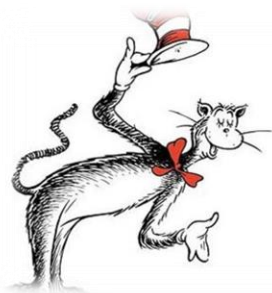


Scoil Dara



Supporting Student Learning

The 3RC Learning Habit Model



"Think left and think right
and think low and think high.
Oh, the thinks you can think up
if only you try!"

- Dr. Seuss

A Supporting-Learning Module designed and delivered to Junior Cycle students with tutor facilitation

Scoil Dara has been involved in BLP (Building Learning Power) training to promote and support effective learning habits among junior cycle students since 2017. In all 9 teachers have trained with Graham Powell – facilitated by NAPD (National Association of Principals and Deputy Principals). Graham also gave a one-day workshop at Scoil Dara to which 2 other secondary schools were invited. The BLP teaching team then visited a Learning powered- practicing school to exchange ideas and experiences as to how to embed some of the key features of the learning powered approach within our learning exchanges and pedagogy.

Central to the approach taken by the Scoil Dara team in developing a programme best suited to the context of our community, are four central aims:

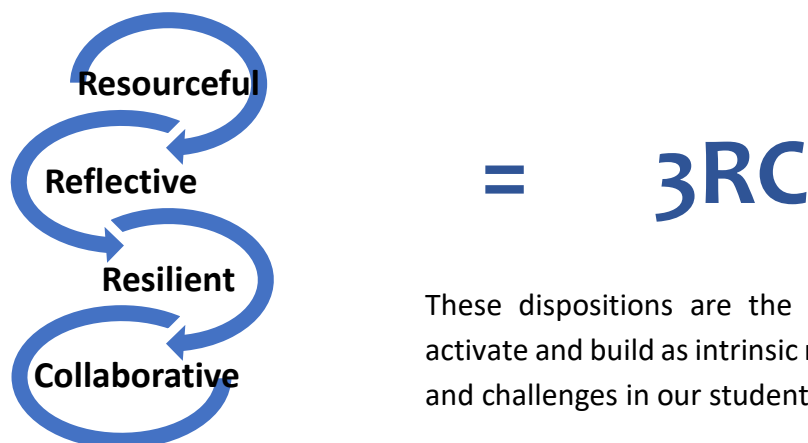
- Facilitating student understanding of the nature and benefit of positive learning habits:
Promoting a personal understanding of effective learning habits and practices, endorsing an enjoyment of school life, enhancing positive classroom environment, optimising teaching and learning engagement, developing confidence and independence, affirming collaboration and efficacy within a team.
- Creating a relevant and accessible language of learning which all teachers and learners recognise, utilise and understand in a very practical and “every opportunity” sense.
- Designing opportunities for students to apply and practice the central habits in school and at home and thus support student capacity and celebrate student success.
- Developing assessment models based on the central learning habits which will create a deeper awareness of the practice and process of the habits as well as the positive outcomes and efficacy of their use.

'Term on term, year on year, a BLP school breeds young people who are more curious, more willing to take a risk and give it a go, more imaginative, more creative, more thoughtful, more ready, willing and able to learn with and through others. It's developing this adventurous spirit that counts'.

Professor Guy Claxton, originator of BLP

The premise behind the learning powered approach as developed by Guy Claxton and Graham Powell has its roots in the theory of Growth Mindset (Carol Dweck) and Learning Style theory. It motivates a subtle shift in the focus from product to process – the completed task is often less important (as a learning opportunity) than the means and measures taken in negotiating the learning process. Students become adept at managing and optimising their approach to suit a learning challenge, recognising their learning strengths and those learning habits which are ripe for improvement. Students come to prize effort and endeavour as much as the finite outcome of a “grade”. Through developing a deeper understanding of process, approach and outlook students build their capacities as powerful, confident, real-life learners.

The idea is to focus on four learning dispositions or habits - we are branding them **3RC**



These dispositions are the learning habits that we want to activate and build as intrinsic responses to learning opportunities and challenges in our students.

As supports to students and their learning powered approach, rather than focusing on the finished object or the piece of work - ‘how is your work going?’ we might begin to ask about and focus on the learning ‘how are you learning there? What’s difficult about that learning? What would make that learning easier for you?’ These questions invite students to become more interested in the process and their understanding of their progress through that process (the steps).

In brief that four learning habits **3RC** are:

Resilience- not giving up, looking at the learning challenge creatively

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

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

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

These headline habits will be explained to the students in a range of actions and through a variety of learning activities that they will associate with each. All learning opportunities will be mediated through the language of the habits and the associated verbs and feedback will be channelled through the language of these habits. In this way students will become completely familiar with the learning habits.

How You Can Help at Home

| Draw attention to and Model positive learning habits – talk about learning | |
|---|---|
| Resourceful | <ul style="list-style-type: none"> - Encourage Questions – and support finding possible solutions - Demonstrate and invite the making of links between different ideas - Encourage imagination and creative interpretation and planning - Help your child use a wide range of resources: reference books, drawings, internet, discussions with known “experts” - Commend their efforts to be creative and resourceful - Talk through the design of a project with them - Help them plan their time as part of the overall planning model |
| Resilient | <ul style="list-style-type: none"> - Demonstrate and model sticking at things even when your find them very difficult. Talk about frustrations and ways of overcoming them. - Praise your child when they stick at their learning even though you recognise that they are struggling - Speak about what your child did/ thought about to continue with the struggle - remind them of this later. - Encourage your child to take breaks from learning but to manage those breaks realistically also. - Help them to develop the practice of “absorption” – reading, mindfulness colouring, card-games, drawing, lego, or any activity that helps them become utterly enraptured (even for short periods of time) - Talk with them about what helps them focus completely and remove some of the trappings of distraction to create the optimum learning space. |
| Reflective | <ul style="list-style-type: none"> - Encourage your child to organise for the next day of school every evening (uniform, books, PE gear, lunch/snacks, extra-curricular activity, etc. - Ask about what they learned at school and how that learning took place/what made it interesting and enjoyable/ how might they make their revision and review more engaging - Talk with them about and help them plan activities and learning - Support and encourage flexibility, ask them about different approaches or outlooks and invite them to include a reference to them in their work (another method or approach) - Support but gently challenge a plan they might present to you |
| Collaborative | <ul style="list-style-type: none"> - Demonstrate and model collaborative support ask if you can help with learning. Create a chance for enjoyment, praise and extension learning. - Work, play and learn alongside your child, let them see you setting up positively for a unit of work and invite them to work at the table with you, encouraging each other - Encourage them to work along-side and in collaboration with a friend, exchange notes, share course work, exchange assessment feedback and look to identify areas to work -on together. - Make expectations about respectful engagement with others explicit and clear, taking turns to speak and listen, recapping on the point of view of the other and building on that, being empathic, etc. |