

## Powerful research builds learning culture

Professor John Hattie spent 18 years researching how evidence can be used to create innovation in schools. He synthesised over 50,000 research projects involving 240 million students, and in 2009 published the results in an extremely influential book, *Visible Learning*. This outstanding research represents the largest ever evidence-based research into what actually works best in schools to improve learning. One of the most powerful strategies he found to improve learning is meta-cognition: **Be incredible...use your learning powers** is a meta-cognitive strategy.

“There is a significant disconnection between education systems and the needs of the 21st century. People may or may not have the right clutch of certificates, but far too few of them have the right **attitudes** that employers know are the **more important foundations of the elusive ‘world-class’ workforce.**”  
*Effective Education and Employment: A global perspective 2009.*

By focussing on the attitudes that make successful learners, we aim to change this and provide **inspiring learning for life.**

You kept going  
– well done!

You mean you  
don't know  
**YET!**

## Praise language

Perhaps the most significant aspect for us as adults in developing growth mind-set is to use praise language which focuses on achievement and effort, and to use **growth mind-set mantras** which reinforce the message.

Good – it's making you think –  
that's how your brain is growing!

If you could already do it  
or it was easy, you wouldn't  
be learning anything.

Don't say no  
– have a go!

Every time you  
practise, you're  
making the connections in  
your brain stronger.

Well done!  
You're learning  
to...

Your skills have already improved.  
Do you remember how much  
harder this was last week?

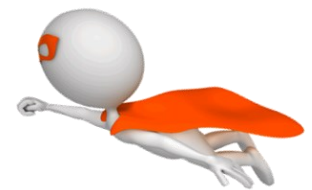


The British Section

SHAPE International School

## Learning Culture

At the British Section we help children identify different **learning powers** so that the learning skills they are using can be discussed and developed in the same way that we would develop an academic skill. We aim for a dual approach, where developing **learning powers** has as much importance as the knowledge or skills learning objective of the lesson.



# Be **i**ncredible...use your learning powers!

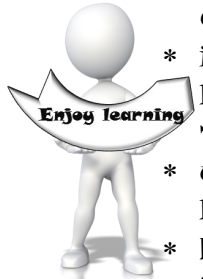
Developed using Shirley Clarke's synthesis of Guy Claxton's learning dispositions, Art Costa's *Habits of Mind* and Chris Quigley's *Secrets of Success*.



- \* **get lost in the task**
- \* **do one thing at a time**
- \* **break things down**
- \* **plan and think it through**
- \* **draw diagrams, jot down thoughts or things which help you think**



- \* **work hard**
- \* **practise lots**
- \* **keep going**
- \* **try new strategies**
- \* **ask for help**
- \* **start again**
- \* **take a brain break**



- \* **feel proud of all your achievements**
- \* **feel your neurons connecting!**
- \* **imagine your intelligence growing by the minute!**
- \* **use what you have learnt in real life**
- \* **know you can do it if you have input and you practise**



- \* **ask questions**
- \* **notice things**
- \* **look for patterns & connections**
- \* **think of possible reasons**
- \* **research**
- \* **ask 'What if..?'**



- \* **keep reviewing your work**
- \* **identify your best bits**
- \* **improve one thing at a time**
- \* **try to be better than last time**
- \* **don't compare yourself to others, only yourself!**
- \* **take small steps**



- \* **listen to others**
- \* **say when you don't understand**
- \* **be kind when you disagree**
- \* **explain things to help others**
- \* **be tolerant**



- \* **have a growth mindset**
- \* **don't worry if it goes wrong**
- \* **learn from mistakes**
- \* **be excited to try new things**



- \* **be creative**
- \* **let your imagination go**
- \* **think up new ideas & questions**