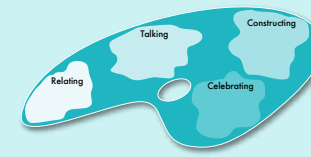


# Building powerful learners through Classroom activities and talk



## Where are you now?

**Learning-centred teachers have a particularly rich conception of learning and the habits that underpin it. They design nudges and activities that target specific aspects of learning behaviours. Teaching for learning becomes more detailed and forensic.**

**Teaching that coaches** students to see what they are learning more clearly and discover their own ways to improve. The Learning Power coach:

- helps learners to explore their challenges, problems and goals
- provides an objective view of learners' actions to enable them to see things as they really are
- enhances learners' motivation and self-esteem
- builds learners' curiosity

Above all, Learning Power coaches resist offering solutions since this denies the student the opportunity to confront and engage with the problem and find their own way forward.

### Activities that challenge

Activities are designed to be challenging, and where:

- stuck and confused are regular and fruitful experiences
- students are given the opportunity to 'learn what to do when they don't know what to do' – to work on wild tasks, rather than tame ones, where there's plenty of scope to get lost and perplexed.

### Starters that engage

Turn everyday objectives into intriguing questions that pique students' interest and build their emotional engagement – a pre-requisite of powerful learners. It is this engagement that gets students interested enough to be willing to put in the effort to get better and see the value of pushing themselves.



**Talk that nudges** positive self-talk in students and ensures they do the thinking for themselves. For example:

“Try explaining to yourself why you are stuck”  
(Persevering)

“What questions would get you closer to solving the puzzle?” (Questioning)

“How are you looking at things differently now?”  
(Revising)

“Have you agreed a clear team goal?”  
(Collaborating)

“What went well? What could be improved? What lessons can we learn from this?”  
(Meta-learning)

“Can you spot the false step there?”  
(Reasoning)

“What is this like that you know about already?”  
(Making links)

“Why might someone think/believe that?” (Empathising)

“Decide which is the most important question.”  
(Distilling)

**Ask yourself “Where in our curriculum plans are there opportunities for students to...?”:**

Direct their own lines of enquiry

Build perseverance in the face of difficulty

Make connections across disciplines

Convey logical arguments for various audiences

Let their imagination take risks

Grow themselves as learners

Identify what is or is not important or of value

Contribute to setting goals in a team

“The presence of challenging learning intentions has multiple consequences. Pupils can be induced to invest greater effort, and invest more of their total capacity than under low-demand conditions.” John Hattie, Visible Learning