

# Building Learning Powered Staff and Students

Sacred Heart Girls' College (Hamilton) -  
leading a new way of teaching and learning

Tara Kanji, Fiona Murphy and Kathleen Wilson



# What actually is Building Learning Power (BLP)?

“Building Learning Power is an approach to helping young people to become better learners, both in and out of school”

(The Learning Powered School, Pg 2)



# Who is the face of Building Learning Power?

Professor Guy Claxton



# The Mind is not fixed

Four learning dispositions.

- Reflectiveness
- Reciprocity
- Resilience
- Resourcefulness



# The Mind is not fixed

Learning dispositions are teased out into four to five learning behaviours e.g.

Disposition	Behaviours
<b>Reflectiveness</b>	Planning
	Revising
	Distilling
	Meta-learning



# Setting the Scene

- Decile 7
- Catholic Girls' College
- 952 Students



# Setting the Scene - Pass Rate

<b>2014</b>	<b>Sacred Heart</b>	<b>D 7 Girls</b>	<b>National</b>
<b>Literacy</b>	<b>98.5</b>	<b>96.3</b>	<b>90.4</b>
<b>Numeracy</b>	<b>96.1</b>	<b>94.6</b>	<b>87.9</b>
<b>Level 1</b>	<b>90.7</b>	<b>89.7</b>	<b>82.7</b>
<b>Level 2</b>	<b>96.6</b>	<b>92.3</b>	<b>86.9</b>
<b>Level 3</b>	<b>89.4</b>	<b>85.5</b>	<b>78.8</b>



# So Why Change?

- As a school we did not feel we were equipping our students with the dispositions to be lifelong learners
- The world is even more uncertain for our graduates





# As Claxton States...

“Students who are more confident of their own learning ability learn faster and learn better”



# Why BLP?

- Solo Taxonomy
- Habits of Mind
- Bloom's
- Multiple Intelligences
- Universal Design for Learning



# Why BLP?

- It builds on the great thinking that has already occurred
- It fits with the Sacred Heart vision and the type of young women we are helping to shape



# Towards our College Vision..

There is no room for 'hoping' that we will achieve, confident, connected, learners for life.....

We purposely and deliberately teach and learn towards our vision & use a BLP framework to achieve this.



# SHGC Vision

Sacred Heart Girls' College educates and inspires young women to be confident, connected, Catholic, learners for life; committed to excellence, ready to serve, to challenge and to shape the future



# The purpose of BLP at Sacred Heart...

Through BLP students will become MORE confident, curious and reflective; able to relate to others



# Making Links

BLP spirit	BLP Disposition	Key Competency
Confident learners	Resilience	Managing Self,
Curious beyond being right	Resourcefulness	Thinking, using language, symbols and texts
Reflective - honest self appraisal	Reflectiveness	Thinking, Managing Self
Able to relate to others	Reciprocity	Relating to Others, Participating and Contributing



# SUCCESS



**WHAT PEOPLE THINK  
IT LOOKS LIKE**

# SUCCESS



**WHAT IT REALLY  
LOOKS LIKE**

**FUN**substance.com For your entertainment.







# Curious Absorbed Collaboration



# And what do our students say?

“learning seems to be focussed on end results rather than the process”

“there are many people who make incredible achievements in learning but are never acknowledged simply because their end result is not as easily recognisable... this seems unfair to those students who make an effort to improve”



# Change requires a serious mindshift

It's not about the start - 73%

It's not just about the end

It's coping with the inbetween



# Supporting Learning

An understanding of 'why' - BLP purpose

A change in habit

A change in attitude

PL and Twilight sessions/SoD

BoT presentations



# Forming a team of enthusiasts

Faculty input  
stories

Sharing of

Language challenges  
Youtube/visuals

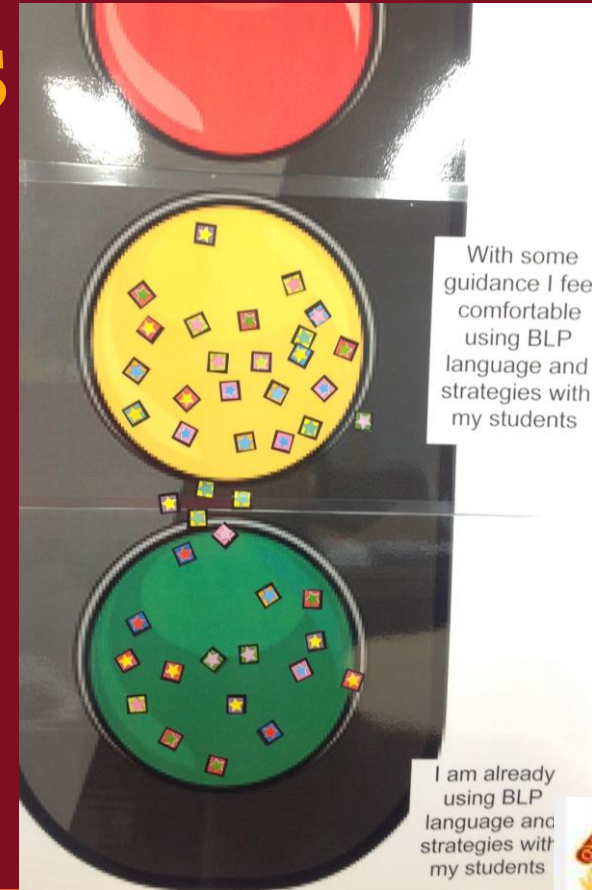
Learning bites

Text Books



# Review mechanisms

How do we know we have collegial support?



# Collaborating with others

Faculty sharing

Inter-faculty field trips

‘open’ BLP meetings during the term

Independent Schools Victoria, Melbourne





# Gaining traction

When the Principal speaks - 2016 expectation

BoT support

Appraisal Inquiry

Other students talk about it

Staff sharing, schemes, reporting

Parent communication



# Introducing templates

**BLP Purpose:**

Through BLP students will become MORE confident, curious and reflective; able to relate to others

**Learning Power:**

**Reciprocity:** Capability: **Collaboration - Using people around me to help me with my learning**

**Reciprocity Framing Question:** Has Reciprocity allowed learners to be more socially aware of learning with others AND for themselves?

**Reciprocity Framing Measure:** Through reciprocity, the learner is able to demonstrate that they are more socially aware of their learning and that of others (measurement could include observations, self-assessment, reflective journals, discussions, peer assessment, parent dialogue or teacher dialogue with other colleagues).

**Capability: Collaboration** (the skills of learning with others) **NZC Key Competencies: Relating to others and Participating and Contributing**

	Emergent Learner	Intermediate Learner	Advanced Learner
<b>Learning Disposition</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am developing an awareness of how to manage myself when collaborating</li> <li><input type="checkbox"/> I consider undertaking a collaborative task where there is choice and can say why I have chosen it</li> <li><input type="checkbox"/> I Recognise or respect when a different viewpoint is shared</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am aware of how to manage myself when collaborating</li> <li><input type="checkbox"/> I chose collaborative tasks when opportunities arise and I can explain why I chose them</li> <li><input type="checkbox"/> I recognises AND respect others viewpoints</li> <li><input type="checkbox"/> I am developing, considering and then applying some knowledge from other collaborations beyond my own</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I manage myself when collaborating</li> <li><input type="checkbox"/> I can articulate the strength of working in collaboration</li> <li><input type="checkbox"/> I recognises AND respect others viewpoints in order to challenge my own assumptions</li> <li><input type="checkbox"/> I use knowledge from other teams collaborations to advance my capability (i.e. collaboration)</li> </ul>
<b>Pre Evaluate</b>			



# Aligns with PB4L, E-Learning and Restorative Practices

Restorative Practices: Students and staff reflect on behaviors and behavioural triggers

**PB4L:** Provides a common language between behavior and learning. What does a **p**ositive confident or **p**ositive curious behaviour in class look like?

E-learning: Tools to support our vision



# Journey going forward

Parental support

Student team

Ongoing PD and prioritising time

Curriculum review - structural changes





# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Good habits



@sylvia duckworth