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The future of Learning to Learn

Personalised Profiling *page 11*

Develop dialogue, encourage reflection and provide a focus for progression

The learning life *page 4*

Which life do today's schools prepare our young people for?



Seven pillars of personalised learning *page 6*

Personalised learning in practice





The Challenge

Yesterday's solutions don't solve today's problems.

The world our children will inherit will differ dramatically from the world in which we grew up.

Navigation through this contemporary world is no easy task for the young learner. They find themselves bombarded with competing claims for their attention, information is instantly available at the touch of a keypad and they are surrounded by role models whose lives - in their every intimacy - are paraded for all to see. Making sense of this, charting a true course, adhering to consistent values and sorting sense from nonsense has never been more difficult.



The essential outcome of any 'personalised learning' approach is that the learner is given the navigation skills to cope with the journey. These include:

- the capacity to make informed choices and live with the consequences of those choices
- the ability to discriminate between relevant and irrelevant information in a variety of contexts
- the willingness to operate on a daily basis within a moral code
- everyday problem solving which is pragmatic and appropriate
- active participation in a number of communities

and - throughout all of the above - the ability to feel positive about yourself and those around you as you do so.

According to a senior Government minister, 'personalised learning demands that every aspect of teaching and support is designed around a pupil's needs'. Who discerns the true nature of the pupil's needs? In a future where it is said that '80% of the jobs that our current year one pupils will do, do not exist yet' it is no easy task. Yet, entering into the world of the emergent learner is to begin to understand what 'personalised learning' is about. In order to begin to unravel the complexities of this there are a number of hard questions schools and educators should ask:

"80% of the jobs that our current year one pupils will do, do not exist yet"

Question 1...

Which world are we preparing our learners for? Our children are drowning in information as they thirst for understanding. How can we change that?

Question 2...

What will be the key knowledge, skills and attributes for our emergent learners?

Question 3...

What are our underpinning principles of learning which will allow us to deliver the key knowledge, skills and attributes?

Question 4...

How do we begin to make learning itself a focus of learning? If we do this what promises will it deliver? Will Learning to Learn endure?

Question 5...

When we talk of learning do we also include the learning of teachers, of parents and of those who provide support to students? Do our layers of learning go beyond the boundaries of the classroom?

Question 6...

How will technology help advance the learning journey? Which technologies should we invest in?

Alistair Smith, Alite Ltd



The learning life:

Yesterday, Today and Tomorrow



4 Which life do today's schools prepare our young people for? Are we courageous enough to suspend replicating our past and plan for their future instead? As Eric Hoffer says 'in times of change the learners will inherit the earth, while the knowers will find themselves beautifully equipped to deal with a world which no longer exists.'

Yesterday's learners

- A book generation
- Drilled by rote
- Passive
- Specialists
- Subject to great variability in teachers
- Taught in uniform, factory-like surroundings
- Likely to be in a 'conventional' family unit
- Physically active
- Coerced into learning by an authority figure
- Backed by a supportive community
- Subject to a learning year based on agrarian needs
- Knew night and day, weekdays and weekends
- Had role models whose morals were unambiguous
- Had a short learning, long working and short leisure life
- Little or no access to technology

Today's learners

- A screen generation
- Learning through involvement
- Active
- Multi-taskers
- Subject to consistency in teachers
- Taught in uniform surroundings but with choreographed movement
- More likely to be from a non-nuclear family unit
- Physically inactive
- Persuaded in to learning by a significant adult
- Offered up by a community which asserts choice
- Still subject to a learning year based on agrarian needs
- Experiencing a 24/7 world
- Have a proliferation of role models whose behaviours are public property
- Have a long learning, short working and long leisure life
- Confronted by technology

Tomorrow's learners

- A wrap-around technology generation
- Choosing what and how to learn
- Responsible
- Information migrants
- Making appointments with teachers for mentoring, progression coaching, social expression classes and lifestyle guidance
- Learning at home, at the drop-in social expression centre, at the sensorama learning mall
- More likely to be from a non-nuclear family unit
- Able to use 'brain supplements' and technology to aid fitness
- Elect into learning as and when it suits personal or family needs
- Supported by a community which networks around need
- There is no learning year
- Shaping their own time
- Becoming their own role models
- Mixing learning, work and leisure – as and when
- Oblivious to the surrounding technology but skilled in its use

The Alite principles of learning

5 In personalising learning, agreeing what learning actually is, what is valued and what you are prepared to argue for helps prevent you being swayed by successive initiatives, directives or fads.

Make learning a focus of learning for it to endure – but first agree what it is.

At Alite, we believe Learning should provoke wonderment, offer a sense of possibility, and promise hope. For us, learning

1. is about seeking and securing connections
2. evolves through exploration, mimicry and rehearsal
3. occurs when we scaffold high cognitive challenge and negotiate risk
4. requires optimism about realisable learner goals
5. occurs through the senses
6. is socially constructed with language as its medium
7. thrives on immediate performance feedback and space for reflection
8. benefits from a view that intelligence is neither fixed nor inherited but complex, modifiable and multiple
9. involves the active engagement of different memory systems
10. requires rehearsal in a variety of situations

Seven pillars of personalised learning



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Too many young people learn to 'do' school like prisoners learn to 'do' time. Personalised learning, to get beyond rhetoric and mission statements, needs to become embedded in everyday practice. We have constructed 7 practical outcomes and suggest that their impact is considered across the 'layers of learning'.



Use the grid to score your current provision. Score out of 5 for each layer of learning.

The seven pillars of personalised learning	LAYERS OF LEARNING				
	Student	Teacher	Teachers together	School & schools together	Community
1 Learning should involve flexibility of time, social interaction, space and resource					
2 There is a high degree of learner choice, informed by quality information from the earliest					
3 Assessment actively engages the learner, is at the point of need and is capable of being acted upon					
4 Meta-learning is given a status and a focus throughout all learning experiences					
5 Learning arises through authentic problem solving and real issues					
6 Learning utilises the prevailing technologies of the age					
7 Learning occurs, and is actively promoted, across a supportive infrastructure					

Seven pillars of personalised learning... ...explored

What might 'personalised learning' look like close up? Each of our pillars is broken down into its practical implications.

1 Learning should involve flexibility of time, social interaction, space and resource

- learning occurs through a 'blended' provision of teacher-led activity, independent enquiry and on-line support
- there is individual, pair and group learning
- learners benefit from flexibility in the use of school space and in the school day

2 There is a high degree of learner choice - informed by quality information - from the earliest

- curriculum provision accommodates a wide range of vocational and academic opportunity
- information on pathways is up-to-date, accessible and instantly available
- reporting is succinct, prompts dialogue with those concerned and is structured around key decision points

3 Assessment actively engages the learner, is at the point of need and is capable of being acted upon

- a range of formative measures are in place
- teachers and learners have skills in questioning strategies, coaching techniques and can set meaningful goals
- the emphasis is on 'improving' rather than 'proving'

4 Meta-learning is given a status and a focus throughout all learning experiences

- teachers model the practices espoused and all learning is planned, delivered and evaluated within a considered and coherent structure
- learners know and understand their personal attributes, thinking skills and learning preferences. They understand their significance and are capable of reflecting on, and describing them
- the wider implications of lifestyle choices and their impact on learning are shared and understood

5 Learning arises through engagement with authentic challenge and real issues

- learners research, evaluate and reach balanced judgments
- a variety of appropriate research and communication tools are used
- learners present findings using a variety of contemporary media and to different audiences

6 Learning utilises the prevailing technologies of the age

- learners are familiar with electronic media and how it can be used to represent or mis-represent different viewpoints
- learners are comfortable and practised in the applications of technologies

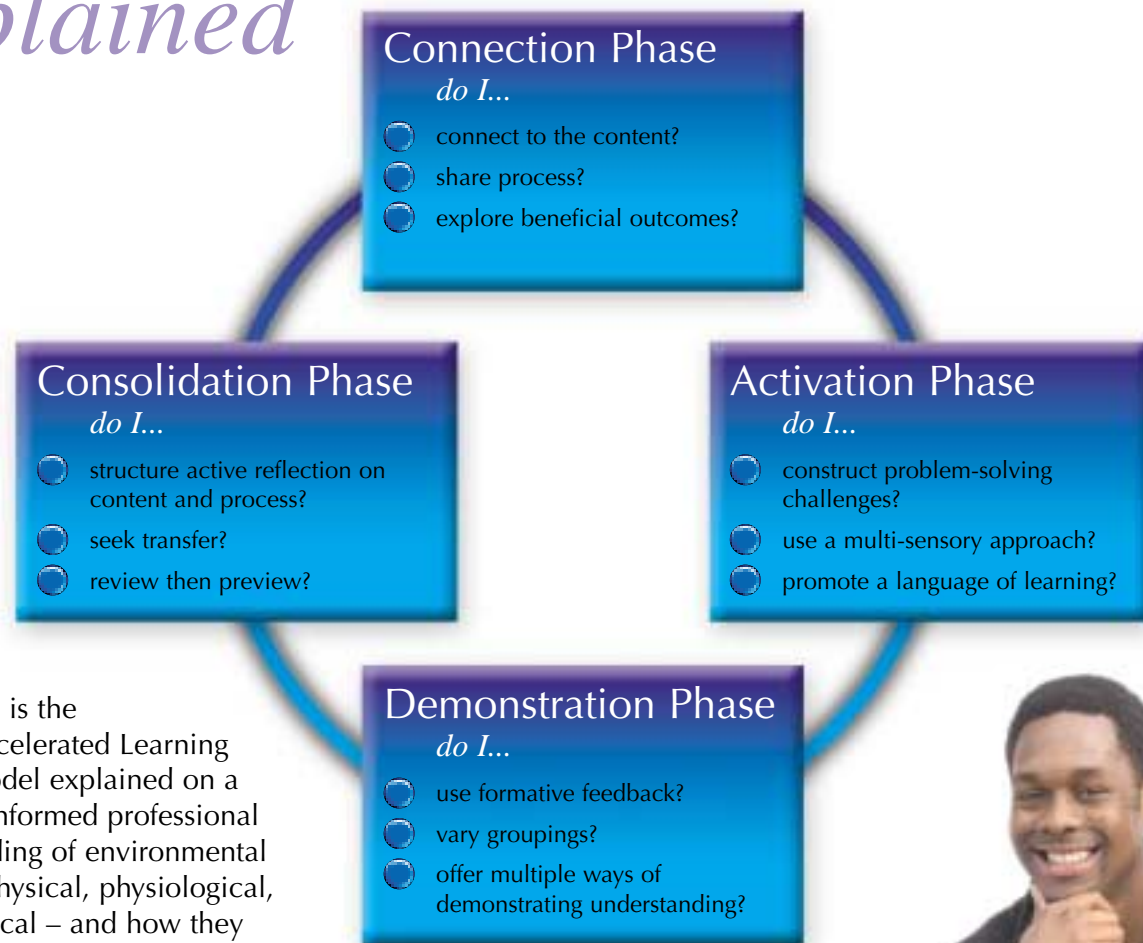
7 Learning occurs and is actively promoted across a supportive infrastructure

- barriers to parental and community involvement are reduced
- learners understand how to contribute to a community, how communities are formed and how they differ
- learners can transfer experience beyond the classroom and their immediate community

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The .Alite learning model explained

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Here is the Accelerated Learning model explained on a page. An informed professional understanding of environmental factors – physical, physiological, psychological – and how they shape readiness for learning supports a considered model for planning, delivering and evaluating learning experiences.

physical factors

- Use the room and its spaces as a learning tool
- Introduce movement when appropriate
- Vary learning groupings by purpose

physiological factors

- Recognise the 'hierarchy' of physical needs
- Show sensitivity to engaging and directing attention
- Work with and not against energy levels

psychological factors

- Build learner belief and self value
- Creating a safe, purposeful and challenging environment
- Invite involvement

Leading Learning

- Agree a model of learning
- Plan, deliver and evaluate using the model of learning
- Promote and share the model of learning
- Support others in using the model of learning



“Learning to Learn is a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable.”

Campaign for Learning

The Learning to Learn categories grid

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Lots of schools 'do' Learning to Learn. However the lasting impact on students is varied.

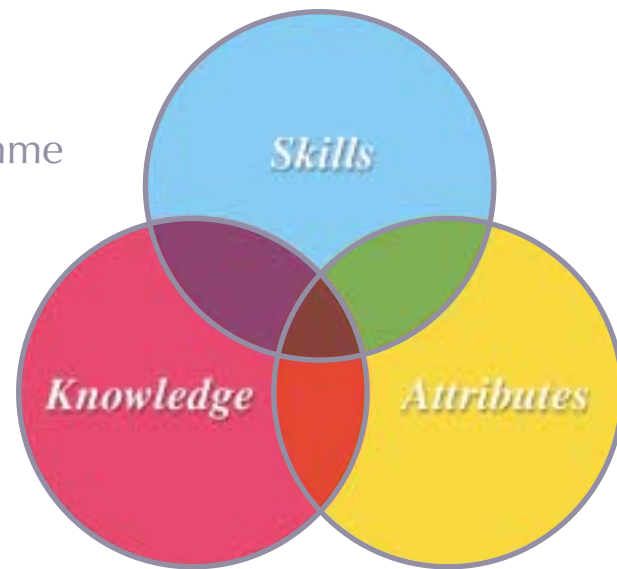
Descriptor	Characteristics	Methodology	Impact
Grow your own	Entirely customised, devised by staff, based on research into student need and assimilated to such a degree that separate 'provision' is not necessary		
Gourmet meal	Highly customised programme, devised by staff, based on perceptions of student need, home grown but blended with external materials	Programme which is given significance in status, planning time, rooming and staffing. Prominent in school strategic vision. A mix of content, skill and disposition development	Could be significant and will depend upon leadership, strategic support and replication
Supermarket trolley	Customised course delivered by wide range of trained staff using materials drawn from a range of - mostly external - sources	Timetabled package involving a range of trained staff who assemble the materials and deliver the programme. Content based but aligned to school priorities. Promoted throughout the school	Dependent upon the extent to which methodologies are replicated outside the programme
Take-away	School draws from outside 'expertise' and L2L is delivered as a timetabled course	Discrete, timetabled package involving staff who are self-professed enthusiasts. Largely content based and driven	Patchy and without guarantee of transfer
Tasters	One-off 'taster' experience provided at a key moment such as on transition from Primary	Learning skills 'preparation' coinciding with a transition point. Suspended timetable, one-off event but with cross-curricular staff commitment	Immediate but temporary. Awareness-raising
Outside caterer	School invites outside agency to deliver aspects of study skills	Usually timed to coincide with exam or test preparation. Likely to be one-off and with little or no school staff involvement	Little or none



Our *core* Learning to Learn programme

Our core Learning to Learn programme consists of:

- Knowledge:** key knowledge about the learning process and the role of the learner to which all students must have access
- Attributes:** a set of personal attributes which are identified and developed through the Learning to Learn process
- Skills:** a set of complementary skills which are developed through the application of the Learning to Learn experience



This balance allows the teacher to construct a variety of contexts in which students can progressively apply their emerging understanding of Learning to Learn. It also allows both teacher and student to profile individual development. Electronic profiles in all three domains are linked to personal targets and to a related Learning to Learn vocabulary which then becomes the basis of self, peer and teacher assessment. This is the core of Alite's Learning to Learn programme which we call...



Learning to Learn

builds from Personalised Profiling

As part of the success of a Learning to Learn programme, Personalised Profiling ought to develop dialogue about learning, encourage reflection on the learning process, be up-to-date and consistent with what we know about learning, and provide tools for individuals to track their own progress. There are three Alite Personalised Profiling tools. Each gives a learner ready access to progress measures, personal goals and a related vocabulary against each of the key areas outlined below.



Learner Knowledge Through I Learn2 Profiles

Where and when I L2
 Readiness
 Lifestyle choice
 Surroundings
 Timing

What methods I L2 with
 Intensity
 Formality
 Senses
 Models

Who I L2 with
 Individual
 Pair
 Group
 Class

Why I L2
 Reward
 Approval
 Targets
 Satisfaction

How I L2
 Connection
 Activation
 Demonstration
 Consolidation

Learner Skills Through I Think2 Profiles

How I know
 Recall
 Locate
 Collate
 Sort

How I Organise
 Classify
 Explain
 Relate
 Compare

How I Judge
 Interrogate
 Assign value
 Establish criteria
 Consequences

How I Transfer
 Re-frame
 Test hypothesis
 Outcome focus
 Argue for

How I Innovate
 Ask what if?
 Apply anew
 Adopt and adapt
 Imagine

Learner Attributes Through I Relate2 Profiles

Resilience
 Persistence
 Positivity
 Involvement
 Practice

Resourcefulness
 Showing initiative
 Learning differently
 Asking questions
 Taking risks

Responsibility
 Making moral choices
 Self management
 Planning ahead
 Helping others

Reasoning
 Finding distinctions
 Considering evidence
 Choose tools
 Taking time

Reflection
 Showing curiosity
 Valuing objectivity
 Adopting perspectives
 Using experience

What next?

21 steps to Learning to Learn

To begin the *Learning to Learn* journey start from where you are at and not from where someone else would like you to be!

Here are some pointers to help along the way.

- 1 Agree a vision of what a successful Learning to Learn programme will do for learning in the school
- 2 Write the Learning to Learn strategy into School Development Plan
- 3 Insist senior staff teach on the Learning to Learn programme to signal its importance
- 4 Sell the benefits to stakeholders (eg staff, students, parents, governors) early
- 5 Break down what will be done, by whom and to what level year on year
- 6 Appoint a Learning to Learn Co-ordinator at a senior level
- 7 Create planning time for Learning to Learn
- 8 Establish a team of enthusiastic interested and well trained teachers to plan and run the course



- 9 Agree a model of learning to underpin the Learning to Learn approach
- 10 Maintain the profile of Learning to Learn with whole staff on a regular basis
- 11 Identify the desired knowledge, skills and attributes which will be developed through Learning to Learn
- 12 Agree any core content of a Learning to Learn programme
- 13 Collect resources for a Learning to Learn programme
- 14 Pilot the programme
- 15 Introduce a staff development programme around Learning to Learn
- 16 Consider how ICT can support your Learning to Learn programme
- 17 Teach the face-to-face components on Learning to Learn in the best rooms in the school
- 18 Create time on the curriculum for Learning to Learn
- 19 Accredite the outcomes
- 20 Evaluate the impact of Learning to Learn
- 21 Plan for progression



Some common Learning to Learn mistakes & fallacies



The carpenter's maxim is 'measure twice, cut once'. Good advice for the *Learning to Learn* journey. Here are some common mistakes to watch out for on your way:

- ✗ Thinking about content before learner outcomes and processes
- ✗ Buying in study skills sessions which offer a quick fix
- ✗ Appointing a *Learning to Learn* Co-ordinator and then forgetting about the role
- ✗ Treating *Learning to Learn* as a body of knowledge or as a study skills course
- ✗ Divorcing it from the rest of school or everyday life
- ✗ Timetabling it as part of PSHE or Citizenship or Tutor time
- ✗ Rooming it last or resourceing it least
- ✗ Focussing all energy, resources and know-how in one group of specialists without letting everyone know what's going on
- ✗ Assuming that teachers – however good they are – will be able to teach *Learning to Learn* without some training
- ✗ Teaching left and right brain theory and other such brain metaphors as though it were fact
- ✗ Trivialising aspects of *Learning to Learn* by delivering what requires student experience and active problem solving through a body of information – eg., spending a double period on emotional intelligence

Some recommended books

- Guy Claxton:** *Building Learning Power*, TLO, 2003
Greany and Rodd: *Creating a Learning to Learn School*, NEP 2003
Susan Greenfield: *Tomorrow's People*, 2003
David Hargreaves: *Personalising learning – next steps in working laterally*, Specialist Schools Trust, 2004
Kagan: *Cooperative Learning*, Kagan, 2001
Charles Leadbetter: *Personalisation through Participation*, Demos 2004
Ken Robinson: *Out of Our Minds – Learning to be Creative*, Capstone, 2001
Michelle Selinger: *Connected Schools – Essays from Innovators*, Cisco Systems, 2004
Will Thomas and Alistair Smith: *Coaching Solutions*, NEP, 2004

Some recommended websites

- Learning related products and development programmes**
www.alite.co.uk
Specialist Colleges Trust
www.sst-inet.net
Learning to learn Project
www.campaign-for-learning.org.uk
National College for School Leadership
www.ncsl.org.uk
Innovations unit
www.standards.dfes.gov.uk/innovation-unit
The Hay Organisation
www.transforminglearning.co.uk
'Think tank'
www.demos.co.uk
Newcastle University Learning to Learn Project
www.ecls.ncl.ac.uk/l2l/
US report on Learning to Learn
www.nifl.gov/nifl/cromley_report.html
Official DFES website on Personalised Learning
www.standards.dfes.gov.uk/personalisedlearning

Learning to Learn with ALITE

'personalised learning in practice'

14 **A**lite offers a range of carefully designed Learning to Learn products which embody our unique approach. Through their use teacher, school and student are immersed in a shared learning model. We call it L2.

The Alite Learning to Learn products

Learning to Learn with Alite is unique. No other range of products aligns preparation, planning, delivering and profiling of learning. Schools can now develop *Learning to Learn* in a coherent way and have students and teachers talking the same language.

The *Alite* 4 stage learning model is used for both students and teachers alike and underpins all our products. This ensures coherence and consistency of message which no other product can provide.



We offer:

Preparation for Learning to Learn

Student learning days

- **Ready to Learn** – develop positive motivation
- **Skills to Learn** – develop the necessary techniques

Our Student learning days can be customised for KS2 through to Post-16. They are active without being anarchic - and provide an easy introduction to the essentials of *Learning to Learn*. Students benefit from separate sessions on motivation and on learning skills. While the students find the experience thoroughly enjoyable, our approach is focused on learning and not on entertainment. We align our student days to the learning model teachers then use with the students in the classroom: the approach is 'joined up'.

Staff learning on the Alite Learning to Learn Programme

- Teaching staff may attend *Alite's L2* public course with **Mark Lovatt** and **Alistair Smith**. The course takes place several times each term at different venues around the country
- Training in L2 can be organised on an INSET basis



Planning of Learning to Learn – *Lesson planning software*

Our lesson planning software is the only tool which allows you to plan against a model of learning, track the development of student attributes and skills, gather all teaching materials into one place and upload all of this onto a website for 24 hour access. *PlanEasy2* tracks automatically for thinking skills, learner preference and assessment for learning. Again, 'joined up thinking'.



Delivery of Learning to Learn – *The Learn2 Programme*

The Learn2 Programme is the complete Learning to Learn resource. It comes fully trialled with all teaching and guidance materials ready. It is built upon the core knowledge, attributes and skills of Learning to Learn. The Learn2 programme uses problem solving, research skills, team work, personalised profiling, authentic challenge – based on real issues – and live presentation.

The Learn2 Programme consists of nine modules each of 20 hours duration which are organised around three themes:

- **Theme One: *The Real Me*** – develops self-knowledge, positive learning attributes and decision-making
- **Theme Two: *My Technology*** – develops understanding of the power and influence of modern technologies and asks the 'big' questions
- **Theme Three: *My World*** – develops group skills, awareness of community and influencing skills

The Learn2 programme has been designed for KS2 to post 16 and can be delivered over three years.

Profiling of Learning to Learn – *Personalised Profiling Software for students*

Our profiling software is unique. Through a combination of the three products it allows you to help students build individual profiles of the knowledge, skills and attributes needed for Learning to Learn.

- **I Learn2** – the learning knowledge profiler
- **I Relate2** – the learning attributes profiler
- **I Think2** – the learning skills profiler

Each student can now see their progress, build a set of personal targets for discussion and assemble a learning vocabulary as they go to help them do so. Student centred, cost effective and functional. The L2 profilers provide useful data to those who need it most.

Close Up: Accelerated Learning in Secondary Schools

The staff development DVD

- Provides three hours of quality recorded material
- Draws from four different schools, ten lessons, fifteen interviews
- Authentic material recorded 'live'



This DVD product can be used for whole school development or by a faculty or department. It shows the use of a model of learning for design, delivery and evaluation of the learning experience; how to adapt formative assessment and thinking skills approaches within the model; group work which is effective. Close Up allows leaders of learning to tell their own story.

Alite's mission is to 'expand the horizons of possibility' of all those with whom we work. All our courses, products and consultancy services are designed with this in mind. To find out more about our full range of programmes, visit the website at www.alite.co.uk.

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