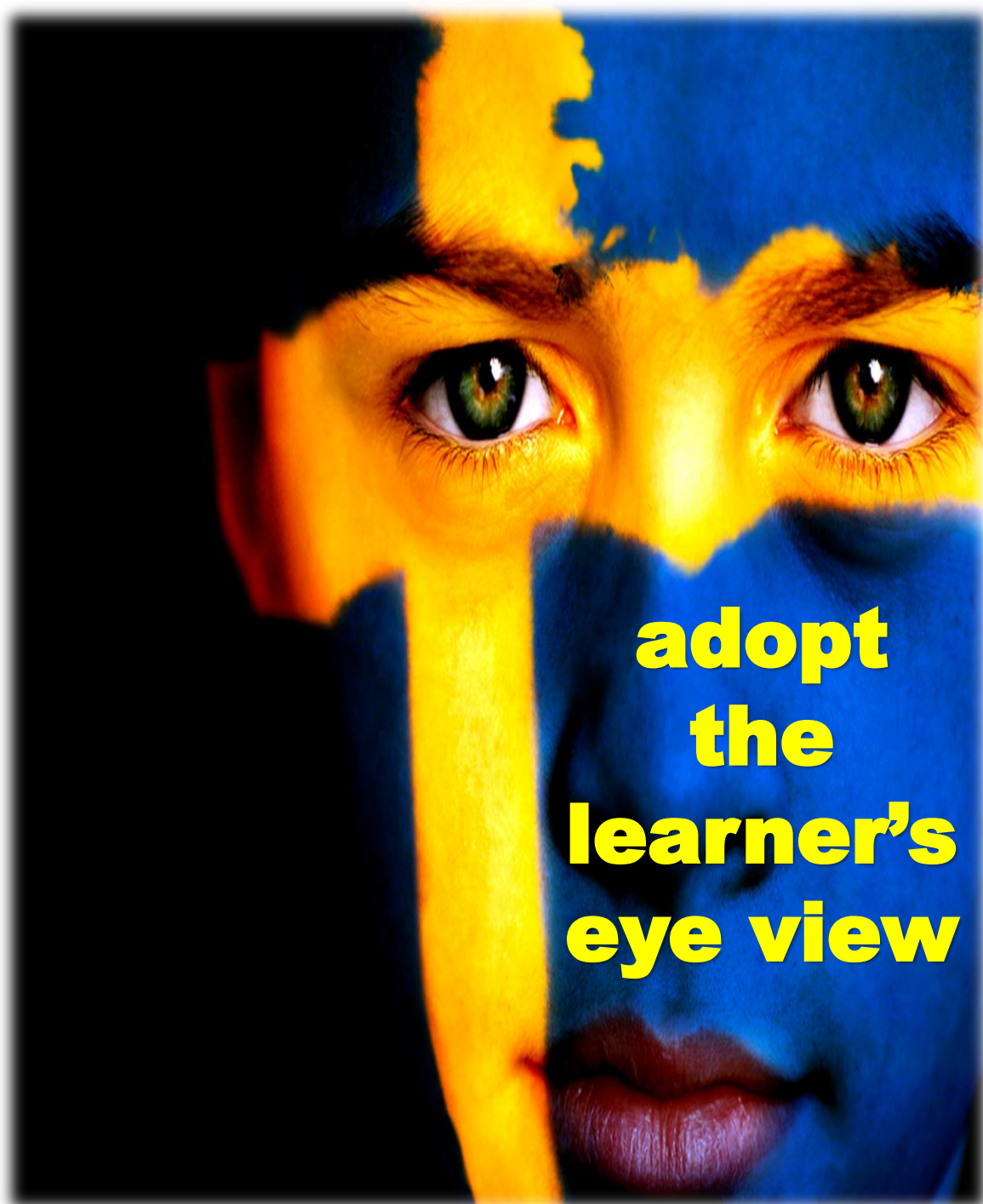


**Its what the  
learner  
thinks,  
says, feels  
and does  
that  
creates the  
learning**

*(Derek Wyse)*



**adopt  
the  
learner's  
eye view**

**‘What a child  
can do in  
co-operation  
today, he can do  
alone tomorrow’**



**‘Learning happens  
when we  
communicate with  
each other about  
what we are doing  
and thinking’**

***Lev Vygotsky, ‘Mind and Society’***

# THE SIGNIFICANCE OF TALK

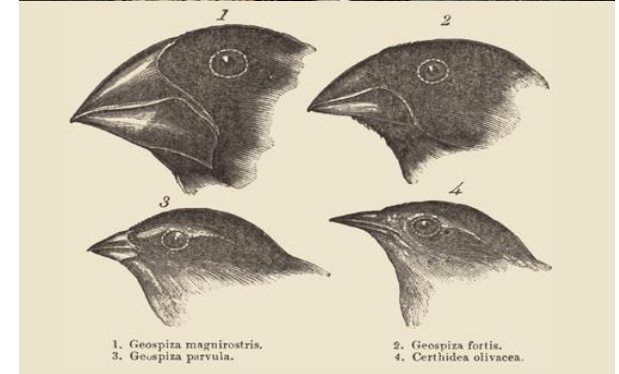
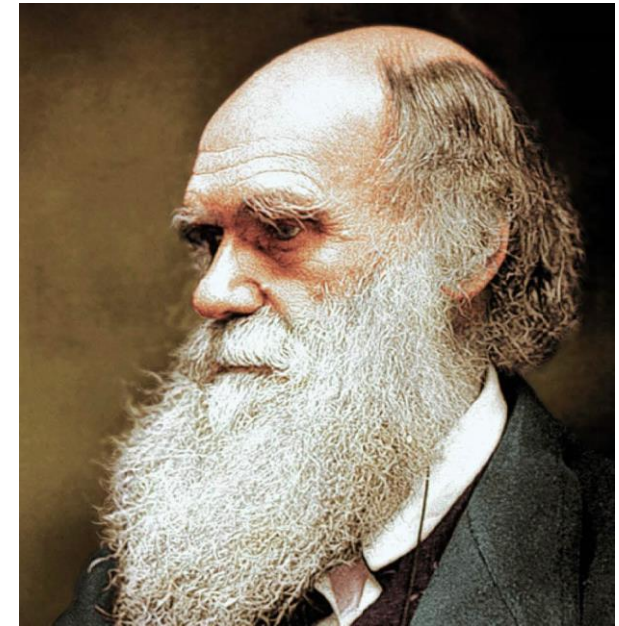
**‘Children, we now know, need to talk, and to experience a rich diet of spoken language, in order to think and learn. Reading, writing and number may be the acknowledged curriculum basics but talk is arguably the true foundation of learning’.**

*Robin Alexander, Towards Dialogic Teaching, 4<sup>th</sup> edition, 2011*



# THINK FOR YOURSELF

“The rapidly accumulating evidence is encouraging. If you help young people become capable learners and persistently encourage them to think for themselves not just as more successful **“knowers”** but as continually Improving **“finder-outers”**, the GCSEs and SATs go up as well”



**Guy Claxton, Professor of Learning Sciences, Bristol University**

# Feedback & Self Regulation



**‘When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.’**

**‘Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have the skills of self-monitoring (*self assessment*) to realize that they don’t understand something, and have ways of deciding what to do next.’**

*Assessment As Learning: Using classroom assessment to maximize student learning. Earl, L. (2004).*

# What is meaningful learning?



"Mr. Osborne, may I be excused? My brain is full."

- **'Meaningful learning** is reflective, constructive, and self-directed...
- **Pupils are creators** of their own unique (understanding)...
- **To know something is** not just to have received information but **to have interpreted it and related it to other knowledge** one already has...
- What is important is how **students organize, and use that information to solve problems'**

# Metacognitive Learning

Think about your own thinking so you can improve your learning

The potential impact of approaches which encourage and scaffold learners' ability to **plan, self-monitor and evaluate** their learning is very high:

- pupils take greater responsibility for managing their learning
- understand what is involved in being successful
- Know how to learn effectively
- Greater self agency and self regulation



**‘pupils making an average eight months additional progress’**

*(Sutton Trust - EEF, Tool kit, 2013)*

# INQUIRING MINDS

**“What we have got is whole generations of people helping children to pass exams. But to really fire children's imaginations you need teachers who don't give them answers, but give them questions...There's a dictum in primary education: when a child asks a really good question, don't answer it. Give them the information to work it out, so they can think: 'By God, I've got it!'**

**That's how the brain works.”**

*(John Abbott, educationalist, writer and president of the 21<sup>st</sup> Century Learning Initiative)*



**‘Learning happens when we communicate with each other about what we are doing and thinking’**

***Lev Vygotsky, ‘Mind and Society’***

