

Learning-Power Muscles

The Learning-Power Dispositions

Resilience

The emotional aspect of learning
Feeling

Resourcefulness

The cognitive aspect of learning
Thinking

Reflectiveness

The strategic aspect of learning
Managing

Reciprocity

The social aspect of learning
Relating

The Learning-Power Capacities

Absorption

Being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

Managing Distractions

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Noticing

Perceiving subtle nuances, patterns and details in experiences.

Perseverance

Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

Questioning

Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things.

Making Links

Seeing connections between disparate events and experiences – building patterns – weaving a web of understanding.

Imagining

Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering *What if...?*

Reasoning

Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

Capitalising

Drawing on the full range of resources from the wider world – other people, books, the internet, past experience, future opportunities...

Planning

Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may counter.

Revising

Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

Distilling

Looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning; being your own learning coach.

Meta-learning

Knowing yourself as a learner – how you learn best; how to talk about the learning process.

Interdependence

Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

Collaboration

Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

Empathy and Listening

Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

Imitation

Constructively adopting methods, habits or values from other people whom you observe.

Building Learning Power



At George Fentham

What is Building Learning Power?

Building Learning Power or 'BLP' is a forward thinking approach to education created by Professor Guy Claxton. We, as a school, have adapted some of the wording slightly to support our pupils learning at George Fentham.

The aim of Building Learning Power is to help pupils become better life long learners both in school and out. It is about creating a culture in the classroom and school, that cultivates habits and attitudes, that enables pupils to face difficulties calmly, confidently and creatively.

Pupils who are more confident of their own learning ability, learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

'Building Learning Power prepares youngsters better for an uncertain future. Today's schools need to be educating not just for exam results but for lifelong learning. To thrive in the 21st century, it is not enough to leave school with a clutch of examination certificates. Pupils/students need to have learnt how to be tenacious and resourceful, imaginative and logical, self disciplined and self-aware, collaborative and inquisitive'.

Professor Guy Claxton, originator of BLP

BLP is how to enjoy and get more out of learning.

Year 4

It's like a brick. You put one brick down and then another and you build upon it.

Year 5

What does BLP look like?

There are four main learning dispositions and we use characters to help our children develop an understanding of each of these in a fun, exciting and creative way. Each disposition includes a number of key learning skills:



Rosie the spider

Resilience – not giving up

Absorption, Managing Distractions, Noticing and Perseverance



Rover the dog

Resourcefulness – being able to use a range of learning strategies and knowing what to do when you get stuck

Questioning, Making links, Imagining and Capitalising



Ruby the owl

Reflectiveness – being able to think about yourself as a learner and how you might be able to do this better

Planning, Revising, Distilling and Meta-learning



Ruben the bee

Reciprocity – being able to learn with and from others, as well as on your own.

Interdependence, Collaboration, Empathy & Listening and Imitation