

St Stephens Community Academy



Learning Powers

Effective Independent Learning

A Guide for Parents, Carers and Pupils



Learning Powers - Overview for Parents, Carers and Pupils



Reciprocity in learning is being ready, willing and able to learn alone or with other people – using a sense of independent judgement together with skills in communication and empathy.

Reciprocity is made up of:

- **Interdependence** – knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.
- **Collaboration** – knowing how to manage yourself in the give and take of a collaborative activity, respecting and recognising other view points; adding to and drawing from the strength of teams.
- **Empathy and listening** - contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.
- **Imitation** – constructively adopting methods, habits or values from other people who you watch.

What you can do to help your child become a more reciprocal learner?

- **Interdependence** – encourage your child to work on their own at times and at others with you or their brothers and sisters. Help them to explain to their views and stick to them.
- **Collaboration** – set up activities and games which mean your child has to give and take with other people who are playing. Help them to see that doing things as a team can be better than working on your own and recognise other people's skills.
- **Empathy and listening** – encourage your child to understand how other people in your home feel and what it would be like to experience that that feeling.
- **Imitation** – your child learns so much from you each day, by being a good role model, having high expectations of good manners and good work ethic your child will adopt these and this will put them in a good position for the future.



Reflectiveness in learning is being ready, willing and able to become more strategic about learning – taking a longer-term view by planning, taking stock, and drawing out your experiences as a learner to get the best out of yourself.

Reflectiveness is made up of:

- **Planning** – Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.

- **Revising** – Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.
- **Distilling** – Looking at what is being learned, pulling out the essential features, carrying them forward to aid further learning; being your own learning coach.
- **Meta-learning** – knowing yourself as a learner, how you learn best; how to talk about the learning process.

What you can do to help your child become a more reflective learner?

- **Planning** – Involve your child in planning trips out; it might be to the supermarket, shopping list, shopping bags. Talk about how you are going to get there and back; how long you will be out; how much your shopping will cost; what problems might there be?
- **Revising** – If your child is involved in an activity with you, take time to talk about how things are going, what could change and how it could be better.
- **Distilling** – Ask your child to tell you the 3 most important things they learnt during the day. These may not all be in school. Also talk about why they chose them and what difference it will make to them.
- **Meta-learning** – Talk to your child what they have learnt and how they learnt it. Talk about how they like to learn: is it by listening? By having something to look at? Or by getting actively involved?



Resilience in learning is being ready, willing and able to lock onto learning- knowing how to work through difficulties when the pressure mounts or the going gets tough.

Resilience is made up of:

- **Absorption** – being able to lose yourself in learning- becoming absorbed in what you are doing.
- **Managing distractions** – recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your *own* best environment for learning.
- **Noticing** – seeing subtle differences, patterns and details in experience.
- **Perseverance** – keeping going in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

What you can do to help your child become a more resilient learner?

- **Absorption** - Help your child to become absorbed in what they are doing by setting aside a space and time for them to do their homework.
- **Managing distractions** – ensure that your child is able to complete their homework without distractions such as television.
- **Noticing** – help your child to see patterns, details and differences in their school work and other experiences.

- **Perseverance** – encourage your child to complete their homework, the activity they start or any other task, rather than giving up when it becomes difficult. This will help them to persevere in their class work.



Resourcefulness in learning is being ready, willing and able to learn in different ways-using resources available to them. These may be resources which they can find in the classroom or it might be their own resources.

Resourcefulness is made up of:

- **Questioning** - asking questions of yourself and others. Being curious and wanting to find things out, wanting to know things in more depth.
- **Making links** – seeing connections between totally different events and experiences, building patterns and weaving a web of understanding
- **Imagining** – Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering ‘what if...?’
- **Reasoning** – Working things out methodically and rigorously, constructing good arguments and spotting flaws in others’ points of view.
- **Capitalising** – Drawing on the full range of resources from the wider world – other people, books, the Internet, past experience, future opportunities.....

What you can do to help your child become a more resourceful learner?

- **Questioning** - encourage your child to ask you questions that require explanation rather than 'yes' and 'no' answers. Encourage questions such as:
 - 'Why?'
 - 'What if?'
 - 'How do you think?'
 - 'Can you tell me more?'
- **Making links** – help your child to see links between what they learn in school and the real world. Help them to see links between things that happen in other parts of the world and how it affects us in Launceston and vice versa.
- **Imagining** –Encourage your child’s imagination through storytelling, listening to stories, planning new experiences, including your child in planning events.
- **Reasoning** – Encourage debates with your child and help them to carry out tasks at home in a logical way.
- **Capitalising** – Encourage your child to use a range of resources when they are doing anything at home; help them to try something new.