



BUILDING LEARNING POWER

Building Learning Power (BLP) is an approach to learning that we have begun to implement at Acle Academy. This approach was created by Professor Guy Claxton and is pioneered by The Learning Organisation. It is based on the idea that we are all capable of becoming better learners. BLP applies this idea directly to the work of teachers in the classrooms, to provide a practical framework for fostering lifelong learning in all young people.

At Acle Academy, our teaching and learning ethos is built on creating independent, active and curious learners. BLP allows us to nurture this ethos and build students' learning power through a variety of strategies and techniques.

The BLP Ambition

Building learning power is about helping young people to become better learners, both in school and out.

It is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. Building Learning Power embraces preparing students not just for exam results but for lifelong learning. To thrive in the 21st century, it is not enough to leave school with a clutch of examination certificates. Students need to have learnt how to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive.

Three Core Beliefs

Building Learning Power is based on three fundamental beliefs

1. BLP believes that the core purpose of education is to prepare young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity
2. BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they would really love to be great at, and strengthening their will and skill to pursue them.
3. This confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.

These three core beliefs are particularly relevant in societies that are full of change, complexity, risk, opportunity and individual opportunity for making your own way in life.

Key Principles

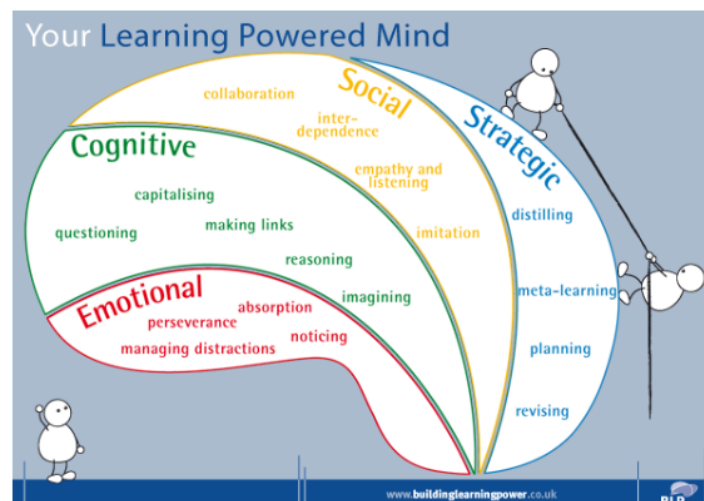
- It is a learning culture that encourages students and teachers to become better learners
- It allows students to approach difficulties in learning without fear of failure
- It develops confidence
- It is not additional to teaching but should be grounded within everyday teaching and learning
- It gives clear labels for the students to use to develop understanding of learning processes

The 4 Rs of Building Learning Power

Building Learning Power is based upon four dispositions (4 Rs) which are like a group of "learning muscles". Just as we can build our physical muscles with the right kind of exercise, learning muscles can also be developed and can grow in strength and stamina.

- **Resilience**- not giving up,
- **Resourcefulness**- -being able to use a range of learning strategies and knowing what to do when you get stuck,
- **Reflectiveness**- being able to think about yourself as a learner and how you might be able to do this better,
- **Reciprocity**- -being able to learn with and from others, as well as on your own.

These dispositions are then split into seventeen learning 'muscles' or 'habits' that students are encouraged to 'stretch' within their everyday lessons and activities and apply to different aspects of their learning.



Building Learning Power - Learning Habits

<p style="text-align: center;">Resilience</p> <p style="text-align: center;">The emotional aspects of learning Feeling</p>	<p style="text-align: center;">Resourcefulness</p> <p style="text-align: center;">The cognitive aspects of learning Thinking</p>	<p style="text-align: center;">Reflectiveness</p> <p style="text-align: center;">The strategic aspects of learning Managing</p>	<p style="text-align: center;">Reciprocity</p> <p style="text-align: center;">The social aspects of learning Relating</p>
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<p style="text-align: center;">Absorption</p> <p>Being able to lose yourself in learning - becoming absorbed in what you are doing; rapt and attentive in a state of 'flow'.</p>	<p style="text-align: center;">Questioning</p> <p>Asking questions of yourself and others. Being curious and playful with ideas - delving beneath the surface of things.</p>	<p style="text-align: center;">Planning</p> <p>Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.</p>	<p style="text-align: center;">Interdependence</p> <p>Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.</p>
<p style="text-align: center;">Managing Distractions</p> <p>Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.</p>	<p style="text-align: center;">Making Links</p> <p>Seeing connections between disparate events and experiences - building patterns - weaving a web of understanding.</p>	<p style="text-align: center;">Revising</p> <p>Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.</p>	<p style="text-align: center;">Collaboration</p> <p>Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strengths of teams.</p>
<p style="text-align: center;">Noticing</p> <p>Perceiving subtle nuances, patterns and details in experience.</p>	<p style="text-align: center;">Imagining</p> <p>Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering <i>What if...?</i></p>	<p style="text-align: center;">Distilling</p> <p>Looking at what is being learned - pulling out the essential features - carrying them forward to aid further learning; being your own learning coach.</p>	<p style="text-align: center;">Empathy and Listening</p> <p>Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.</p>
<p style="text-align: center;">Perseverance</p> <p>Keeping going on in the face of difficulties, challenging the energy of frustration productively. Knowing what a slow and uncertain process learning often is.</p>	<p style="text-align: center;">Reasoning</p> <p>Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'</p>	<p style="text-align: center;">Meta - Learning</p> <p>Knowing yourself as a learner - how to learn best; how to talk about the learning process.</p>	<p style="text-align: center;">Imitation</p> <p>Constructively adopting methods, habits or values from other people whom you observe.</p>

	<p style="text-align: center;">Capitalising Drawing on the full range of resources from the wider world - other people, books, the internet, past experience, future opportunities.</p>		
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Making Learning Habits Visible



How can Parents help build learning power at home?

Draw attention to, and model, positive learning habits:

Resilience

- Demonstrate/model sticking at things even if they are difficult
- Talk about how you feel when you are taking on challenges

- Praise your child when they persevere but also encourage them to take a break when they have had enough
- Help them to find interests and activities that are really absorbing
- Talk with them about what help them to concentrate and manage distractions

Resourcefulness

- Encourage questions
- Demonstrate making links between different ideas
- Don't allow your child's imagination to shrivel up!
- Help them to find ways of using resources such as reference books, dictionaries, the Internet

Reflectiveness

- Encourage them to take responsibility for preparing for school
- Ask not what they did at school, but what they learned
- Help them to think about, and plan, activities
- Encourage flexibility and the ability to change a plan if necessary

Reciprocity

- Demonstrate/model being a good learner
- Work and learn alongside your children, enabling them to pick up good habits through imitation

Which area of Building Learning Power do you need to develop?

Why not follow the link to our student questionnaire that helps identify which learning disposition you have strengths in and which dispositions you would benefit from developing.

If you would like to find out more about Building Learning Power, please visit

<http://www.buildinglearningpower.co.uk/>