

# Learning to Learn



Easter Term 2004  
Issue 1

[www.campaignforlearning.org.uk](http://www.campaignforlearning.org.uk)

## Welcome & Introduction

Welcome to the first issue of the Learning to Learn newsletter. We want this newsletter to be about you, and what you need to help you with your Learning to Learn project.

The aim is to keep you up to date with the project's developments, highlight key dates, spread tips and good practice from the classroom and inform you of relevant resources and findings from the Learning to Learn World.

In this issue we report on the second residential meeting, look at the interim report for the first year of phase III of the project and ask you what you want from your newsletter.

For future issues we would love to hear from you. I'm sure you would like to hear how other schools are finding the project from the good to the bad, to what works and what doesn't. There may even be ideas that you can take on board.

We would like to receive any comments, letters or articles that people would like to share or requests for information on elements of the project you would like to know more about.

Please email these to Rebecca Goodbourn on [rgoodboun@cflearning.org.uk](mailto:rgoodboun@cflearning.org.uk).

Enjoy the newsletter!



## Goodbye and Good Luck

After nearly eight years at the Campaign for Learning Toby Greany has left his position as Director of Policy and Information to take up a new role with the Design Council.

Toby will remain on the Learning to Learn Project Advisory Board and will continue to support the project. We wish him well, GOODLUCK!

## Dates for Your Diaries

### 2004

24 March 2004	National Conference
17 June 2004	Enfield Inset
18 June 2004	Cornwall Inset
23 June 2004	Cheshire Inset
7 July 2004	Advisory Board Meeting
6 October 2004	Cornwall Inset
7 October 2004	Enfield Inset
4 November 2004	Cheshire Inset

### 2005

15 June 2005	Cornwall Inset
16 June 2005	Enfield Inset
23 June 2005	Cheshire Inset

## Useful Contacts

### Campaign For Learning

**Rebecca Goodbourn**  
Learning to Learn Officer  
020 7766 0018  
[rgoodbourn@cflearning.org.uk](mailto:rgoodbourn@cflearning.org.uk)

**Susie Parsons**  
Chief Executive  
020 7930 1111  
[sparsons@cflearning.org.uk](mailto:sparsons@cflearning.org.uk)

The Campaign for Learning is working for an inclusive society in which learning is understood, valued and accessible to everyone as of right. We aim to stimulate learning that will sustain people for life

# Learning to Learn Residential

## Phase 3 Residential Round Two

January saw the second of Phase III's Learning to Learn residential events. The two days provided thought-provoking presentations from Professor Guy Claxton of Bristol University and Professor Paul Black of Kings College London, alongside practical advice from an army of Newcastle University research advisers.

The residential aimed to allow the sharing of good practice, what works and what doesn't, to allow time to review how research is going, and to allow for new research techniques to be thought.

The residential also allowed for some socialising and informal discussions.



More than anything the residential was a way of bringing everyone together to talk about how they felt and what could be done to help.



Most people left with a new sense of focus and a lot more enthusiasm to continue on with their project

If you didn't manage to attend the meeting a full report can be downloaded from the Newcastle Learning to Learn Website.

At this same site you may also download all the handouts from the Newcastle led workshops.

To access the website follow this link:

[www.ecls.ncl.ac.uk/l2l/login.asp](http://www.ecls.ncl.ac.uk/l2l/login.asp)



## UFO Sighted at Learning to Learn Residential

## Do my Rs look big in this?

Discuss this question and others on the Learning to Learn Web Discussion Board

Professor Guy Claxton raised the question of 'Do my Rs look big in this?' at the Learning to Learn residential in January. The question was raised during a debate on the differences in the number of Rs in Guy Claxton's Building Learning Power's framework (Resilience, Resourcefulness, Reflectiveness, Reciprocity) and those of the Campaign for Learning (Ready, Resourceful, Resilient, Remember, Reflect). The types of question raised were: Does the number of Rs matter?; Does it matter what word is used for each R?; Would you like to see more of less Rs?

We would like to continue this debate and would welcome any comments on the Campaign for Learning's Learning to Learn discussion board.

### How do I get to the discussion board?

Type in the following address into the address bar

<http://www.campaignforlearning.org.uk/projects/l2l.htm>

Once in the Campaign's Learning to Learn website click on the link to the discussion board. Before you can use the discussion board you must register by filling in your contact details. Once you have registered you are free to chat on any of the topics by clicking on the topic and typing your comment in the box provided at the bottom of the page.

If you are having any difficulties please contact Rebecca on 020 7766 0018 or email [rgoodbourn@cflearning.org.uk](mailto:rgoodbourn@cflearning.org.uk).

# Interim Action Research Report

## **What is the report?**

The report describes the first six months of Phase 3 of the Campaign for Learning's Learning to Learn in Schools action research project, which started in schools in September 2003 and will continue for three years. 33 schools in Cornwall, Enfield and Cheshire are involved in investigating the impact of Learning to Learn (L2L) on pupils' learning and teacher morale.

## **What does the report do?**

The report describes the development of the research methodology and summarises the research projects that the schools are undertaking. It briefly describes some of the thinking by the schools at the second project residential meeting on where and how they are making the most difference so far.

## **Who is the report for?**

The interim report is for sponsors and the Advisory Board to monitor progress.

## **Research update – What stage are we at?**

The schools are now six months into their first cycle of action research as part of the Phase 3 project. All of the schools have been involved in developing a research question and a methodology to investigate this focus.

The online questionnaire has been completed by about 2000 pupils; this data will be analysed once the majority of pupils have completed it for a second time towards the end of the summer term.

At this stage the majority of schools have completed interim reports on their projects excerpts from three schools are included in the newsletter.

At the residential meeting the teachers who attended undertook a number of activities designed to explore their understanding of learning to learn and the 5Rs and how these related to the activities they were undertaking in school.

This report describes the development of the research methodology and summarises the research projects that the schools are undertaking. It briefly describes some of the thinking by the schools at the second project residential meeting on where and how they are making the most difference so far.

The key research areas that the project teachers feel are most central to their research to date are:

- how Learning to Learn can help tackle underachievement;
- how Learning to Learn can help deal with challenging behaviour;
- how Learning to Learn can help break down differences within schools; and
- the impact of different learning environments on learning.

A number of areas have been identified for further research in future, including ICT and the role of leadership.

The Learning to Learn approaches used by the teachers in the project (which range from Circle Time, to Assessment for Learning, to Parental Involvement) have been mapped onto the 5Rs. Readiness, Resourcefulness and Reflectiveness were most commonly identified as a priority by teachers.

## **When will the full report be available?**

We aim to have the full report out in November 2004.

# What Are Some Schools Doing For Their Research Projects?

## Cheshire

**Sonya Huxley**  
**High Street Primary School**

### **Creating Resourceful Lifelong Learners in Key Stage 2**

#### **• Project Aims**

To create a positive inclusive learning environment within in KS2 that develops resourceful, motivated pupils who are confident lifelong learners.

#### **• Research Focus (List 1 And 2)**

Our overall focus for the 3 years of the project is the third R 'Resourcefulness'. In particular we will focus on learning from and with others, learning creatively in different ways and by making the most of preferred learning styles and the learning environment.

#### **• Dimensions Of This Case Study**

High Street Primary School has approximately 287 children on role. The study is in two parts and covers both KS1 and KS2. In this case study the focus is upon the research carried out in KS2, which involves 5 junior classes.

#### **• Summary Of Findings**

More movement during lesson times

It has encouraged a team ethos  
It has improved children's ability to explicitly explain their thinking and learn through teaching others  
Supports the less able children  
It is easily adapted to a variety of lesson objectives

Increased opportunities for success

## Cornwall

**Linda Stephens & Irene Pooley**  
**St Meriadoc CofE Nursery and Infant School**

### **Does introducing parents to Learning to Learn techniques have a positive effect on pupils' achievement?**

#### **• Project Aims**

To discover whether involving parents and introducing them to various Learning to Learn approaches will develop their children's self esteem and resilience as learners and so raise standards.

#### **• Research Focus (List 1 And 2)**

We are looking at the role of family learning in supporting Learning to Learn by arranging a series of evenings to introduce parents to the major L2L approaches. We will monitor the impact that the parent's involvement has on the confidence and capability of their children.

#### **• Dimensions Of This Case Study**

We are a nursery and infant school with a total of 155 pupils plus 38 part time in the nursery. The invitation to the parent's sessions went to all parents and between 30 and 40 parents attended each of the 12 sessions representing 50 children.

#### **• Summary Of Findings**

To be included in final version

## Enfield

**Christina Sultan & Julie D'Abreu**  
**Brettenham Primary School**

### **Developing oracy in Year 2 with a particular focus on Turkish-speaking pupils**

#### **• Project Aims**

The aim of the project is to maximise the pupil's language development. The teachers want to concentrate on L2L strategies to promote oracy. Activities will be planned to develop pupils' abilities in this area. Steps will be taken to make it easier for parents to support their children.

#### **• Research Focus (List 1 And 2)**

To be included at a later date

#### **• Dimensions Of This Case Study**

There are 30 pupils in the class. 53% bilingual (23% Turkish speakers). Black and ethnic minority pupils make up 73% of the class. The project will consider pupils' multiple intelligences and learning styles and use VAK teaching materials and environment.

#### **• Summary Of Findings**

*To be included at a later date.*

Thank you to those schools featured in this issue of the newsletter

If you would like to share your Learning to Learn project or any other comments please send them to [rgoodbourn@cflearning.org.uk](mailto:rgoodbourn@cflearning.org.uk)

# Case Study Write Up – Hints and Tips

We know how much you all hate writing up your case studies so Kate has decided to help you by providing the following hints and tips.

- Digital images look really good in a write up; however make sure that if photographs of pupils are shown that you get permission first. If in doubt refer to the guidelines published by the DfES (<http://safety.ngfl.gov.uk/schools/document.php3?D=d27>). When we receive your write up with photographs in we will presume that it is OK to publish it with the images included and that permission has been granted.
- The teachers' choices section is important. This is the section that other teachers reading your case study will use to replicate your approaches; in other words it is where you will give detail about the 'how'. Therefore you need to put as much information as possible into this section about the practical aspects of the project: information regarding the structures you put in place, the decisions made, issues arising, organisational impact, any changes and developments, and the learning process of the teacher and the pupils and how it changed through the project.
- The summary page, which includes the sections titled Project Aims, Research Focus (List 1 and 2), Dimensions of the Case Study and Summary of Findings, should be kept to under 1 page. This means that you need to be succinct, save the detail for later in the write up. If you have made this section too long copy and paste unnecessary bits into the body of the write up.
- You will need to give your case study a title which sums up the project, but will also draw readers' attention to your work; however make sure that you keep it to less than 10 words. Think of it as a newspaper headline.
- Use the examples in the Digital Portfolio Report (given to all schools at the end of the residential) as a model for your own. Particularly strong case study write ups were those completed by Christine Glazzard, Helen Burrell and Anne Humble.
- If you are worried about or haven't the time for formatting, don't! Keep it simple and we will do the rest at the University. This is particularly the case for including images, graphs and tables – if you are not sure send them electronically in a separate document, mark in the case study where you would like it placed and let us do the rest!!!
- Lastly, if you have any question, it doesn't matter how large or small, contact me and I will try and answer it.

# News from Newcastle

This section allows the team at Newcastle to update you with news, developments, and things to look forward to.

## Quantitative data

Remember to collect quantitative data!

**But**, you don't have to analysis the data you collect if you don't have time. The team at the university are willing to complete any analysis needed, in particular the yukky statistical stuff.

If you would like to take the University up on their offer please let Kate know as soon as possible so that they can schedule time for this.

## Website News

The website now includes all the resources from the university workshops at the residential, there is a hyperlink on the welcome page which takes them straight there

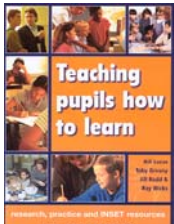
## Be Warned!

In **May** and **June** you will be asked to do the pupil online questionnaire retest.

## Remember

Kate is always there to help and support you in any way she can.

# Learning to Learn Publications



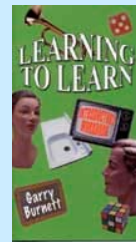
*Bill Lucas,  
Toby Greany,  
Jill Rodd and  
Ray Wicks*

£12.95  
80 pages

ISBN:  
1 85539 098 1

## **Teaching Pupils How to Learn** *Research, practice and INSET resources*

The Campaign for Learning's national 'learning to learn' action research project has involved 24 schools covering all ages in England and Wales. This book explores the underpinning theory and policy frameworks, and reports on the findings in the context of questions such as, 'can learning to learn raise standards?' It offers practical suggestions for individual schools wishing to implement a 'learning to learn' project and provides an innovative fold-out INSET resource for teachers.



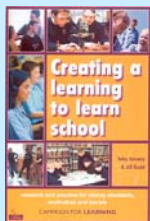
*Gary Burnett, Louise  
Burnett and Kevin  
Burden*

£2.99  
16 pages

ISBN:  
1 9044 2420 1

## **Learning to Learn** *Introductory workbook*

This simple yet powerful learning resource is an introduction to the huge benefits of learning to learn. Designed for use by teachers, parents and everyone else working with students, it describes the main techniques of Brain-based or Accelerated Learning in an easy-to-absorb ways.



*Toby Greany  
and Jill Rodd*

£12.95  
144 pages

ISBN:  
1 85539  
186 4

## **Creating a Learning to Learn School** *Research and practice for raising standards, motivation and morale*

This is an essential resource for heads, senior managers and teachers interested in developing better schools, classrooms and learners. It is based on 2 years of ground-breaking research in 25 schools over 100 teachers and many thousands of pupils. The research explored a variety of approaches to teaching pupils how they learn and evaluated the impact on standards, pupil behaviour and teacher morale.



*Alan McLean*

£16.99  
160 pages

ISBN:  
0 7619 4385 4

## **The Motivated School** Alan McLean

*The Motivated School* shows how important students' motivational mindsets can be in influencing the way they learn. Alan McLean brings together evidence from recent research, shows how successful learning contexts can be created, and provides real-life suggestions for teachers working with disengaged learners. By recognising that genuine motivation comes 'from inside' and that self-motivation needs to be nurtured, this book provides a practical guide to both teacher and student motivation.

## **Publishers Websites and Phone Numbers**

Anglo-American Book Company      01267 211 880  
[www.anglo-american.co.uk](http://www.anglo-american.co.uk)

Network Educational Press      01785 225 515  
[www.networkpress.co.uk](http://www.networkpress.co.uk)

Southgate Publishers      01363 776 888  
[www.southgatepublishers.co.uk](http://www.southgatepublishers.co.uk)

The Accelerated Learning Centre      01267 211 880  
[www.accelerated-learning.co.uk](http://www.accelerated-learning.co.uk)



*Guy Claxton*

£17.50  
120 pages

ISBN  
1 9012 1943 7

## **Building Learning Power** Guy Claxton

As well as looking at learning styles Guy Claxton teaches the importance of tenacity, resourcefulness, imagination, self-discipline, self-awareness and collaboration and in doing so not only helps students gain higher grades, but also prepares them with the skills to survive the 21<sup>st</sup> century.