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 it feels 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

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