HOW BOYS LEARN BEST

What is learning power?
• Resilience
  • Absorption
  • Managing Distractions
  • Noticing
  • Perseverance
• Resourcefulness
  • Questioning
  • Making Links
  • Imagining
  • Reasoning
  • Capitalising
• Reflectiveness
  • Planning
  • Revising
  • Distilling
  • Meta Learning
• Reciprocity
  • Interdependence
  • Collaboration
  • Empathy & listening
  • Imitation

How teachers build learning power
• Explaining
  • Informing
  • Reminding
  • Discussing
  • Training
• Orchestrating
  • Selecting
  • Framing
  • Target setting
  • Arranging
• Commentating
  • Nudging
  • Replying
  • Evaluating
  • Tracking
• Modelling
  • Reacting
  • Learning Aloud
  • Demonstrating
  • Sharing
Students’ Learning Power

- **Resilience**
  - Likes a challenge
  - Is not afraid of finding things hard
  - Gets ‘lost’ in learning
  - Makes accurate descriptions and observations
  - Minimises negative distractions
  - Sticks at things despite difficulties

- **Reflectiveness**
  - Sorts out what needs to be done
  - Likes to organise their work
  - Takes stock to make sure work is on track
  - Anticipates blocks and obstacles
  - Pulls out key points from experience
  - Can talk about their learning process

- **Resourcefulness**
  - Is curious about possibilities
  - Likes to get to the bottom of things
  - Likes to see how things fit together
  - Is logical and systematic
  - Makes the most of a range of learning resources
  - Enjoys using imagination

- **Reciprocity**
  - Works well with others
  - Maintains own ideas within a group
  - Knows when to learn alone and when with others
  - Shares ideas and information
  - Put themselves in the shoes of others
  - Learns from the way others do things

Four R’s Framework

- **Building resilience**
  - Develop prompts for what to do if you get stuck
  - Reinforce that having to try hard is not the same as lacking ability
  - Set tasks that involve challenge and a little struggle
  - Help students capture how itfeels to enjoy learning
  - Invite students to mind map what distracts them from learning

- **Building resourcefulness**
  - Recognise and reward good questions as well as good answers
  - Encourage phrases such as…”How come…?” ‘What if…?’ ‘How might…?”
- Develop activities that require use of a range of resources and strategies
- Use ‘could be…’ language
- Create scenarios for students to visualise and rehearse

- Building reflectiveness
  - Encourage students to anticipate hurdles and obstacles when planning their learning
  - Create a ‘Learning wall to display students’ targets and progress as learners
  - Encourage students to set criteria and check their own work
  - Give practice in drawing out the key essence of a lesson or experience
  - Allocate time for students to keep a learning log

- Building reciprocity
  - Get students to develop codes of conduct for group working
  - Divide the class into research teams
  - Coach students in the art of good listening
  - Discuss how we learn from other people’s skills and ideas

www.buildinglearningpower.co.uk