

Explaining

You are overt about learning dispositions by introducing learners directly and explicitly to the four Rs of learning power, and training students in how to use them.

Explaining is made up of . . .

Informing

Providing information about the overall purpose of learning in the classroom and about what learning power consists of, and how it grows.

Reminding

Drawing attention to and prompting about specific aspects of learning power at regular intervals; keeping the ideas fresh.

Discussing

Discussing how to develop learning power and inviting contributions to principles and practices that will inform classroom culture; sharing the inquiry with students.

Training

Directing ways to build learning capacities through specific tips and techniques; inviting critical reflection, and customising.

Orchestrating

You orchestrate resources, the environment and activities in order to develop learning dispositions. Your schemes of work are written with the four Rs in mind, and each learning activity is designed to enhance one or more of the learning capacities.

Orchestrating is made up of . . .

Selecting

Choosing ways of working and designing activities that will encourage and enhance both curriculum content and learning power.

Framing

Clarifying the learning power expectations behind all classroom activities, in collaboration with students.

Target setting

Helping learners set and monitor their own targets for improving their learning power; using and improving self-evaluation.

Arranging

Deploying the resources and arranging the environment in ways that support the development of learning power; making creative use of space and time.

Commentating

You commentate on your students' learning power through informal talk and formal or informal evaluations. You draw attention to the progress they have made, and to further action that they could take to build learning capacities.

Commentating is made up of . . .

Nudging

Asking exploratory questions that skilfully move learners onwards in developing themselves as learners. 'how come?', 'what if?', 'how else?'

Replying

Providing written or spoken feedback that encourages further explorations in learning.

Evaluating

Commenting on learning and its outcomes in ways that encourage students to develop the habit of self-evaluation and the creation of targets.

Tracking

Capturing the progress each student makes in developing their learning power over time.

Modelling

Above all, you model being a learner. You encourage a collective commitment to learning by getting stuck, trying things out, making mistakes, etc. – in the same way as your students. The shared experience is contagious.

Modelling is made up of . . .

Reacting

Responding to the unexpected with curiosity – saying you don't know and not feeling you have to be the infallible fount of all knowledge.

Learning aloud

Encouraging learners' willingness to explore and tolerate uncertainty by learning and thinking in front of the class.

Demonstrating

Showing that your learning includes diverse activities such as drafting, experimenting, sketching and reflecting.

Sharing

Showing you value learning and are confident in yourself as a learner by sharing your past and present learning endeavours with your learners.

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