

Results PLUS and Building Learning Power

developing the attitudes that underpin success

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Results – the right way

- The aims –
 - To improve achievement
 - To build useful lifelong habits and attitudes towards learning

Habits matter

- “Achievement tests predict only a small fraction of the variance in later-life success.”
- “They do not adequately capture such qualities as perseverance, self-control, attentiveness, resilience to adversity, openness to experience, empathy and tolerance of diverse opinions.”
- “Learning habits have strong effects on educational attainment...but have additional effects on important life outcomes beyond their effects on schooling.”
- “These habits can be enhanced, and there are proven and effective ways to do so.”

• James Heckman et al, *Improving Non-Cognitive Skills to Promote Life Success*, OECD 2013

Hattie says...

- “The biggest effects on pupils’ achievement occur when teachers become learners about their own teaching, and when pupils become their own teachers.”

• Professor John Hattie

The layers of learning

- **Knowledge** (information, concepts, ideas, theories...)
- **Literacies and expertise** (linguistic, mathematical, digital)
- **Learning habits** (attitudes, dispositions, beliefs)
- **Values and interests** (passions, vocations, identity)

•NB These are all going on in every lesson

You can't not be coaching attitudes and habits

- History PLUS credulity
- History PLUS criticality
- Fractions PLUS experimentation
- Fractions PLUS fear of mistakes
- Magnets PLUS curiosity
- Magnets PLUS passivity
- Reading PLUS pleasure
- Reading PLUS drudgery

Pleasure in reading and writing

- There is a significant link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)
 - AND
 - Reading enjoyment has been reported as more important for children's educational *and life* success than their family's socio-economic status (OECD, 2002).
- YET
- children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark and Douglas 2011)

Sophisticated reading and BLP

- A lesson on 'attentive noticing' and 'making links'
- As well as graphic design, postmodernity and inter-textuality



How to improve numeracy

Our teacher often/always...

1. gives us problems that require us to think for an extended time
2. gives us problems that can be solved in several different ways
3. asks us to decide on our own procedures for solving complex problems
4. presents problems that have no immediately obvious method for finding the answer
5. presents problems that require us to apply what we have learned in new contexts

A VERY BAD MISTAKE

- “Cognitive activation is significantly related to high maths achievement, and greater interest/engagement, across all pupils”
- AND
- “Pupils with low and medium socioeconomic status (SES) profit most from having high levels of cognitive activation in their maths lessons”
- YET
- “Lower-achieving pupils report undertaking such activities less often”
- BECAUSE
- “their teachers may not believe lower ability pupils are able to cope with the cognitive demand”

How to make literacy and numeracy hard work and disagreeable

- Remove all evidence of people doing Sudoku and reading novels for fun and pleasure (no role models)
- Make literacy and numeracy as technical, boring, pointless and remote from children’s lives as possible
- Pathologise / medicalise slow progress and slow learners (so they feel anxious, stupid and ashamed)
- Assume that all difficulties are down to lack of ability rather than lack of desire (especially if that leads you to...)
- Trivialise the content (and thus make it even more boring)
- Hide the craft of learning
- Create a general atmosphere of urgency and impatience

How to build a Results PLUS school

The 10 commandments: Teach Everyday for Engaging Learning (TEfEL)

1. Know the habits that you want

- Young people who
 - Love reading
 - Enjoy challenge
 - Ask questions
 - Collaborate well
 - Concentrate strongly
 - Show initiative
 - Use their imagination
 - Tinker and improve
 - Take pride in progress and accomplishment
 -

PRIDE

"A feeling of deep pleasure and satisfaction deriving from accomplishing (or making significant progress towards) something difficult and worthwhile (for oneself or one's people), alone or with one's team"

2. Knit them into every aspect of classroom and school

- Classroom culture and expectations
 - Lesson design
 - Assessment
 - Displays
 - Assemblies and appreciations
 - Reports
 - Involving students
- The sheep-dog: "How is this issue or decision going to help us achieve Results PLUS?"

3. Everyone try one thing

- Invitation –
- Requirement –
- Conversation –
- Nail it –
- Add the next thing -
- Cycle

4. Find the sweet spot

- Design activities so that they stretch and challenge
- Train students to be aware of the sweet spot
 - Traffic lights
 - Riskometer
- Design activities that can be adjusted by students
 - Skip the easy ones
 - Design your own challenges

The riskometer – stretching adventurousness

"This was a few steps too hard. Next time I will choose a more manageable task."

"I took a step to try something just a bit harder than before. I worked on it until I could do it."

"I did well in most things but it was a little bit too easy and next time I will try something harder."



5. Let students struggle and talk

- Give them time
 - Especially girls
 - Especially lower CLAPS

6. Involve students in planning and design

- Don't "do student voice"
- Treat them as partners and researchers
 - Get feedback on lessons
 - Student Leading Learning Council
 - Have older/higher CLAPs teach younger/lower
 -

7. Focus on improvement, not achievement

- No test without pre-test
- Encourage multiple drafts before submission
- Change the reward system (Dweck)

8. Mind your language

- Accessible, appealing, activating
 - For students, teachers and parents
- Not “Skills”, not ‘Soft” and not “Non-cognitive”
 - Habits, attitudes, strengths, dispositions
- Not Metacognition and Self-efficacy
- Not Resilience and Grit
- Not Ability

9. Evidence your success

- Language again
 - measure
 - assess
 - evaluate
 - evidence
 - track
 - demonstrate

10. Model

- “Be the change you want to see”
 - Be a learning community
 - Talk about your own learning
 - Become “Lead Learner”

**And if you follow the 10
commandments of Results
PLUS, TEfEL and BLP**

**The world will beat a path to
your door to marvel at what
you have achieved**



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