

Learning is Learnable – And Here’s How

Professor Guy Claxton

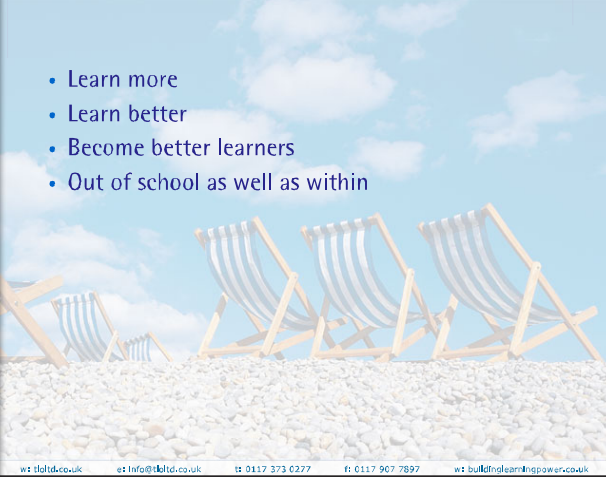




Scene 01

## BLP is about helping young people

- Learn more
- Learn better
- Become better learners
- Out of school as well as within



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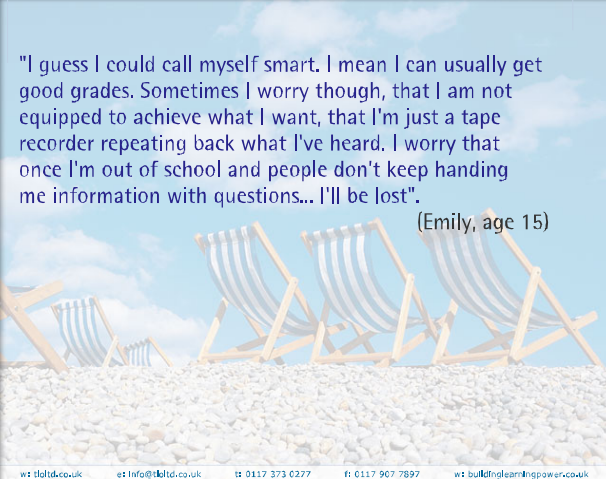
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Scene 02

## Good students vs good learners

"I guess I could call myself smart. I mean I can usually get good grades. Sometimes I worry though, that I am not equipped to achieve what I want, that I'm just a tape recorder repeating back what I've heard. I worry that once I'm out of school and people don't keep handing me information with questions... I'll be lost".

(Emily, age 15)



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Scene 03

## How is BLP distinctive?

The Seven Cs

- coherent
- comprehensive
- credible
- climatic
- cumulative
- creative / critical
- connecting



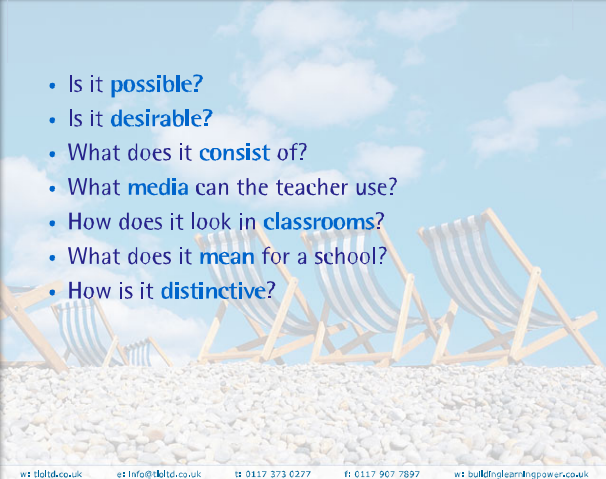
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Scene 04

## The questions you'll want answered

- Is it **possible**?
- Is it **desirable**?
- What does it **consist** of?
- What **media** can the teacher use?
- How does it look in **classrooms**?
- What does it **mean** for a school?
- How is it **distinctive**?



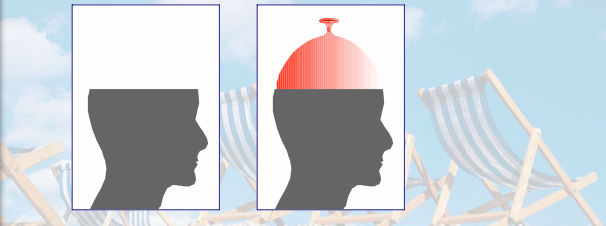
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Scene 05

## Is it possible?

- Learning is learnable
- Mind as bunker vs mind as balloon



**YES!**

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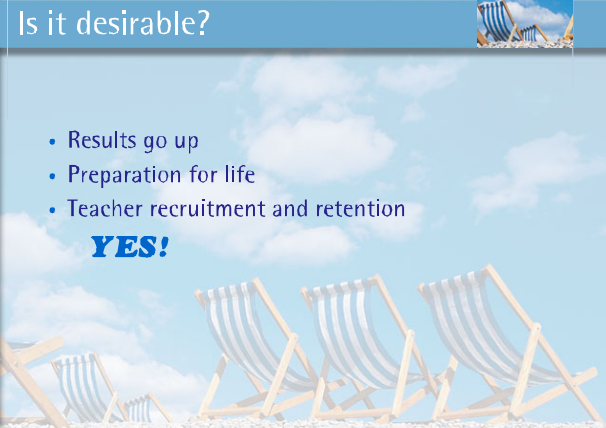
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Scene 06

## Is it desirable?

- Results go up
- Preparation for life
- Teacher recruitment and retention

**YES!**



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Scene 07

## What does it consist of? The four Rs

- RESOURCEFULNESS**
  - planning
  - meta-learning
  - questioning
  - capitalising
  - making links
  - reasoning
  - imagining
  - perseverance
  - managing distractions
  - noticing
  - absorption
- REFLECTIVENESS**
  - distilling
  - revising
  - imitation
- RESILIENCE**
  - interdependence
  - empathy and listening
  - collaboration
- RECIPROCITY**
  - interdependence
  - empathy and listening
  - collaboration

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Scene 08

## What media can teachers use?

- EXPLAINING**
  - informing
  - reminding
  - discussing
  - training
- COMMENTATING**
  - nudging
  - replying
  - evaluating
  - tracking
- MODELLING**
  - reacting
  - learning aloud
  - demonstrating
  - sharing
- ORCHESTRATING**
  - selecting
  - arranging
  - target-setting
  - framing

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Scene 09

## BLP Posters

"Failure is the opportunity to begin again, more intelligently."  
Go!  
Henry Ford

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Scene 09

## BLP Posters

"Imagination is the true magic carpet."  
Leonardo da Vinci

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Scene 10

## What does it look like in classrooms?

### The STUCK poster

#### What good learners do

- Listen to others
- Ask as well as answer questions
- Co-operate with others
- Ask yourself where you went wrong and why

Don't give up when you are stuck. You could

- read the question again
- split the question into smaller bits
- ask someone who has a similar problem
- ask yourself: what do I know already that could help me?
- go on to another question and come back to the bit you are stuck on at the end

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Scene 11

## What would Hattie do?

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Scene 12

### Kyle's prompt cards



The image shows a person from behind, wearing a red sweater, looking at a board. On the board, there is an open book and several colorful prompt cards. The background is a beach scene with a blue sky, white clouds, and a white pebble beach. There are also some beach chairs visible.

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Scene 13

### The learner's voice

I like the clues because I can just get on with my work instead of waiting for the teacher  
Ben

I think the 'Stuck and Clues' are good because it doesn't matter if we get the question wrong. It is more important that we thought about it ourselves  
Laura

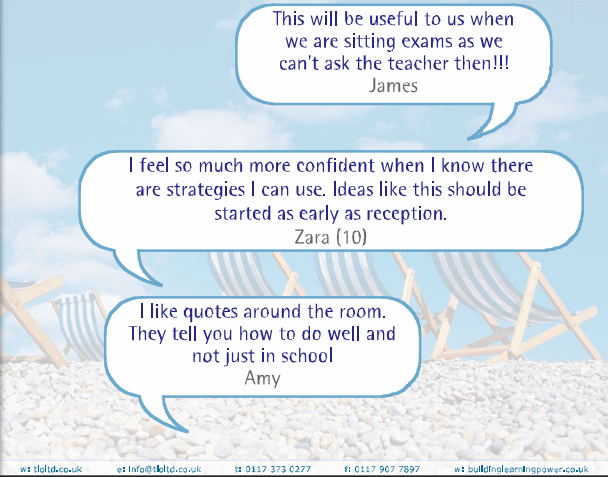
Could we have prompt cards? I find it really annoying having to ask the teacher to tell me the definition when I should already know it but have forgotten it!  
Alun

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Scene 13


## The learner's voice



This will be useful to us when we are sitting exams as we can't ask the teacher then!!!  
James

I feel so much more confident when I know there are strategies I can use. Ideas like this should be started as early as reception.  
Zara (10)

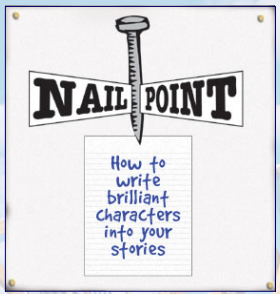

I like quotes around the room. They tell you how to do well and not just in school  
Amy




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Scene 14

## "Miss, I've finished... what shall I do?"




Can you think of any other activities you could do to nail it in further?



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Scene 14

"Miss, I've finished...  
what shall I do?"



The sign features a hammer with a yellow handle and a black head, striking a nail. The background of the sign is white with the words 'HAMMER TIME' in bold, black, capital letters. The sign is placed on a beach with white pebbles and several striped deck chairs in the background under a blue sky with clouds.

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Scene 14

"Miss, I've finished...  
what shall I do?"


- Extension activities involving effective learning strategies
- A shift from focus on product to process
- Decrease in "Miss I've finished"
- Increase in general quality of work in target group
- Increase in children's requests for help
- Highlighted the need to share the focus on learning with the children themselves

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Scene 15

## Reflecting on the 4Rs



The image shows two children, one in a red jacket and one in a blue jacket, standing in front of a large blue display board titled "Our Special Board". The board is covered with various photographs, drawings, and text. The background of the slide is a light blue sky with clouds and a white pebble path at the bottom.

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Scene 16

## Developing empathy



The image shows several children sitting at a table, wearing blue goggles and writing in notebooks. They appear to be engaged in a hands-on learning activity. The background of the slide is a light blue sky with clouds and a white pebble path at the bottom.

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Scene 17

### Imagining: stilling the mind



The image shows a young boy in a red sweater sitting on a blue chair in a classroom. The background is a composite image of a beach with white pebbles, a blue sky with clouds, and wooden deck chairs. The boy is looking down, appearing to be in a state of calm or focus.

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Scene 18

### Trying to relax



The image shows four young boys in red sweaters with yellow smiley faces sitting on a dark rug in a classroom. The background is a composite image of a beach with white pebbles, a blue sky with clouds, and wooden deck chairs. The boys are looking in various directions, some appearing to be in a state of relaxation or focus.

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Scene 19

## So does it work?

Results of initial questionnaire with year 7 class  
 Results of final questionnaire with year 7 class

I think I am good at learning

Always		Often		Sometimes		Never	
2	5	6	14	9	6	3	0

I know what to do if I get stuck with my work

Always		Often		Sometimes		Never	
2	17	6	4	7	4	5	0

When I can't do my work I avoid it


Always		Often		Sometimes		Never	
0	0	8	20	10	12	2	12

I think I can get better at learning

Always		Often		Sometimes		Never	
7	11	8	8	5	5	0	1

I like it when my work makes me think hard

Always		Often		Sometimes		Never	
1	5	7	7	8	6	4	7



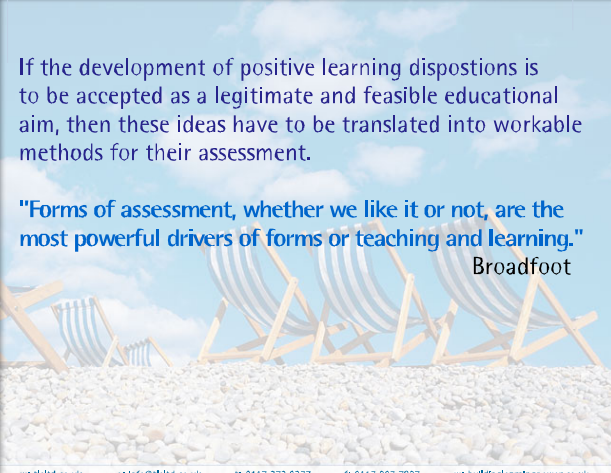

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Scene 20


## Building Learning Power

If the development of positive learning dispositions is to be accepted as a legitimate and feasible educational aim, then these ideas have to be translated into workable methods for their assessment.

**"Forms of assessment, whether we like it or not, are the most powerful drivers of forms of teaching and learning."**  
 Broadfoot

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## Mind Tracker


**Hello.**


Welcome to the quiz about how you learn.


This quiz will help you find out about how you learn and how you can get better at learning.

Read each sentence carefully and think about whether you are:

- Always like this
- Often like this
- Sometimes like this
- Rarely like this



**next** 




## Mind Tracker

1. I don't mind making mistakes

I'm always like this <input type="radio"/>	I'm often like this <input type="radio"/>	I'm sometimes like this <input type="radio"/>	I'm rarely like this <input type="radio"/>
---	--	--	---

next




## Mind Tracker

2. If I get stuck I can think of something new to try.

I'm always like this <input type="radio"/>	I'm often like this <input type="radio"/>	I'm sometimes like this <input type="radio"/>	I'm rarely like this <input checked="" type="radio"/>
---	--	--	--


next




## Mind Tracker

3. I plan my learning carefully.

I'm always like this <input type="radio"/>	I'm often like this <input type="radio"/>	I'm sometimes like this <input type="radio"/>	I'm rarely like this <input type="radio"/>
---	--	--	---


next 



## Mind Tracker

4. I learn well when I'm in a group.

I'm always like this <input type="radio"/>	I'm often like this <input type="radio"/>	I'm sometimes like this <input type="radio"/>	I'm rarely like this <input type="radio"/>
---	--	--	---

next 




## Mind Tracker

Thankyou for doing the quiz so carefully

😊 Your best scores are in 'resilience' and 'reciprocity'

😞 Your lowest scores are in 'resourcefulness' and 'reflection'

[click here to find out a bit more about your scores](#)



## Mind Tracker


**You scored high on resilience**

This means that you like to have a go at things.


You enjoy it when learning is a bit difficult and you don't mind making mistakes. You find it easy to concentrate on learning and you can blot out almost everything.

You are able to pay really close attention to the detail in things and you like struggling to master anything that grabs you.

**You can always get better at learning, so here is a challenge for you...**



[next](#)




## Mind Tracker


**You scored low on resourcefulness**


This means that when you are unsure about things, you have trouble knowing what to do.

You feel a bit helpless when learning gets difficult especially when you are trying to learn something new. Sometimes you say things are boring, but this just means you are unsure how to tackle them.

**You will get better at these things if you...**



**next** 



## Mind Tracker


**You scored low on reflection**


This means you know some things about how you learn best, but you don't often think about how to get better at learning.


You think about these things when your teacher reminds you, but mostly you just learn on automatic pilot.

You can over-plan or under-plan how you are going to tackle your learning and then get flustered if your plan doesn't work out.

**Thinking about learning helps you to get better at it, so you might like to try...**



**next** 




## Mind Tracker

**You scored high on reciprocity**

This means you really enjoy learning – on your own and with other people.

You know how to get the best out of yourself in both situations. You are not afraid to stick to your point of view in discussions, even if other people don't agree. But, you do change your mind if there are good reasons.

You are good at learning in a team. You know when to get other people to join in, and when to be the leader. You can put yourself in other people's shoes, and you like seeing things from their point of view.



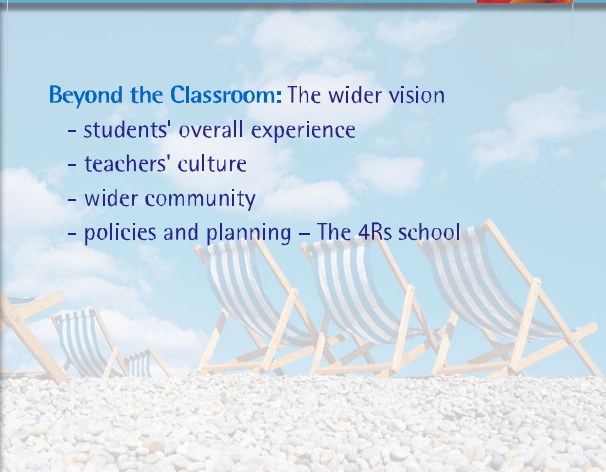
**You can always get better at learning ,so here is a challenge for you...**

Scene 22

## What does it mean for a school?

**Beyond the Classroom:** The wider vision

- students' overall experience
- teachers' culture
- wider community
- policies and planning – The 4Rs school



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Scene 23

## Building Learning Power

'For young Britons in the 21st century teaching needs to serve three functions: the transmission of knowledge for a world built on information, the broadening of horizons in a country still scarred by disadvantage, **and learning how to learn in preparation for a lifetime of change.**'

David Milliband, North of England Conference,  
January 2003



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