week!
- 6. Self-correction: find and fix your own mistakes**
Teacher's code; work together
- 7. Delayed rescue**
Try 3 before me; Have another think

"Learning at Landau"

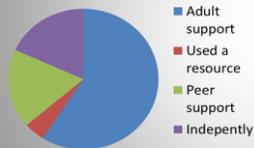


Do I like it? Could we do it?

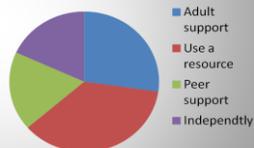
- 'Developing the habits of effective learning'
- The 'student voice team'
- 'We look forward to getting you stuck'
- 2 hour lessons / 'no set breaks'
- Term-long cross-curricular projects
- Students running staff development sessions
- 'We've been part of the development of a coaching culture' (peer mentoring)
- Students plan parental consultations
- 'Learning sessions, not lessons', 'extension, not homework'

Checking the impact of stuck strategies 6 weeks after first introducing them

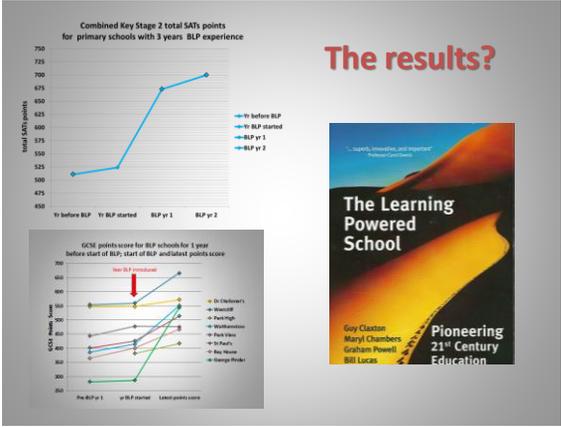
How the children
overcame a challenge
Before



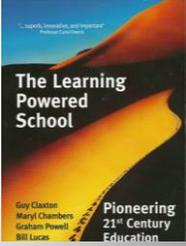
How the children overcome a
learning challenge
Now



Victoria Junior School, Workington



The results?



Are we serious?

“Cambridge International Examinations prepares students for life, helping them develop an informed curiosity and a lasting passion for learning”

The powerful learner of the future

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