



# Building Learning Power

'There is much to be admired at Brixham College. The students are open, welcoming and delightful - they are a rich resource that will respond well to the college's interest in their development as learners. Teachers work hard and are keen for their students to make progress and succeed'.

*Steve Watson, Teaching & Learning Organisation*



*Success in learning*

*Success in life*

# The Learning Power 4Rs

**Resilience**  
**Feeling**

**Resourcefulness**  
**Thinking**

**Reflectiveness**  
**Managing**

**Reciprocity**  
**Relating**

## The Learning-Power habits

### Absorption

Being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

### Managing Distractions

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning

### Noticing

Perceiving subtle nuances, patterns and details in experience

### Perseverance

Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

### Questioning

Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things.

### Making Links

seeing connections between disparate events and experiences – building patterns – weaving a web of understanding

### Imagining

Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering *what if....?*

### Reasoning

calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

### Capitalising

Drawing on a full range of resources – other people, books, the internet, past experience.

### Planning

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.

### Revising

being flexible, changing your plans in light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

### Distilling

Looking at what is being learned – pulling out the essential features- carrying them forward to aid further learning; being your own learning coach.

### Meta – learning

knowing yourself as a learner-how you learn best; how to talk about the learning process.

### Interdependence

knowing when it is appropriate to learn on your own or with other, and being able to stand your ground in debate.

### Collaboration

knowing how to manage yourself in the give and take of collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strengths of teams.

### Empathy & Listening

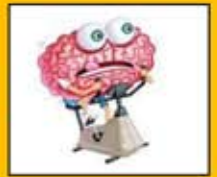
contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

### Imitation

Constructively adopting methods, habits or values from other people whom you observe.



## Building 'Resilient' learning Muscles



Reassure that making mistakes is all part of learning

Have a checklist of strategies that can be used when they get stuck

Building  
**Resilience**  
at home

Reduce distractions –  
TV / Music /  
computer  
games / phones

Encourage them to stick at challenge....reward effort

### Top Tips

- ★ Reward your son/daughter when you see effort.
- ★ Praise 'how' they are learning (not on the phone, looking at facebook)
- ★ Use the 'getting stuck' checklist to help work through problems.
- ★ Help minimise distractions for them.
- ★ Share times where you have learnt from mistakes.
- ★ Share examples with your son/daughter how you are using Resilience at work / home.

## What do I do when I get stuck?

### In lesson ....

1. Re-read the question.
2. Think about the question.
3. Try working it out.
4. Use the whiteboard, displays, PowerPoint to look for clues or information that might help.
5. Research it.
6. Scribble down notes.
7. Ask a friend
8. Use the internet for help (*if possible*).
9. Ask a Teaching Assistant.
10. Ask the teacher.

### At home ....

1. Re-read the question.
2. Think about the question.
3. Try working it out.
4. Use resources which have been provided - text book , worksheets, past learning. ( books at home )
5. Research it.
6. Scribble down notes.
7. Ask a friend (*phone, email* )
8. Use the internet for help (*if possible* ).
9. Ask someone in the family
10. Ask the teacher.



## Building 'Resourceful' learning Muscles



Encourage curiosity – what if...could be....possibly..

Make links between experiences at home and school

Building Resourcefulness at home

Use a range of resources - books, computers, newspapers

Encourage Problem Solving



### Top Tips



- ★ Recognise and reward good questions, not answers.
- ★ Encourage by modelling 'what if....How might....possibly .
- ★ Create a learning Zone at home - book case, pens, paper, newspapers, pencils, glue, etc.
- ★ Encourage the use of the internet to research and pull out key information .
- ★ Avoid giving them the answers.
- ★ Help them with what resources they could use.





## Building 'Reciprocal' learning Muscles



Model learning habits

Encourage working on their own

Building  
**Reciprocity**  
at home

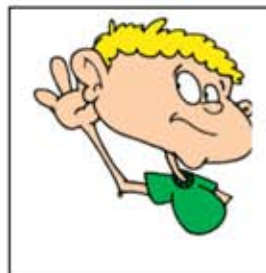
Learn together

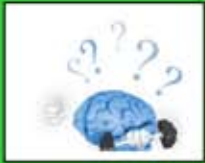
Encourage the expression of opinions and beliefs

Involve other members of the family in learning

### Top Tips

- ★ Praise listening skills - with you, other members of the family, coach, radio etc.
- ★ Praise and reward independent learning - able to work alone and stick with a task.
- ★ Praise siblings when they help each other with learning





## Building 'Reflective' learning Muscles



### Top Tips



- ★ Talk through Homework with your son / daughter.
- ★ Try to pre-empt what they might find challenging.
- ★ Plan together - or compare plans.
- ★ Reward the early stages of HW, not just the final piece.
- ★ Create a routine with when to complete homework.
- ★ Join in with comments on marking homework.





## Rating the 'learning stretch'



Use the wheel below to evaluate some of the learning activities which you do at home.

You could look at homework set in subject areas and look at what learning habits you have been using.