

# 'Building Learning Power' - Learning Behaviours

## **Resilience**

**- enjoy the feeling of learning**

Be engrossed in what you are doing

Manage your distractions - recognise them and reduce them

Notice what is happening

Persevere, stick at it and keep going

## **Reflectiveness**

**- take charge of your learning**

Plan in advance

Revise and adapt along the way

Use your past experiences

Understand how you learn

## **Reciprocity**

**- learning with and from others**

Learn alone and with others

Collaborate with others, use your team

Listen to others, put yourself in their shoes

Pick up the others' good habits

## **Resourcefulness**

**- thinking in different ways**

Question and be curious

Make links

Imagine how things might be

Reason about why things are like that

Make use of the resources around you

# THE 4Rs OF LEARNING BEHAVIOUR

Although we think that it is important that children learn new skills and knowledge, we also want them to learn to be better at learning itself.

The Four Rs of Learning are four words which describe things that we need to have to be successful learners, whatever type of learning we are doing.

# RESILIENCE

Resilience is the ability to ‘bounce back’ from adversity. Here are 5 different ways in which we can support pupils to be more resilient:

- **Build positive relationships** – clear expectations, effective instructions and passion all contribute to pupil engagement and achievement.
- **Teach social and emotional skills** – provide opportunities for pupils to practice social skills
- **Foster positive emotions** – create a positive learning environment, where respectful behaviour is valued and modelled, pupils have a sense of voice and choice. Use collaborate learning strategies to enhance pupil relationships.
- **Identify pupil strengths** – identify pupils’ strengths and positive qualities then work proactively to build upon these – gives them a sense of self-worth.
- **Build a sense of meaning and purpose** – provide opportunities for pupils to contribute to others gives meaning beyond themselves.

# REFLECTIVENESS

Reflective learning involves pupils thinking about what they have read, done, or learned, relating the lesson at hand to their own lives and making meaning out of the material. Here are 6 different ways in which we can support pupils in being reflective:

- **Description** – encourage pupils to describe the experience
- **Feelings** – help pupils explore thoughts and feelings they had throughout the experience
- **Evaluation** – What worked well? What didn't work well?
- **Analysis** – encourage pupils to extract meaning from the experience – why did it go well? Why didn't it go well?
- **Conclusion** – help pupils summarise their learning and highlight ways to improve the outcome
- **Action Plan** – ask pupils how they can deal with a similar situation going forward? How can they apply their learning to something else?

# RECIPROCITY

Reciprocity is being able to learn with and from others, as well as on your own. Here are 4 suggestions on how we can support children with being reciprocal:

- **Collaboration** – encourage pupils to respect and recognise others' viewpoints and to see the benefits of working as a team.
- **Imitation** – demonstrate how pupils can adopt methods, habits or values from people they are working with.
- **Empathy & Listening** – encourage pupils to listen carefully to their peers and make contributions to others' experiences.
- **Interdependence** – encourage all pupils to work on their own when appropriate, giving them the right amount of scaffolding so that they can be successful.

# RESOURCEFULNESS

Resourcefulness is being able to use a range of learning strategies and knowing what to do when you get stuck. Here are 5 ways we can support pupils:

- **Questions** – ask pupils a range of questions and encourage them to question others.
- **Making links** – help pupils to make links between things / experiences and to see patterns.
- **Imagination** – help pupils to use their imagination and intuition to explore possibilities
- **Reasoning** – support pupils to work methodically and rigorously, constructing good arguments and spotting flaws in others' ideas
- **Capitalising** – encourage pupils to use a wide range of resources available to them, e.g. word mats, dictionaries, each other etc