

# Year 7/9 Academic Evening

The RGS Ethos of Learning

# What's wrong with Education?

- 
- Sir Ken Robinson Link
  - <https://www.youtube.com/watch?v=zDZFcDGpL4U>

# Remember these times....?

- 
- Ruby the baby link
  - <https://www.youtube.com/watch?v=5Q2cL-WteZk>







## How do we want our students to be as learners ?

- **Correct**
- **Sit still**
- **Do as told**
- **Good at remembering facts**
- **Reliant on others**
- **Good at following instructions**
- **Listen to teachers**
- **Good at copying**
- **Self –evaluative**
- **Attentive to everyone**
- **Imaginative**
- **Responsible**
- **Initiators**
- **Adventurous**
- **Creative**
- **Social learners**
- **Be active**
- **Curious**
- **Independent**

# What do current Headteachers say about education?

- We are focussing too much on standards to the detriment of lifelong habits of mind.
- Our young people are becoming skilled for a life of tests not the tests of life.
- We are in danger of fostering a dependency culture.
- As our students grow older, we are teaching and they are learning in functional ways that limit their independence of mind.

- Their world will be challenging, uncertain and competitive.
- They need to be robust, imaginative, interdependent and flexible learners.
- Our schools need to adapt our approaches to provide students with the habits of mind they will need.

## **Professor Tim Birkhead, Sheffield University**

- “The most striking thing about some undergraduates is their dependence, their lack of initiative and their reluctance to think themselves...new undergraduates seem to expect to be told what to do at every stage. It is almost as though the spoon-feeding and teach-to-the-test culture at school has drained them of independent thought.”



## Essex advertising executive

- “What am I looking for in those I employ: people who show initiative, tell me about problems they’ve solved, look for opportunities that I’ve missed, work well with other people and make me feel that they’re enjoying what they do.”

# Michael Morpurgo, BBC Dimbleby Lecture, 2011

- “We must remember that we are preparing children not simply for employment and for the contribution they can make to the common good, but for the different decisions they will have to make in their personal lives, in those moments when they have to take responsibility themselves.”

# “Preparing for a life of tests, not the tests of life”

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- Pete Wood.
- Mindfulness
- Make the Difference (MTD)
- Co-curricular involvement
- Failure Week

# Reducing assessment, improving feedback.

Delivering a world class standard of education, enabling  
RGS boys to achieve their potential



# Proposal

- ▶ Have x3 yr7 Biology, Chemistry and Physics classes completing no end of topic assessment (therefore grades/scores are not given to students).
- ▶ Work/homework is still set and marked. Scores are recorded by teachers, however marking focusses around the 'Make the Difference' marking policy where students are provided with specific feedback or model answers to act upon. A model answer will always be given so students know what the perfect answer would be.
- ▶ Students/parents will still be given progress cards.
- ▶ Surveys will be completed throughout the year along with comparing end of year exam results.





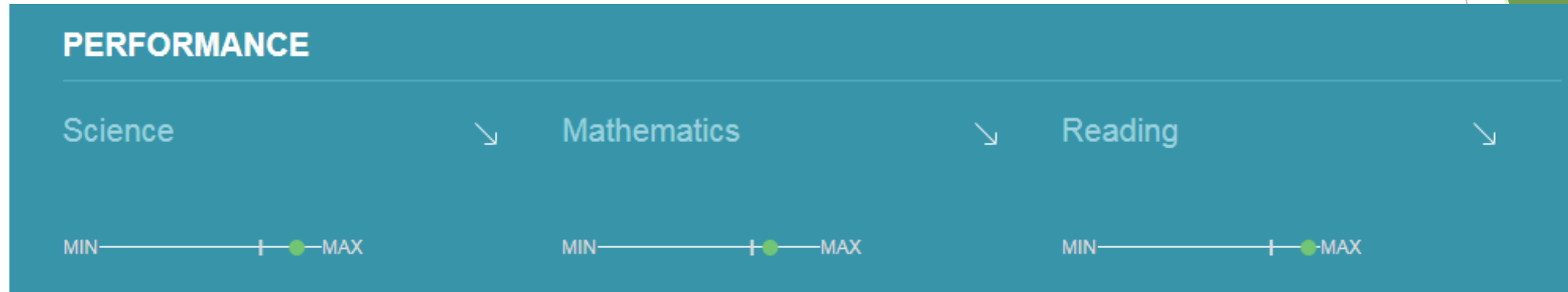
# Why?

- ▶ Striving to deliver a world class education - Finland use this model.
- ▶ Focus on enjoyment, self-evaluation and motivation to be the best they can be. (*Ethos of Learning*)
- ▶ Less worrying about assessment. More of a learning culture.
- ▶ Less competition, more cooperation between students. (*Ethos of Learning*)
- ▶ More teaching time available as less time taken up by assessment (potentially 16 more lessons).
- ▶ More responsibility taken for own learning (*Ethos of Learning*)
- ▶ Use the additional time for Problem Based Learning tasks. These can then use and improve skills essential for a variety of subjects. (*Ethos of Learning*)



# Finland as an example

Since the start of PISA (Program for International School Assessment) rankings, Finland has been the top in Europe for Science, Maths and Reading standards.



- ▶ No standardised assessments until one major assessment aged 18.
- ▶ Homework quantity varies - however generally lower than other European countries
- ▶ No 'gifted' programs - more advanced students are used to help students who are struggling
- ▶ Cooperation rather than competition between students
- ▶ Focus on feedback in order to improve
- ▶ Students are happier and less stressed

## Student well-being

Teenagers who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives. PISA 2015 analyses for the first time students' well-being, their sense of belonging at school but also their relationships with peers and teachers, their home life, and how they spend their time outside of school.

### Life satisfaction



### Sense of belonging at school



### Schoolwork-related anxiety



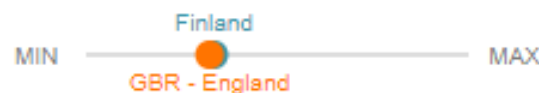
## Share of top performers

Top-performing students in science can use abstract scientific ideas or concepts to explain unfamiliar and more complex phenomena and events. In mathematics, they are capable of advanced mathematical thinking and reasoning. In reading, top performers can retrieve information that requires the student to locate and organise several pieces of deeply embedded information from a text or graph.

### Science



### Mathematics



### Reading



# Reducing assessment, improving feedback.

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# Sort out the Comic or the Marshmallow challenge...

- String
- Tape
- 20 pieces of spaghetti
- Marshmallow
- 12 minutes to produce the tallest free standing tower which can support a marshmallow on the top!



What skills have you used?

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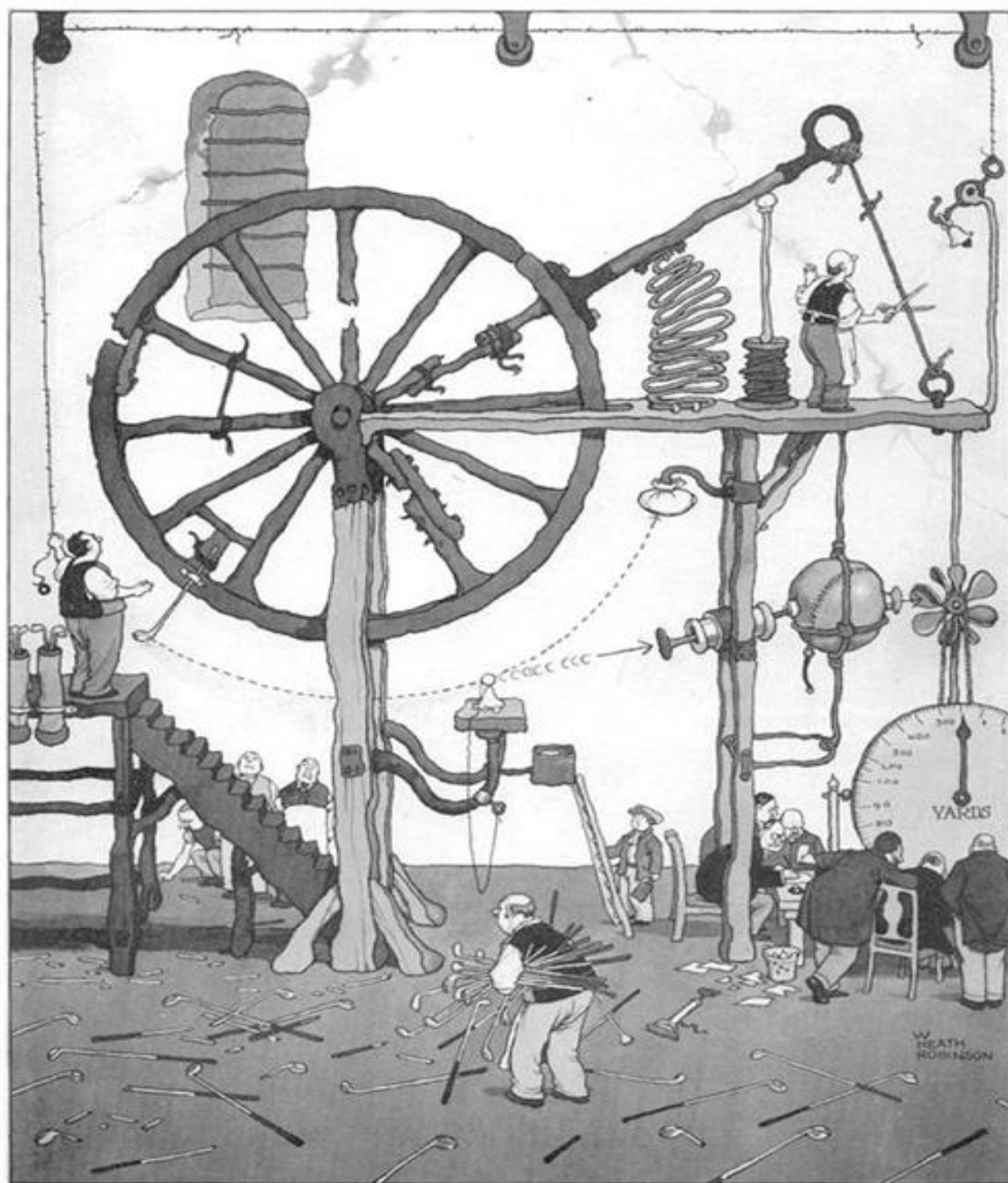
# The answers



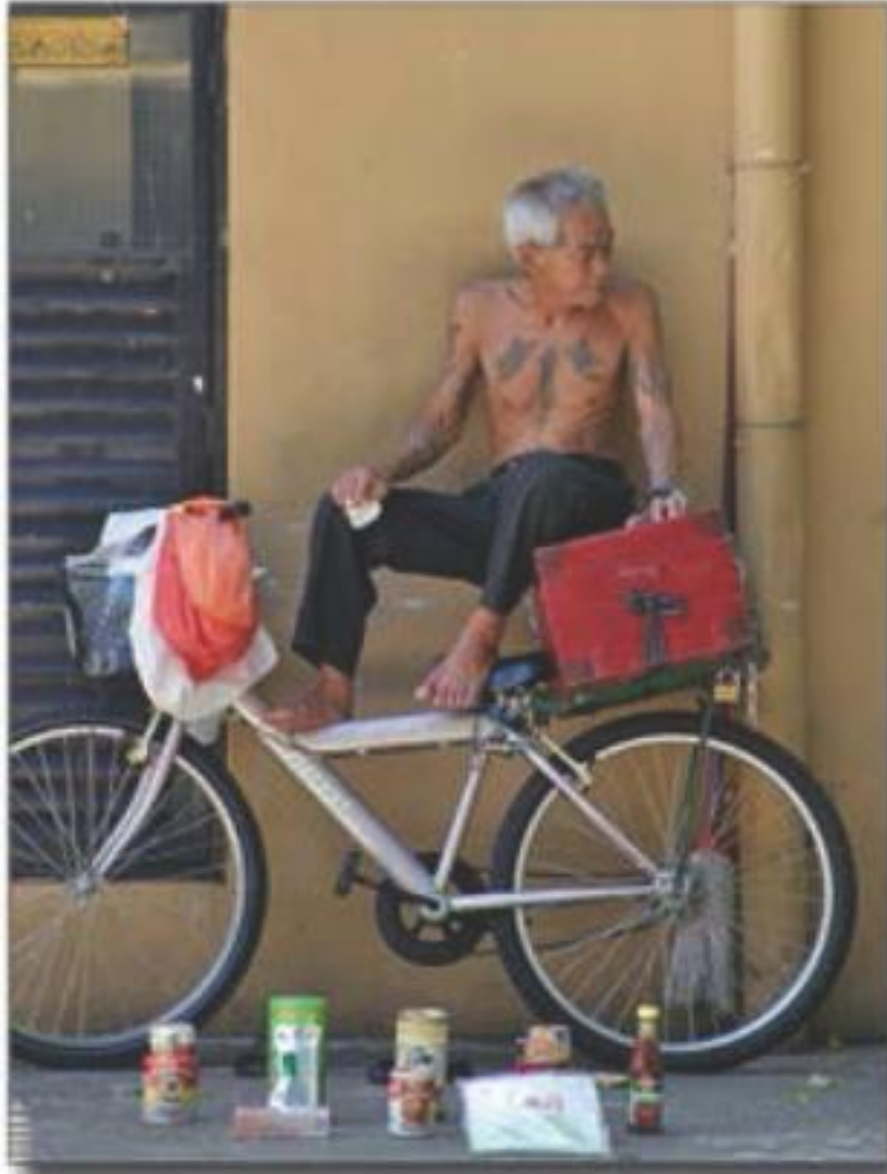
## **Building Curious Minds**

**How many questions does the average four year old ask in a day?**

**Our main task is to  
enable all young people  
to stay curious and cope  
with uncertainty so that  
they have the confidence  
to make decisions for  
themselves...**







## **Habits of Mind**

**What are you  
noticing?**

**What questions are  
you asking?**

**What kinds  
of learning  
do we value  
and promote  
in our  
classrooms?**







# ETHOS OF LEARNING



## TEAMWORK

### COLLABORATION

Working together to achieve

### EMPATHY

Understanding others' views

### COMMUNICATION

Listening, articulating, and connecting with others

### RESPECT

Embracing diversity

### CO-OPERATION

Supporting others

## ENGAGEMENT

### OBSERVATION

Paying attention to detail and having an awareness of the bigger picture

### RIGOUR

Being able to delve deeper into your learning

### PASSION

Having an enthusiastic desire to learn

### PERSEVERANCE

Not giving up in the face of difficulty

### RELEVANCE

Seeing the importance of your learning in the wider world

## CREATIVITY

### PROBLEM SOLVING

Seeing connections and solutions across your learning

### CHALLENGING ASSUMPTIONS

Questioning and enquiring

### COURAGE

Being prepared to take risks and to learn from mistakes

### NEW IDEAS

Thinking flexibly

### INITIATIVE

Using all resources to explore new pathways

## RESPONSIBILITY

### PREPARATION

Being organised and ready to learn

### FOCUS

Avoiding distractions; thinking before you act

### REFLECTION

Learning from experience and finding ways to improve

### CONFIDENCE

Having an open-minded approach

### CHALLENGE

Striving to fulfil your potential



# Ethos of Learning Teachers

## Explain

- Overt about the skills we wish to develop
- Train students to use them

## Model

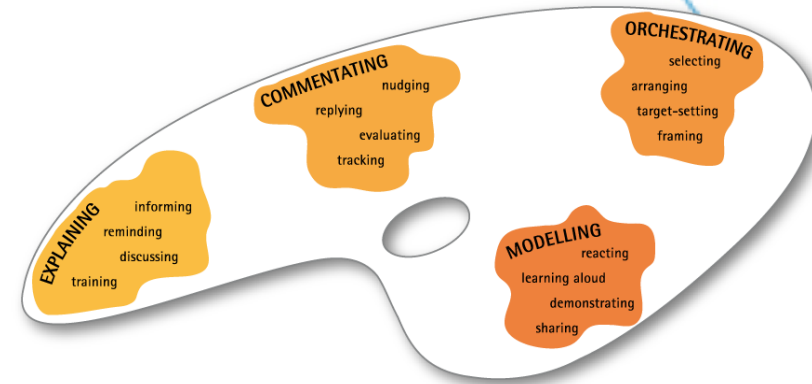
- being a learner and encourage collective commitment to learning.

## Commentate

- on pupils' learning skills, drawing attention to progress and how to strengthen these dispositions

## Orchestrate

- Organise classroom and activities to develop learning behaviours and habits



# Ethos of Learning Teachers



## Explain

- Overt about learning power behaviours
- Train students to use them
- Posters

Why do we need to **Explain** ?

It builds a common language with which to discuss, and so understand, the learning process.

It raises the awareness of self as learner



# Ethos of Learning teachers



## Model

Why do we need  
to **Model** ?

We pick up our minds from  
the people we hang around  
with. [Claxton, after Vygotsky]

Why should they bother to  
become lifelong learners if  
we can't be bothered to  
model ourselves as lifelong  
learners ?



# Ethos of Learning teachers



## Commentate

- on pupils' learning power, drawing attention to progress and how to strengthen behaviours

Why do we need to Commentate ?

To give feedback on content acquisition *and* on learning skills.

To *deliberately* talk so as to nudge students to adopt particular learning skills. Self- analysis in January and July

# Ethos of Learning Teachers



## Orchestrate

- Organise classroom and activities to develop learning behaviours and habits

Why do we need to Orchestrate ?

To plan lessons/Games/ Music/ Drama with two thoughts in mind –

- 1) **what** are they going to learn, and
- 2) **which learning skill (s)** will be critical to learning it.

To make the required learning skill(s) public.

**So what is learning...?**



**'knowing what to do when you don't  
know what to do'**

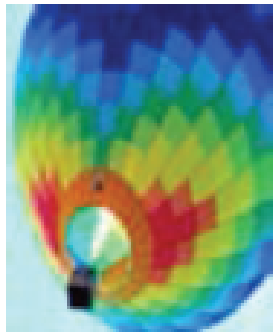
# Is the mind a bucket or a balloon?

Carol Dweck (2007) *Mind Set*



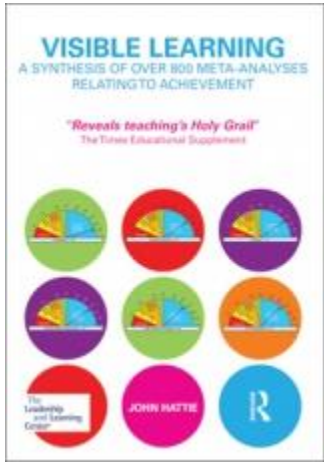
## FIXED MINDSET

- Fixed ability
- Limitations
- Safe learning
- Don't make mistakes
- Easily caves in
- Blame other people
- Do themselves down
- Dishonest about themselves



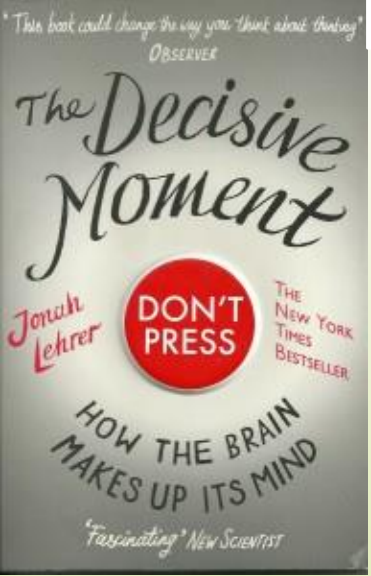
## GROWTH MINDSET

- Expandable ability
- Possibilities
- Adventurous learning
- Failure is useful
- Resilient / determined
- Take personal responsibility
- Generous about others
- Forgive themselves



# John Hattie, Visible Learning

- “A teacher’s job is to make work difficult. If you are not challenged, you do not make mistakes. If you do not make mistakes, feedback is useless.”



## Jonah Lehrer, A decisive mind

- Unless you experience the unpleasant symptoms of being wrong, your brain will never revise its models. Before your neurons can succeed, they must repeatedly fail. There are no shortcuts for this painstaking process.”





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1229 items starting with the letter 'S'!

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