Dr James Mannion

Director, Rethinking Education
Associate, Centre for Educational Leadership, UCL Institute of Education
Associate, Oracy Cambridge

@RethinkingJames  james@rethinking-ed.org

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
“What’s the one thing you would change about your pupils?”
“I want them to be less needy”

“I want them to be more independent”

“To be more proactive/confident”

“I wish they would have more self-belief”

“I want to stop having to spoon-feed them quite so much”

“The resident evil of fear of failure”

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
LEARNER EFFECTIVENESS
and the transformational power of oracy

1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What’s in the Learner Effectiveness Programme?
4. Evidence of impact

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
LEARNER EFFECTIVENESS

and the transformational power of oracy

1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What’s in the Learner Effectiveness Programme?
4. Evidence of impact
THE LEARNER EFFECTIVENESS PROGRAMME

3 STRUCTURAL ELEMENTS:

1. **Timetabled lessons**
   - Y7: 5 lessons / week
   - Y8: 3 lessons / week
   - Y9: 5 lessons / fortnight

2. **Embedded across the curriculum**
   - Shared teaching strategies
   - Shared language of learning

3. **Strategies for transfer**
   - Transfer out (of *Learning Skills*)
   - Transfer in (to subject learning)
THE LEARNER EFFECTIVENESS PROGRAMME

3 STRUCTURAL ELEMENTS:

1. **Timetabled lessons**
   - Y7: 5 lessons / week
   - Y8: 3 lessons / week
   - Y9: 5 lessons / fortnight

2. **Embedded across the curriculum**
   - Shared teaching strategies
   - Shared language of learning

3. **Strategies for transfer**
   - Transfer out (of Learning Skills)
   - Transfer in (to subject learning)

3 KEY CONCEPTS

- Metacognition
- Self-regulation
- Oracy

8-YEAR STUDY:

- Mixed-methods evaluation
- 4 cohorts of students, Y7 → Y11
- Primary outcome measure: student attainment in subject learning across the curriculum
1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What’s in the Learner Effectiveness Programme?
4. Evidence of impact
<table>
<thead>
<tr>
<th>Toolkit Strands</th>
<th>Cost</th>
<th>Evidence</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognition and self-regulation</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+7</td>
</tr>
<tr>
<td>Reading comprehension strategies</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+6</td>
</tr>
<tr>
<td>Oral language interventions</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+6</td>
</tr>
<tr>
<td>Feedback</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+6</td>
</tr>
<tr>
<td>Mastery learning</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+5</td>
</tr>
<tr>
<td>Collaborative learning approaches</td>
<td>⬠ ⬠</td>
<td>⬠ ⬠</td>
<td>+5</td>
</tr>
</tbody>
</table>

- Development cost: Very high impact for very low cost based on extensive evidence.
- Evidence strength: High impact for very low cost based on limited evidence.
- Impact (months): +7
Flavell (1979): We learn to control our thinking by monitoring our knowledge, and our thinking, about:

- People (self and others)
- Tasks
- Strategies

Watkins (2001): Metacognition is ‘awareness of thinking processes and ‘executive control’ of such processes’

Put simply: Metacognition is monitoring and controlling your thought processes
NARROW vs. BROAD CONCEPTIONS OF METACOGNITION
NARROW vs. BROAD CONCEPTIONS OF METACOGNITION

Narrow

• Understanding strengths and weaknesses
• Strategies to help you remember, e.g. mnemonics
• Study skills and exam techniques

Broad

“The ideas currently brewing in this area could someday be parlayed into a method of teaching children (and adults) to make wise and thoughtful life decisions, as well as to learn better in formal educational settings.” (Flavell, 1979)
Bandura (1986): the process of influencing the external environment through our emotions and behaviours

Dinsmore et al (2008): metacognition has a ‘clear ’cognitive orientation’ while self-regulation is more concerned with ‘human action’

Put simply:

Self-regulation is monitoring and controlling your feelings and behaviours
Self-regulated learning is the application of metacognition and self-regulation to learning.
THE ‘FROG MODEL’ OF METACOGNITION

Self-regulated learning

Metacognition
Monitoring and controlling your thought processes

Self-regulation
Monitoring and controlling your feelings and behaviours

Knowledge
Self-efficacy
Oracy
Agency
Motivation

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
WHAT DOES SELF-REGULATED LEARNING LOOK LIKE IN PRACTICE?

‘These learners are **proactive** in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies... These learners monitor their behaviour in terms of their goals and **self-reflect** on their increasing effectiveness. This enhances their **self-satisfaction** and **motivation to continue to improve** their methods of learning.’

(Zimmerman, 2002)
LEARNER EFFECTIVENESS

and the transformational power of oracy

1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What’s in the Learner Effectiveness Programme?
4. Evidence of impact
LEARNER EFFECTIVENESS IS MULTIDIMENSIONAL...

**Cognitive**
(learning, remembering, thinking, forgetting…)

**Metacognitive**
(monitoring and controlling your thought processes)

**Behavioural**
(how students act, interact, manage distractions etc)

**Social**
(verbal & non-verbal communication, peer relations)

**Physical**
(how students feel in their bodies – e.g. anxiety, tension, excitement…)

**Emotional**
(how students feel about learning/subjects/themselves)

---

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
WHAT’S IN THE LEARNER EFFECTIVENESS PROGRAMME?

**METACOGNITION**
- Learning journals
- Meditation / guided visualisations
- Shared language of learning
- Transfer plenaries
- Think-alouds
- Flipping the script
- Weekly reviews
- Thinking and Reasoning Skills

**SELF-REGULATION**
- Circle time sessions
- Check in and take action
- Mind/body/breath techniques
- Self-control (e.g. 7 day challenge)

**ORACY**
- Talk rules
- Talk goals
- Paired talk / group talk
- Teaching listening skills
- Talking points
- Philosophy circles
- Formal structured debates
- Presentational talk / rhetoric

**SELF-REGULATED LEARNING**
- Half-termly projects – teachers stepping back
- Agency / student choice
- Peer / self-assessment
- Weekly reviews

*Cambridge Schools Conference, March 2024*

Effective communication: from competence to confidence
## The Year 7 Learner Effectiveness Programme

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project-based learning</td>
<td>Project-based learning</td>
</tr>
<tr>
<td>2</td>
<td>Project-based learning</td>
<td>Project-based learning</td>
</tr>
<tr>
<td>3</td>
<td>Project-based learning</td>
<td>Project-based learning</td>
</tr>
<tr>
<td>4</td>
<td>Philosophy circle</td>
<td>Philosophy circle</td>
</tr>
<tr>
<td>5</td>
<td>Oracy (speaking and listening)</td>
<td>Meditation → Reflective journals</td>
</tr>
</tbody>
</table>
# YEAR 7 PROJECTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Half-term</th>
<th>Project title</th>
<th>Individual or group?</th>
<th>Central themes</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>Who am I?</td>
<td>I</td>
<td>Identity/organisation</td>
<td>Project artefacts &amp; presentation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Christmas Market</td>
<td>G</td>
<td>Collaboration/interpersonal</td>
<td>Christmas Market stall</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Independent research</td>
<td>I</td>
<td>Study skills/public speaking</td>
<td>Oral presentation (individual)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Debating</td>
<td>I &amp; G</td>
<td>Debating/public speaking</td>
<td>A series of class debates</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Group research</td>
<td>G</td>
<td>Study skills/interpersonal</td>
<td>Oral presentation (group)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Teaching others</td>
<td>G</td>
<td>Collaboration/organisation</td>
<td>Lessons taught to year 6 at open day</td>
</tr>
</tbody>
</table>

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
LEARNER EFFECTIVENESS
and the transformational power of oracy

1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What’s in the Learner Effectiveness Programme?
4. Evidence of impact
EVIDENCE FOR SELF-REGULATED LEARNING: THE LEARNER EFFECTIVENESS PROGRAMME

Pre-L2L (n=148)  L2L cohort 1 (n=118)

% students hitting or exceeding target

Whole year  non-PP  PP

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
EVIDENCE FOR SELF-REGULATED LEARNING:
THE LEARNER EFFECTIVENESS PROGRAMME

92% reduction in disadvantage gap at KS3
“When you’re in Learning Skills you learn how to do things that you can use in other lessons. And you learn how to be more confident and what you learn sticks with you, and teaches you to act the same in other lessons.

I was really disappointed when I found out that we aren’t going to have Learning Skills this year. But then I thought back to last year, and I thought about everything I have learned and how I can use that in lessons. And it kind of sticks with you and then it becomes a part of you."

(Zena, Learning Skills student, Y8)
‘Learning Skills has helped me so much. It’s taught me to stand up for myself and what I want to say is important. I have found my voice and I think more harder than I ever have in using the right language.’

‘The thing I am most proud of this year is the “Who am I” project because I learnt how to stand up in front of a big group of people confidently.’

‘The thing I am most proud of from my first year at Sea View is confidence because I’m a lot smarter [and] I can speak up more.’

‘Now I have the courage to speak in all of my classes.’

‘Learning Skills has helped me learn better in subjects because I’ve got a lot more confident.’
Metacognition, self-regulation, oracy: A mixed methods case study of a complex, whole-school Learning to Learn intervention

PhD thesis
James William Mannion
Hughes Hall

Supervisor: Neil Mercer       Advisor: Ruth Kershner
Examiners: Steve Higgins and Pete Dudley

Date of submission: March 2018

This dissertation is submitted for the degree of Doctor of Philosophy.
I must not fear.

Fear is the mind killer.

Fear is the little death that brings total obliteration.

I will face my fear.

I will permit it to pass over me and through me.

And when it has gone past,

I will turn the inner eye to see its path.

Where the fear has gone there will be nothing.

Only I will remain.

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
THE LEARNER EFFECTIVENESS PROGRAMME

• Piloted in a UK secondary school
• Implemented in a range of contexts:
  
  • Early years → universities
  • SEMH boys’ school
  
  • Schools in areas of high disadvantage
  • Elite international colleges
  
  • Workplaces
  • Refugee camps
  
  • China, Australia, Dominican Republic, Norway, Italy, Cambodia, Wales, Holland, South Africa…

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence
1. CURRICULUM PLANNING
   - Working with the teaching team

2. WHOLE STAFF TRAINING
   - Metacognition, self-regulation, oracy, SRL

3. IMPLEMENTATION AND IMPROVEMENT PLANNING
   - Assemble a ‘slice team’

→ Visit rethinking-ed.org
LEARNER EFFECTIVENESS
and the transformational power of oracy

Dr James Mannion
Director, Rethinking Education
Associate, Centre for Educational Leadership,
UCL Institute of Education
Associate, Oracy Cambridge

@RethinkingJames  james@rethinking-ed.org

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence