

# Embedding PLTs in whole school practice

*WANTED for the 21<sup>st</sup> century global workforce: Resilient, creative independent learners who have flexible skills and competences, who work well in teams and can lead themselves and others to perform up to and beyond their potential.*

## **Do we produce the above now in our schools?**

*Why is it that so many young people, after attending school for more than 10 years, are found to be so poorly equipped for employment?*

*Ken Boston, former Chief Executive of QCA*

Imagine a world where students worked towards 6 GCSEs in addition to their literacy and numeracy qualifications. Those subjects could be:

Self management  
Effective Participation  
Creative thinking  
Reflective learning  
Independent Enquiry  
Team-working

If important subject skills and knowledge were embedded in these qualifications but the outcomes were dependent on students developing these personal, learning and thinking skills (PLTs), wouldn't employers feel that we had better prepared students for work and for life?

There is a growing global desire to find out what we need to change in our education systems to make the difference; the difference between producing pupils who simply pass (or fail) exams and producing independent lifelong learners who can thrive in the fast moving, knowledge-based economy of the 21<sup>st</sup> century. Despite constant improvements in formal qualifications, employers complain about a lack of communications skills, of a thirst for learning, aspiration, initiative and self discipline. The response has been a range of remedial strategies to support the adult workforce but the new focus on the PLTs gives us an opportunity to redress the imbalance between the content driven testing culture we now have and a creative, active approach to learning.

The PLTs have evolved from fifteen years of debate about the importance of learning to learn, thinking skills and emotional intelligence and whether or how these should be taught at school. The debate has been fuelled by a growing awareness of how the brain works and the nature of intelligence.

## **What are the PLTs intended to develop?**

Simply the skills already listed: self management, effective participation, creative thinking, reflective learning, independent enquiry and team-working.

Who would not want to help students learn to fully develop skills such as these? But how should we go about it?

There are many theories of learning such as Howard Gardner's ideas regarding multiple intelligence; David Kolb's cycle of experiential learning which requires a shift 'towards teaching *how* to do something'; Daniel Goleman's seminal work on the impact of Emotional Intelligence on learning and Black and Wiliam's research into the impact of Assessment for Learning as an alternative to summative assessment. All have profound implications for the development of 'learning' in our schools.

This was echoed in the teaching and learning review (2007), carried out for Ofsted, which reported on the requirements for personalising learning by 2020

We recommend that ... 'all children and young people leave school with functional skills in English and maths, understanding how to learn, think creatively, take risks and handle change'

The direct response to this recommendation was the development of the PLTs:

*'a framework of six groups of skills that, together with the functional skills of English, maths and ICT are essential to success in learning, life and work.... Learners will need to apply skills from all six groups in a wide range of contexts from ages 11-19.'* QCA 2009.

The following descriptions of the learning skills / students the PLTs are intended to develop show clearly how themes of social and emotional intelligence run through them:

### **Self -managers**

Young people who organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

### **Effective participators**

Young people who actively engage with issues that affect them and those around them. They play a full part in the life of their school, college workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

### **Creative thinkers**

Young people who think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

### **Reflective learners**

Young people who evaluate their strengths and limitations as learners, setting themselves realistic goals and criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to improve their learning.

### **Independent enquirers**

Young people who process and evaluate information in their investigations, plan what to do and how to go about it. They take informed and well reasoned decisions, recognising that others have different beliefs and attitudes.

### **Team-workers**

Young people who work confidently with others, adapting to different contexts and taking responsibility for their own role. They listen and take account of others views. They form collaborative relationships, resolving issues to reach agreed outcomes.

### **What is education for?**

Is it about learning 'stuff' or skills?

'The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done – men who are creative, inventive and discoverers.' Jean Piaget 1896-1980

'The purpose of education is to change the thoughts, feelings and actions of students.'  
Benjamin Bloom 1913-1999

'... pupils set their own standards and learning objectives, work in teams, assess their own and each others work, solve real world problems. They give their views about what makes a good lesson.'

Professor David Hargreaves on personalised learning 2006

A crucial requirement to deliver these aspirations is to have a greater focus on **how** we learn and a determined drive to develop an educational system that helps children learn more effective life skills rather than learning 'stuff'. ('Stuff' that can now be accessed in seconds on the internet.) This paradigm shift in emphasis should include developing in students a deep understanding of their own learning profiles and how to use these to raise achievement and develop their full potential.

### **We need to ensure that teachers and students understand the neuroscience behind the PLTs.**

We have learned much about how our brains work recently, and using this knowledge is crucial to embedding the PLTs into the school culture. Teachers, students and parents all need to understand their own learning and how to engage the brain and manage their minds for learning. Students could then use this knowledge to develop transferable skills, especially in literacy, numeracy, communication and self-management, in order to become the emotionally intelligent, flexible learners needed for the 21<sup>st</sup> century.

Teachers and students should know about:

- The power of the brain to grow intelligence
- Learning styles and preferences - and how to develop them
- How to control thinking and use internal dialogue for motivation
- The three part brain and how important the emotional brain is for learning and how a reptilian brain state can create anxiety or anger.
- The importance of goals and deferred gratification
- The nature of multiple intelligence and how to develop transferable skills
- Why successful learning behaviours are like habits that we need to practice and take responsibility for developing throughout life.

- The value of enrichment programmes

### **Treasure and measure the enrichment programme - just as much as exams**

Schools need to develop students' skills in teamwork and co-operation so evident in activities such as sports and productions. These extra-curricular activities are often simply fitted in outside of – 'extra' - to an overcrowded, content-dominated curriculum. Rather, they need to be placed at the centre of a competency-based curriculum focussing on acquiring skills rather than remembering information.

Tutors can explicitly challenge students to reflect on their learning in traditional enrichment activities and in cross curricular, team based, extended learning projects. But what of the skills students learn at home? The PLTs model also allows students' learning at home to be valued and celebrated and for it to become part of the evolution from schooling to lifelong learning. The following example shows how:

## Extended Learning credit sheet

### Student Sheet

We want to give you credit for all the learning you do at home! Earn points for doing the things that push you out of your comfort zone!

Ideas of the extended learning that you do at home			
Home	Hobbies/sports	Technology	Other
Cooking/cleaning Gardening Fixing things Hosting friends Helping neighbours Washing/ironing Decorating Looking after pets Bike repair Car washing / maintenance	Teams Crafts/Art Guides/Scouts Army Cadets Keep fit/gym Swimming Drama/dance Chess/games Music/singing/karaoke Walking/cycling Reading books/magazines	Computer games Internet research Creating websites Video/camera work Photography Music downloading Music making Communication networks Mobile phone Films	Charity work Holidays Boot sales/garage sales

Examples	Commentary	PLTs developed	Points
Cooked an omelette	Never cooked before so got advice. Mix up eggs and milk, added salt and pepper. Melted butter in pan but it got a bit stuck. Added some raisins for variety!	Independent enquiry Effective participation Creative thinking	5 points
Army Cadets	Went as usual and learnt to march	Teamwork Self management	3 points
Facebook	Found out how to write on my wall and download pics	Independent enquiry Creative thinking Reflective learning	3 points
Pets	Fed neighbour's cat as they are on holiday. It doesn't like water near its food! Gave it TLC too	Effective participation Self management	5 points

Points are scored for **effort and variety** out of school activity. The idea is to do lots of things at home and discuss how they help you learn. Your record sheet will be discussed with your tutor.

**Target**

Try to do as many different activities at home this term as you can and note what they are here. Assign the points you think you could earn from these activities. More points for more challenge! YOU decide....

Activity List	Points

## **Creating memorable learning events**

Many schools are choosing to run cross curricular days or weeks, or subject immersion events that are active, engaging and focused around developing the PLTs. Enterprise Days or Learning Discovery weeks can tap into the interests of staff and students to run extended projects on everything from rocket making to survival courses to choreographing an African dance. This is a tempting alternative to more fundamental changes to the curriculum such as merging subjects as in an Opening Minds approach. (See later.)

The value and enjoyment in these events is quite clear to everyone – what is less clear is how we can be sure that we can show progress and capture the evidence for future learning. Could a PLTS e-portfolio help us record the outcomes of these events?

## **The digital native jungle rules**

In the global electronic community we now live in, our students have to become more aware of their place in the world and become competent in building rapport with other cultures. It is likely they will work for an international companies and be communicating in a virtual environment where geography is no longer a barrier to communication. As the youngsters of the emerging nations, such as China and India, embrace the electronic era with a creativity and determination borne of cultural economic disadvantage, we must ensure that our future generations can compete. Keeping a record of our personal progress in the PLT skills is an essential part of learning them and of embedding them into whole school practice.

The PLTs can be assessed as an e-portfolio for life. This is an interactive electronic profile which assesses progress, stores evidence, coaches towards improvement and enables the sharing of resources within your school's VLE. The PLTs e-portfolio should enable students to track their progress and build a 'record of achievement that students can take with them for life. Their personal tutor can help them record progress in all their subjects as well as all their enrichment activities at home and at school, so that these skills become transferable between subjects, home and work.

An electronic record of the PLTs gives:

- Opportunities to self-, peer- and teacher assess progress in the PLTs
- A chance to record PLTs across subjects, at home and in enrichment activities
- A storage area for evidence such as written work, PowerPoint presentations, photos, video clips etc which demonstrate progress
- An exciting interactive virtual environment where students self set targets and have easy access to coaching points to help them improve
- A chance to compare work with others for moderation purposes

## **What sort of curriculum will really deliver the PLTs?**

The present models of a compartmentalised curriculum based on subject content, the teacher as an expert and the student as a passive recipient have not produced the skills and competences our young people need to become successful learners. The RSA Opening Minds curriculum is one alternative model being adopted in schools with promising outcomes, including improved motivation and a confident approach to independent learning.

Opening Minds is a curriculum framework which delivers modules or projects that incorporate a range of materials from a range of subjects, usually taught by one teacher but planned by a team of subject experts. The RSA have developed their own set of competences Citizenship, Learning, Information handling, People management and Situation management (CLIPS) The PLTs have at least partly evolved from this set of competences and many schools now use their own version of competences depending on the needs of their students. This type of curriculum experience has always been a (small) part of school life through cross curricular days, trips and residential. However, the competency curriculum approach explicitly promotes and even privileges the competences and aims to measure success in them as well as in the acquisition of subject knowledge and skills.

View from a Deputy Head:

*“The set of competences from the RSA is not intended to be definitive or immutable. Schools rewrite these in language more appropriate for their students; some reduce the number by bringing in elements of different competences.*

*The curriculum framework offers students and teachers the opportunity to make the curriculum more coherent and connected. Teachers pool and share their expertise often with surprising results; students come to a greater understanding of the links between subjects. Schools report many benefits from the development of Opening Minds work.*

*Teachers value:*

*Much greater opportunity to get to know the students really well*

*Better working relationships*

*Students taking control of their own learning*

*Students developing a language which facilitates analysis and recording of their learning*

*More students completing their work to a higher standard*

*Significantly improved motivation and behaviour*

*Greater achievement across the ability range*

*Confidence of students to be challenging in a positive way*

*Working with, and in support of colleagues*

Barry Wyse from ‘Are You Dropping the Baton’ by David Harris 2008. Crownhouse Publishing.

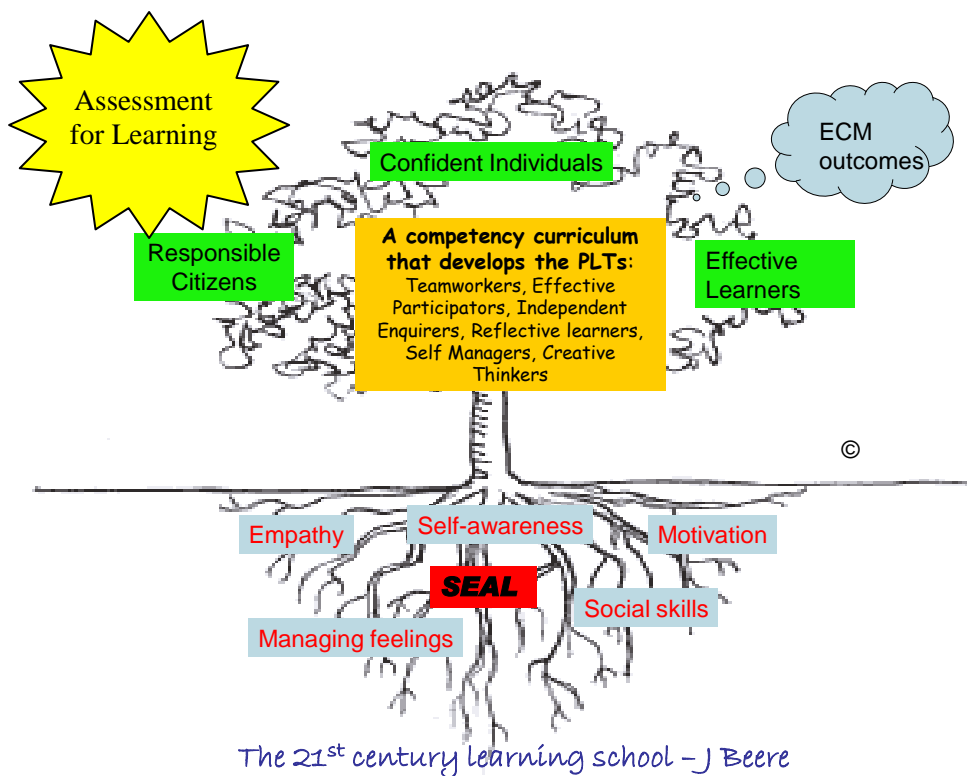
Some schools have used the Futurelab Enquiring Minds framework for developing their competency curriculum. This framework is ‘a distinctive approach to teaching and learning which takes seriously the knowledge, ideas, interests and skills that students bring to schools’ It aims to use an ‘enquiry cycle’ to encourage a dynamic active approach to learning where students develop their capacity for critical judgement, rational understanding and democratic deliberation through collaborative learning. This framework, alongside the Philosophy for children (P4C) approaches to a community of enquiry, present new models of pedagogy that put students firmly in control of their own learning. It privileges the development of communication skills and competences above the acquisition of knowledge, so it is an effective strategy for developing the PLTs across the curriculum. See [www.enquiringminds.org.uk](http://www.enquiringminds.org.uk) and [www.sapere.org.uk](http://www.sapere.org.uk)

A competency based curriculum model can develop an academic curiosity and independence that allows students to take more responsibility for their own learning. Many schools have found that the opportunities provided by the more flexible KS3 curriculum provides opportunities for a radical shift in focus from teaching content to learning skills.

Whether it is termed themed learning, project based learning, enquiring minds or a competency curriculum, the crucial difference is a change in focus towards engaging students in active rich learning experiences which develop the habits of self management, with a focus on teamwork to develop excellent communication skills.

The above focus fits very well with the implementation of a SEAL (Social and Emotional Aspects of Learning) approach to behaviour management and relationships. The materials for SEAL available from [www.teachernet.org](http://www.teachernet.org) or [www.bandapilot.org](http://www.bandapilot.org) have been very effective for delivering many of the 'self management', 'effective participation' and 'team workers' aspects of the competency curriculum.

The tree model shows how SEAL is at the root of the values of the school, helping students to become more emotionally intelligent and empathetic, A PLTs curriculum is the trunk delivering the core skills for life.



Opening Minds student comments :

‘We have to do extra work in Opening Minds but it doesn’t feel like homework because I want to do it for the team. I have got so carried away with one project I am writing a book!’

‘Opening Minds has made me more independent and given me important skills of working in a team. We got to know our teacher really well because we weren’t just seeing her once a week and this helped build our confidence.’

Teachers when delivering this type of lesson become facilitators of and for learning, as well as subject specialists. The work produced has been impressive enough for schools to demonstrate improvements in standards, for example in literacy levels and ultimately in exam results. One of the most powerful outcomes reported by schools is the impact on staff who have taught the course:

***Opening Minds Teacher in a high attaining school:***

‘I was wary about teaching outside my subject area but when you see how the students are motivated and achieving so much more you realise it’s about teaching students how to teach themselves.’

***Teacher who introduced a competency based approach in 2007 in a seriously challenged school:***

Teaching a competency based course to Year 7 has given me a new lease of life for the conclusion of my career. I have seen our students make fantastic progress from their low literacy base and behaviour problems have disappeared.’

Many schools have adopted various approaches to developing ‘learning to learn’ over the years, ranging from training days to discrete courses for students and ‘learning passports’ to use across the curriculum. The approach conceived by Guy Claxton outlined the 5 Rs - Reflectiveness, Resourcefulness, Responsibility, Reasoning and Resilience. This has been used by several schools to develop their competency based approach. This framework also has clear links into the PLTs and for some schools can provide a simple starting point for the crucial process of metacognition about learning.

***Teacher delivering some competency based lessons to Year 8 class***

Task: Create your own country (from ‘The Competency Curriculum Toolkit’ Beere and Boyle)

‘Some of the less engaged boys demonstrated a commitment to the task which was beyond expectation. Over the series of lessons learners were able to identify how the 5R attributes they were developing could be linked to their success in the adult world. As I walked along the corridor to the lesson, students had already started working....amazing!’

There are many courses and qualifications now available for KS4 and 5 that further develop the PLTs, including the new Diplomas which actually incorporate them into their assessment objectives. All subjects can incorporate the PLTs into their delivery. To ensure progression ensure the curriculum offers a full range of courses which offer particular personal challenges to students to develop the PLTs. See examples below.

**A curriculum that delivers the PLTs**

*Useful courses and qualifications which support the development of the PLTs:*

A competency curriculum for Year 7 and 8 – see The Competency Curriculum Toolkit. Diplomas.

The Project Level 1,2 (Edexcel/AQA) Student planned self selected project.

Extended project Level 3.

International Baccalaureate.

Critical Thinking.  
Communications GCSE/A level.  
Citizenship.  
Asdan.  
COPE.

### **Active engaged learners..... - A new pedagogy?**

If the above curriculum changes are combined with a rigorous behaviour policy that focuses on choosing to learn and an active student voice programme that encourages a sense of ownership, enterprise and responsibility, the possibilities of engaging students in a learning culture becomes much more likely.

If we supplement this by teaching the habits of emotional intelligence like persistence, optimism and self management across the curriculum as suggested by the SEAL initiative, then we are achieving the essential shift needed. This applies the research evidence of brain friendly ways to learn - active participation, variety and challenge and emotional involvement which combine to make learning exciting but demanding. It's the way we are wired!

A crucial aspect this new pedagogy is metacognition - reflective practice. Constant reflection about learning and how and why it works is part of a competency based curriculum. It is through this reflection that progress is assessed, reviewed and understood.

The organisation of the school environment will also need to reflect the need for flexible approaches which create individualised learning opportunities and provide a safe and inspiring backdrop to learning experiences. This flexibility would need to extend to the timetable, the school terms and of course the classrooms.

### **The pedagogy that delivers the PLTs?**

Teacher as facilitator, coach and expert on tap  
Student centred activity  
Students construct questions/challenges  
Students as co-designers of learning  
Students judge success, self correcting and supporting peer learning  
Creative opportunities and challenges  
Success and failure equal partners for learning  
Time for reflection through metacognition  
Clear development of habits/dispositions for learning  
Students and teachers use a language for learning  
Learning and progress is assessed and recorded in a variety of ways throughout by teacher and students  
Learning is collaborative  
Lots of high quality talking and presenting by students to each other.

### **Assessment of the PLTs**

The national curriculum gave us a body of knowledge to deliver to students and then assess. However, one of the challenges for schools in delivering the PLTs is that it is much easier to assess the delivery of content than ways of thinking. The ultimate measure of success will be to assess how far we have developed our independent, resilient learners mentioned at the beginning of this chapter.

Embedding formative assessment for learning will help students to track their own progress through learning programmes centred on the development of competences. This can be rigorously moderated by teachers or the range of other adults supporting their learning.

*Paul Black and Dylan Wiliam demonstrated the double impact of assessment for learning: it improves scores in national tests and examinations as well as metacognitive skills, including the capacity to learn how to learn. Techniques such as open questioning, sharing learning objectives and success criteria, and focused marking have a powerful effect on the extent to which learners are enabled to take an active role in their learning.*

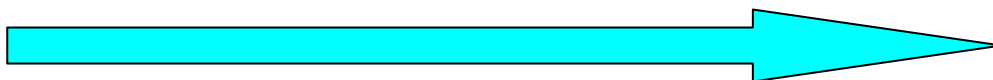
John Bransford, Ann Brown and Rodney Cocking,  
*How People Learn: Brain, Mind, Experience and School* (2000)

Tracking the development of the PLTs at lesson level will necessitate implementing the new pedagogy that Ofsted requires for 'outstanding' teaching. Setting objectives for PLTs as well as content, will require teachers to build a competency focus into lessons. The consequence of this will be a need to raise awareness of methods for delivering progress in the PLTs. This could be achieved by Tracker Packs or Learning Passports where students keep written records of their learning experiences linked into PLTs descriptors. An example of a tracker for students to use in lessons to help them consider how well they have developed their PLTs is as follows:

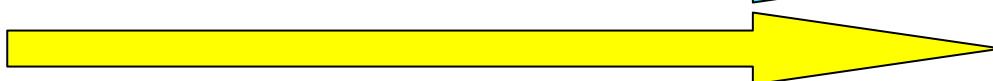
## Learning Skills – how did I do? Using the PLTS to become a golden learner

For each of the competences you can mark a cross where you think you have performed for this project or activity. You can add the date too and your initials.

Me



Teacher



PLTs/Typical traits	Bronze	Silver	Gold Platinum?
<b>Learning skills</b> <b>Self managers</b> <b>Reflective learners</b>	'I am a kinaesthetic learner so find listening very hard' 'I only work when I am interested' 'I usually finish my work' 'I can't always see the point in learning but I try to motivate myself sometimes' 'I try to stay on task' 'I am learning to control my moods'	'I am learning to use my brain in various ways' 'Making mistakes is an important part of learning' 'I make lists of things I have to do' 'I think carefully when I work out how to improve my work' 'I know learning means hard work and lots of practice'	'I believe I can learn to be more clever if I work hard enough' 'I really like learning from making mistakes' 'I like a challenge, as it makes me learn more' 'I always have a plan' 'I believe I can do anything if I try hard enough' 'I am growing my brain through extending my learning styles' 'I like getting feedback about how I am doing so that I can improve' 'If something doesn't work then I try a different way then a different way ..until it works' 'I am able to draft and re-draft my work until its right'

**From the teacher:**

Praise

Advice

Targets

Using this type of record in the classroom, students can transfer outcomes into an e-portfolio at given points as part of their PSHE programme. Assessing progress in the PLTs is challenging but with a multifaceted approach at classroom and whole school level we can create a reflective practitioner culture for teachers and learners that develops great conversations about learning and skills. Ultimately our aim is to improve outcomes in exams through the PLTs – and create caring, happy, motivated adults who will thrive in the workplace.

### **Make the environment work to embed the PLTs**

A classroom that develops the PLTs will have bright lively posters describing each of the skills in language students understand. They will be linked to careers or businesses to demonstrate how they work at work. They will show pictures of famous heroes and success stories that link using the PLTs for learning to life. They will provide reminders of how to develop the crucial habits for thinking and learning throughout the school day. Finally, they will provide a focus for assessment of progress in the PLTs and meta-cognition on the way students are developing the crucial skills they need for life.

### **The leadership that creates the PLTs ethos. What are schools doing now that works?**

‘About Learning’ was a Demos publication that assessed how successfully theories of learning to learn had been applied in schools and identified characteristics for success. The same characteristics, shown below, could also be used to embed the PLTs into whole school practice

- **A passion for learning is central to their work; teachers and learners have a shared and agreed understanding of what effective learning is.** Learning infuses the organisation and directs its improvement agenda. All aspects of life in school or college are underpinned by the question ‘how will this impact on learning in this place?’ In some schools a discrete Learning to Learn course explicitly develops the habits, dispositions and attitudes to support learning; in other schools a similar approach is diffused across the curriculum.
- This passion for learning leads the staff to be constantly looking outward for **ideas and schemes that will advance the quality of teaching and learning in the school/college.** They will test these new developments, sometimes with a small group that conducts trials and experiments, then discarding practices that do not work but adopting and sharing more widely those that do.
- Classrooms are *learner-centred*. Close attention is paid to the knowledge, skills and attitudes which the learner brings into the classroom. Learning is connected to what is already known and misconceptions are identified, explored and corrected. **Students assume an active role in all aspects of learning, including creating their own hypotheses, setting their own questions, coaching one another, setting goals for themselves, monitoring progress, experimenting with ideas and taking risks knowing that mistakes are an inherent part of learning.** The flow of work is sufficiently varied and challenging to maintain the students’ engagement but not so difficult as to lead to discouragement. This engagement gives opportunities for students of all abilities to succeed and avoid

the disaffection and attention seeking from peers that gives rise to behaviour management problems.

- **Classrooms are *knowledge-centred* in that they encourage deep learning as opposed to shallow learning.** An observer in such classrooms sees students contributing thought-provoking comments, posing probing questions and proposing solutions to problems while analysing the ideas of others as well as their own. Students are encouraged and supported to take risks in their learning and to see ‘being stuck’ as a learning opportunity.
- In *assessment-centred* classrooms, assessment is both formative and summative and becomes a tool to aid learning: **students monitor their progress over time and with their teachers identify the next steps needed to improve.** Techniques such as open questioning, sharing learning objectives and focused marking have a powerful effect on students’ ability to take an active role in their learning. There is always sufficient time left for reflection by students. Whether individually or in pairs, students are given the opportunity to review what they have learnt and how they have learnt it. They evaluate themselves and one another in a way that contributes to understanding. Students know their levels of achievement and make progress towards their next goal.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” Alvin Toffler
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### **Staff need PLTS too!**

Students do not learn in isolation. There is a deliberately created *learning community* in which both staff and students think of themselves as learners. Students are encouraged to help and support one another and to collaborate in a spirit of intellectual camaraderie. They work in groups with attention paid to listening skills, body language, techniques of respectful disagreement etc. The ethos is characterised by mutual respect and the development of the self-management needed for resilience in learning, and culminates in the creation of independent, reflective learners for life.

An open transparent leadership team can provide the role models of emotional intelligence – optimism, empathy, self awareness, open to learning from mistakes – that will really embed the PLTS for all staff. In fact, all staff having their own e-portfolio for the PLTS puts the workplace skills agenda at the heart of whole school development – where it should be.

<b>Embedding the PLTS</b>	<b>Innovation</b>	<b>Abandon?</b>
<b>Curriculum</b>	Competency based curriculum for Year 7 and 8 based on cross curricular projects mapped against PLTS delivering national curriculum content	Up to 14 separate subjects from Year 7 delivered for one hour or more a week by 14 different teachers
	Encourage the transference of PLTs across the curriculum through skills audit and the use of competency and content objectives	The compartmentalization of the curriculum in secondary schools which can restrict the ability to transfer skills and competences and impede the embedding of learning.
	Embed communication skills including literacy and numeracy in cross-curricular projects	Attempts to manage literacy and numeracy across the curriculum in secondary schools with paid posts.
	Graduate onto GCSE courses in Year 9 when PLTs developed.	Students grouped by age rather than stage of learning.
	Introduce courses and qualifications that develop the PLTs such as the Diplomas, Asdan, The Extended Project, International Baccalaureate, Citizenship, Communications, Functional skills	Up to 12 GCSE subjects taken that are not relevant for future employment or training
<b>Timetables</b>	Flexible timetables with longer blocks of time for project or themed work  Build in enrichment days or weeks as fraction of PLTs development for all age groups	Fixed timetables divided into up to one hour periods from 9-4pm
<b>Homework</b>	Extended home learning tasks that are assessed through PLTS	Homework as an unrelated extra

<b>Assessment</b>	Tracking achievement in PLTs using learner log for continuous assessment of PLTS to record progress in lessons or projects.	Summative testing and school league tables
	Rigorous student-led assessment for learning through KS2/3/4 using data available and tracking tools to target underachievers	
	Develop an e- portfolio of achievements and competences in KS2-KS5 to include extra-curricular activities and levels of attainment in a variety of subjects with a diploma awarded	Level 2 qualifications taken at 16 with no accreditation for extra-curricular achievements.

<b>Preparing students for the 21<sup>st</sup> Century</b>	<b>Innovation</b>	<b>Abandon</b>
<b>Engaging learners</b>	Establish the ethos and belief in all schools that intelligence can be learnt and that there are a variety of ways to be clever	Notions of fixed IQ
	Train teachers to be aware of the optimal environmental conditions for learning: stress-free, praise focused and creatively challenging	Controlling rather than motivating classrooms
	Train students to take responsibility for their own learning through an understanding of how to learn and having responsibility for their learning	Students expecting to be entertained and spoon fed for the exam
	Use assessment for learning and peer / self-assessment techniques to give students a true understanding of how to progress	Summative grades that neither motivate nor assist progress in learning.
	Create a learning environment that works with the brain in mind and which facilitates peripheral learning	Classrooms built for chalk and talk with the teacher as the fount of all knowledge talking at the students

	Use novelty, variety, humour, colour, challenge and music which all appeal to the emotional brain and have clear, consistent, high expectations to motivate students	Inconsistent delivery of boring subject content through working from text books or copying from the board
	Create positive relationships using a behaviour policy that describes what we want and applies sanctions consistently	The tolerance of bad behaviour that impacts on the learning opportunities for others
	Underpin all lessons with the development of emotional intelligence to include persistence, self-awareness, self management, optimism and deferred gratification to produce resilient learners	The notion that exists amongst some students and parents that students can achieve without determination and hard work

Embedding PLTs	Innovation	Abandon
<p style="text-align: center;"><b>Pedagogy for outstanding learning</b></p>	<p>Reflective learning by teachers and students leading to regular meta-cognition</p> <p>Active learning</p> <p>Effective team-working</p> <p>Students able to ask good questions and use sources from the internet effectively</p> <p>Students designing some of their learning and setting their success criteria</p> <p>Students talking (on task) more than teachers</p> <p>Philosophical approach through a community of enquiry</p> <p>Assessment for learning as a fundamental part of all lessons</p> <p>Language for learning used by teachers and students</p> <p>Self motivated learners who can talk about their progress in the PLTS</p> <p>Mistakes seen as learning experiences</p> <p>Enterprise</p>	<p>Didactic teaching with students spending most of the time listening to the teacher.</p> <p>Focus on copying from books or board</p> <p>Teachers ‘towing’ students through the tests and coursework tasks at KS2/3/4 by</p>

### TOP TEN ESSENTIALS for embedding PLTs

1. A clear understanding for staff and students of the neuroscience behind the PLTs
2. A curriculum that embraces the PLTs
3. A variety of extra enriched learning experiences linked to PLTs
4. PLTs lesson objectives for all subjects
5. Active collaborative learning pedagogy
6. Assessment for Learning embedded in the classroom
7. PLTS for staff as part of their own professional development
8. Environment that teaches about the PLTs
9. Home school learning to link to the PLTs
10. Robust assessment and tracking of the PLTs linking tutors, teachers, parents and students through an e-portfolio

'It is not the *strongest* of the species that survive, nor the most intelligent, but the one *most responsive to change*.'

*Charles Darwin*

## Reading:

### Websites

[www.enquiringminds.org](http://www.enquiringminds.org)

[www.teachernet.org](http://www.teachernet.org)

[www.sapere.org](http://www.sapere.org)

[www.campaignforlearning.org](http://www.campaignforlearning.org)

[www.thersa.org](http://www.thersa.org)

[www.openingminds.org.uk](http://www.openingminds.org.uk)

[www.jackiebeere.com](http://www.jackiebeere.com)

[www.qca.org.uk](http://www.qca.org.uk)

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