

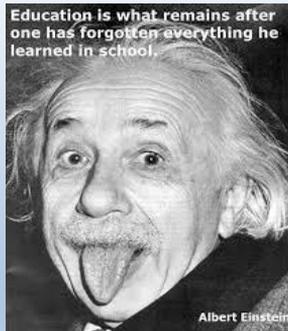
What's the Point of Schools in the 21st Century?

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Character education

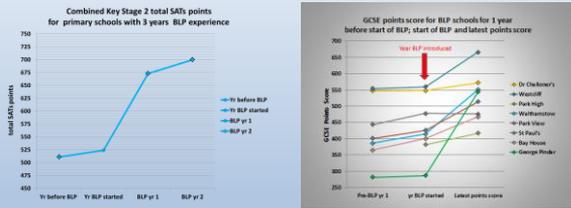


Stretch those mental muscles!

1. Lessons always involve mind-training
 - learning to be resilient and agile
 - learning to be brittle and rigid
2. School is a Mind Gym
3. Brains and minds are collections of 'muscles' (habits)
 - Intelligence is composite and expandable
4. Teachers are mind coaches



Does it work?



Comments from inspection reports

- “Parents report favourably on the **growing confidence** of their children”
- “Pupils’ **insights into themselves as learners** are quite extraordinary”
- Pupils with special educational needs have particularly benefitted from being **trusted to work more independently**”
- “One pupil told us, ‘If it is easy, it will be boring’, thus reflecting **the ethos of the school** as a whole”
- “Pupils are given a **wonderful preparation for life** in the future”

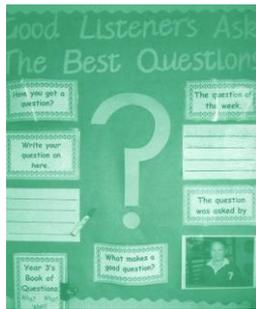
Students’ comments

- ‘In my old school they just gave you harder and harder worksheets. But here they really stretch you to learn in different ways. You learn to keep going and ‘dig deep’ when things get difficult. Now I always like to see if I can take things one step further’ (Tom, 15)
- ‘If we’ve been focusing on one of the learning muscles in school, when I go home I think, ‘How could I use that here?’ Like when I go to swimming club I think maybe I could persevere more, or ask more questions, or use my imitating muscles’ (Madeleine, 12)
- ‘If something’s hard you don’t want to say ‘Oh this is hard, its too hard, I’ll just skip it’. You try because when you grow up you might come to some answer you’ll still not know, and you can’t skip it then’ (Daneisha, 6)

7 target learning habits

- Asking questions
- Persisting with difficulty
- Testing validity
- Generating possibilities
- Reflecting and improving
- Working well in groups
- Designing your own learning

Asking questions



Sticking with difficulty

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

Checking the validity



Generating possibilities

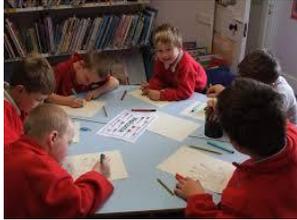


Reflecting and improving

- Today's lesson was to be honest quite tough. It taught me to ask a lot more questions that I usually wouldn't even think about. I don't think I showed much sign of persevering though...Today I wasn't a strong contributor to my group...but I thought one of my strengths was being able to listen...I don't think I asked the right questions to intensify my learning. If I were able to question myself or others more, I think I would have gained a much better understanding of the topic... What I need to improve on for the next lesson is talking about roles and responsibilities in the group...and persevere through tough times.
 - Debbie Ngo, Year 9, Bankstown Girls' School, Sydney



Learning collaboration



Designing learning



Targeting aspects of the classroom

Student learning habit

- Asking questions
- Persisting with difficulty
- Testing validity
- Generating ideas
- Reflecting and improving
- Working well in groups
- Designing learning

Teacher behaviour shift

- A wonder wall ++
- STUCK poster, reward for trying
- Challenging texts ++
- 'Could be' language ++
- Extended projects ++
- Harkness table ++
- Feedback to teacher

Building Learning Power

- A series of small, subtle, significant habit shifts by teachers and school leaders
 - How we talk
 - What we model
 - How we design lessons
 - What we display
 - What we record and report
 - How we work together
 - How a school plans and develops

Leadership for Learning Power

1. **Introducing** – inspiring the conversation
2. **Planning** – The *Learning Quality Framework*
3. **Embedding** – peer observation; coaching and checking
4. **Supporting** – a community of enquiry
 - ‘risky June’; action research; reading group
5. **Involving students** – e.g. lesson observers
6. **Monitoring** – The *Learning Review*
7. **Communicating** – parents

What kind of mind training?

19th century clerk?

- Being right
- Listening to teacher
- Accepting what you’re told
- Working alone
- Remembering facts
- Showing deference
- Following instructions
- Being evaluated

21st century explorer?

- Being adventurous
- Discussing with peers
- Questioning things
- Working with others
- Imagining possible solutions
- Showing initiative
- Taking responsibility
- Self-evaluating



- www.buildinglearningpower.co.uk
- www.expansiveeducation.net
- www.learningqualityframework.co.uk
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