EXPANSIVE EDUCATION

growing 21st century schools

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Deep learning news!

- Development of “Expansive Education”
- Launch of the *Expansive Education Network*
- BLP: evidence of impact and implementation
Expansive Education: basic assumptions

- Expanding the *goal of education*: results + other valued residues
- In particular, expanding *young people’s capacity* to learn, work and play with confidence and enthusiasm
  1. In an uncertain world, expanding the capacity to learn is a core function of education
  2. This is a practical possibility. (We aren’t bound by the ‘ability’ they bring)
  3. It is possible to expand capacity at the same time as raising standards. (EE does not need to neglect content)
  4. It is possible to do this for all young people
  5. This is new and difficult, but collectively we are making progress. It’s a journey of discovery by schools, for schools
  6. EE schools want to both benefit from and contribute to this growing body of practical knowledge
  7. To do this, they accept the need to be imaginative, experimental and adventurous – willing to change habits and develop cultures
• “The biggest effects on students’ levels of achievement occur when teachers become learners about their own teaching, and when students become their own teachers”
 – John Hattie, Visible Learning
The Expansive Education Network

- A real and virtual ‘club’ for schools that want to share Teacher Enquiry projects into Expansive Education

- Regional meetings – university partners
  - Plymouth - Institute of Education
  - Bath Spa - Sheffield Hallam
  - Winchester - Wolverhampton
  - Brighton - Manchester Met
  - Christchurch Canterbury - SW Wales Centre for Teacher Education

- + blog, events, research digests
Partner organisations

- RSA Opening Minds/Academies
- Philosophy for Children
- CUREE
- Thinking Schools
- Habits of Mind
- Building Learning Power

- Campaign for Learning
- Open Futures
- Creativity, Culture and Education
- Whole Education
- Learning Network NZ
- 

- Funders
  - Pearson
  - Comino Foundation
Featured school pioneers

- Bay House
- Sandringham
- Fallibroome
- Park View
- South Dartmoor
- ....
Sample topics for enquiry

- If I encourage my pupils to develop growth mindsets will their resilience improve?
- ‘If I stop answering my pupils’ questions will they become more resourceful?’
- ‘How can I encourage my students to bring the imagination they use in drama into history?’
- ‘Does encouraging Year 12 students to visualise chemical reactions, help them understand the concepts?’
- ‘If I coach my pupils in adopting different perspectives in history, will that transfer to the playground?’
- ‘Does extended project work develop reflectiveness in Year 8 design and technology students?’
- ‘If I encourage pupils actively to monitor their levels of concentration will their absorption improve?’
- Can young children design their own ‘extension activities’, and does that make them more resourceful?
- ‘Can young footballers learn to design and manage their own training?’
- ‘If year 5 children mentor younger pupils in literacy, does this improve the older children’s confidence as learners?’
- ‘Can I design small group work to strengthen year 4 students’ ability to give and receive feedback?’
What is Building Learning Power?

- A philosophy
  1. A generic preparation for life in a complex world (qualities of mind)
  2. A preparation for further study (intellectual craftsmanship)
  3. A preparation for a career (knowledge and skill base)

- An evidence base
  - The learning sciences (e.g. ‘learnable intelligence’)
  - Impact and implementation (exams and inspections)

- A set of seeds and frameworks
  - Classroom habit shifts for teachers

- A route-map for school development
  - Progression, monitoring and CPD (the long haul)
The Building Learning Power Approach

- 10 years trialling
- 20 ‘mature’ schools selected for evaluation
- Dr Ian Millward
- Impact and implementation
  - Interviews
  - Documents
  - Results
  - Reports
GCSE total points score for BLP secondary schools from 1 year before start of BLP to 2010/2011

Year BLP introduced
Ofsted reports

• Walthamstow School for Girls (Outstanding)
  – “Few schools in similar contexts do as well as this school to prepare students so well for life...the Building Learning Power course has successfully developed students’ understanding of effective learning strategies.”

• Park High School, Harrow (Outstanding)
  – “Parents report favourably on the growing confidence of their children, and the development of skills that prepare students for the world of work is exemplary... Students’ enthusiasm for learning makes a major contribution...they work cooperatively with each other and achieve well. Through the Building Learning Power programme the school develops students’ understanding of how to learn and their skills for lifelong learning...
Students’ comments

• ‘If something’s hard you don’t want to say ‘Oh this is hard, this is hard, I’ll just skip it’. You try because the best thing is, if you don’t try what’s the point? 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)

• ‘BLP is quite hard because you have to think about yourself. But it’s not impossible – you really can change your habits!’ (Ellie, 9)

• ‘If you’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’ (Madeleine, 12)

• ‘In my old school they just gave you harder and harder worksheets. But here they really stretch you to learn in different ways. You get lots of encouragement so 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)
Barriers to implementation

• Unfamiliarity (of the 3<sup>rd</sup> dimension)
• Either / or thinking
• Bolt-on attitude
• Focus on fixed ability, not ‘learnability’
• Off-putting language
• Lack of energy / cynicism
• Lack of leadership commitment
• Lack of leadership focus...
Lessons for leadership
what works?

1. **Introducing** – encouraging 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
Two new tools

- The Learning Review
- The Learning Quality Framework
The learning review

• Undertaken by external consultant + 2 teachers
  – (+ 2 students if you dare!)
• Looking at learning from the learners’ point of view
  – Do Ss have the language to talk about learning and their development as learners?
  – How much control do they have over their learning?
  – Do they experience themselves as passengers or crew?
• Challenge to teachers:
  – Learning to observe as a learner (not a coach)
  – Learning to look at learning (not teaching)
— Can students *talk about* when it is best to work alone or with others?
— Are they able to use a *range of roles* in collaborative group work?
— Do they *listen to others* and understand how they are thinking?
— Do they *share* and adopt useful learning habits from each other?
— Do they *give and take feedback* well from each other?
Some typical observations

• ‘The use of repeated words and phrases [about learning] is useful for raising awareness, but rapidly becomes ignored through overuse...’
• ‘One lower-ability boy is keen to question and make links, but easily becomes distracted when these dispositions are not invited...’
• ‘Students still retain underlying dependence on the teacher...’
• ‘Opportunities for students to speculate with imagination were few and far between in science’
# The Learning Quality Framework

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<thead>
<tr>
<th>Principles</th>
<th>Indicators</th>
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<td>Commitment</td>
<td>Bronze</td>
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<tr>
<td>1 Vision</td>
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<td>2 Learning philosophy</td>
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<td>3 Language of Learning</td>
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<td>Plans/strategy</td>
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<td>4 Leadership</td>
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<td>6 Curriculum</td>
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<td>8 Learning environment</td>
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<td>9 Learner engagement</td>
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<td>10 Parents</td>
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<td>Evaluation</td>
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<td>11 Assessment (learning habits)</td>
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<td>12 Evaluation</td>
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Silver level teaching

• Many teachers regularly show students how to use learning habits
• Most lessons are designed to make the processes of learning visible (split-screen)
• Increasingly, feedback encourages students to create their own learning habit targets
• Many teachers are confident to learn aloud, modeling the processes learners go through
• Most teachers present knowledge as being provisional; encouraging thoughtful, critical, inquisitive learning
• Much learning uses collaborative learning strategies that deepen teamwork behaviours
• Many learning displays reinforce positive messages about drafting and crafting
Evidence for Silver level

• “Indicator 7.2 monitors the extent to which lessons focus on developing both content knowledge and learning capacity. Most teachers now plan lessons around the learning capacities they are trying to help students to build.”
  – Documentary evidence from learning walks and learning reviews show that this is happening across a range of subjects/phases. Schemes of Learning and planning pro formas have been adapted.
  – Classroom observations confirm the above
  – Interviews with teachers show that they are becoming increasingly at ease with this way of talking and thinking
  – Interviews with students demonstrate that most students are able to discuss the learning process clearly and confidently, using the school's language for learning.
BLP 10 years on – grounds for cautious optimism

• A philosophy
  1. A generic preparation for life in a complex world (qualities of mind) √
  2. A preparation for further study (intellectual craftsmanship) ?
  3. A preparation for a career (knowledge and skill base) X

• An evidence base
  – The learning sciences (e.g. ‘learnable intelligence’) √
  – Impact and implementation (exams and inspections) √

• A set of seeds and frameworks
  – Classroom habit shifts for teachers ?√

• A route-map for school development
  – Progression, monitoring and CPD (the long haul) ?√
What learning habits do your teachers mostly use? For what percentage of time? How sure are you?

- Digesting information
- Justifying answers
- Listening to teacher
- Discussing
- Writing logically
- Memorising
- Regurgitating
- Listening to each other
- Mastering concepts/frameworks
- Sitting still
- Transcribing

- Sharing learning strategies
- Questioning sources
- Making links with out-of-school learning
- Exploring own questions
- Peer-evaluating
- Self-evaluating
- Ruminating
- Imagining/visualising
- Empathising
- Activity designing
- Self-unsticking
- ..........................
From flat to solid education

• Enriching the third dimension
  1. Content: what do we teach?
  2. Assessment: how well have they learned it?
  3. Learning Power: what useful facets of mind are cultivating (by the way we do Content and Assessment)?

  • Shallow learning power: attention, manipulation, recapitulation, justification...passivity, credulity??
  • Deep learning power: resilience, resourcefulness, imagination, empathy, collegial critique, scepticism...
Two lessons

- Credulity, retention, transcription, regurgitation

- Skepticism, discussion, imagination, empathy

You can’t be neutral – you are always exercising some habits of mind
Expanding the goals

• Not **OR** but **AND**
  – broadening the range of valued outcomes

• It’s hard to achieve escape velocity...e.g. Assessment for Learning
  – 2 stars and a wish...

• Need evidence of both kinds of outcome
Building Learning Power:

Steps to a Learning Powered School
1. Talk about the learning muscles

The main learning muscle groups...

1. **inquisitive**, ask questions, enjoy exploring
2. **proactive**: developing interests and passions
3. **resilient**: determined, patient, focused
4. **adventurous**: willing to have a go and take a risk
5. **imaginative**, ingenious, looking for connections
6. **rational**: methodical, analytical, sceptical
7. **reflective**: self-evaluative, looking for transfer
8. **sociable**: good collaborators, listeners, empathisers

Or the 4 Rs...
So how do you write reports?
What do you act as if it’s worth capturing about your students?

James is getting better at
– careful observation, bringing his own questions into class, asking when he doesn’t understand, working with a range of others, thinking things through, seeing how he can improve what he’s done…

Sarah is becoming more
– resilient in the face of difficulty, imaginative in her writing, thoughtful about her own work, sceptical about knowledge claims, careful in her checking, willing to push herself…
2. Talk about learning habits, not ‘ability’

• I like the way you wrote those summaries to help you remember
• Well done for concentrating through all those distractions
• How did you come up with so many creative ideas?
• Let’s try to figure out what it is that is making this hard for you to learn, and what might help you get the hang of it
• I know you used to love being the top of the class and knowing all the answers... But I’m really excited about how you are pushing yourself more now...choosing things you are not so good at, and really sticking at them...
3. Coach the lingo of learning
classroom chat that foregrounds the process

- How did you do that?
- How else could you have done that?
- Who did that a different way?
- Which are the tricky bits? What’s tricky about them?
- What could you do when you are stuck on that?
- What would have made that easier for you?
- How could you help someone else understand that?
- How could I have taught that better?
- Where else could you use that?
- How could you make that harder for yourself?
- ..............................................................?
- ..............................................................?
4. Be a model learner
5. Use displays and resources

“Failure is the opportunity to begin again, more intelligently.”

Henry Ford

“Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”

Albert Einstein

TASK
Please spend the first lesson working in groups, analysing and reviewing your work.
You MUST put up at least two questions which will concentrate on an area of misunderstanding.
Then go through the text on your own and feed in.
6. Design split-screen lessons
Some classroom routines

• ‘See – Think – Wonder’ (STW)
  – Linking Noticing to Reasoning and Imagining
• ‘Plus – Minus – Interesting’ (PMI)
  – Building Empathy and Questioning
• ‘Independent - Collaborative - Teacher’ (ICT)
  – Linking Independence, Collaboration and Listening
• ‘Hammer It Harder’ (HIH)
  – Building Perseverance and Self-Evaluation

http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html
### Beyond the outstanding lesson
sometimes? Or routinely?

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>TURBO-CHARGED</th>
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<tbody>
<tr>
<td>• I am secure in my curriculum knowledge</td>
<td>• I frequently show students I too am learning in lessons</td>
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<tr>
<td>• I explain things confidently and clearly</td>
<td>• I model thinking like a researcher in my subject</td>
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<tr>
<td>• I ask probing and good diagnostic questions</td>
<td>• I challenge students to formulate their own questions</td>
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<tr>
<td>• I build interest, variety and change of pace into lessons</td>
<td>• I vary activities to develop different learning capacities</td>
</tr>
<tr>
<td>• I respond creatively to students’ learning styles</td>
<td>• I work to build broader repertoires of learning capacities</td>
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<tr>
<td>• Assessment clearly shows students how to ‘close the gap’</td>
<td>• Self-assessment builds students’ capacity for self-diagnosis</td>
</tr>
<tr>
<td>• Students are highly engaged in discussing content</td>
<td>• Students often pause to reflect on their learning process</td>
</tr>
</tbody>
</table>
7. Give students more responsibility