The 5 Rs – A Guidance Booklet for Teaching Staff

Strategies for Developing a Love of Learning

The 5Rs! Strategies for improving the learning attributes of students…

To be good at learning students need perseverance, curiosity, self knowledge and collaboration. These are all qualities that can be cultivated by teachers.

Attitudes are more difficult to "teach" explicitly as they are more subjective and less measurable than skills and knowledge. However, they need to be developed amongst students across the curriculum, and regularly encouraged and acknowledged, to become truly embedded.

Research has shown the following R words are key to successful, motivated learners.

RESILIENT: Resilient learners know how to work through difficulties when the pressure mounts or the going gets tough. They are resourceful in working around their barriers to learning. As Resilient Learners children will:

- Persist
- Have a positive attitude
- Stay involved with their learning
- Recognise the benefits of hard work
- Show initiative and 'have a go'

RELATIONAL: All things relate. Relational learners respect themselves and others and recognise that the best gains in learning come from working together. They allow themselves to be supported and praised; are happy to support and praise others. They are able to make links with their learning and across subjects. As Relational Learners children will:

- Make links with past learning and across subject matter
- Respect themselves and others
- Collaborate freely
- Be curious, make links and ask questions
- Be open to feedback

REFLECTIVE: Reflective learners are able to think about their learning journey. They are able to

critically evaluate their own work as well as others and are prepared to consider better ways of doing things . As Reflective Learners children will:

- Be able to describe their progress
- Listen and Learn from feedback
- Provide feedback for their peers
- Learn from experience

REASONED : Reasoned learners are ready, willing and able to use their judgment together with skills in communication and empathy. As Reasoned Learners children will:

- Be able to explain their thinking
- Consider all the evidence
- Choose the best method or thinking tool
- Explain the uses of their new skills or knowledge

RESPONSIBLE: Responsible learners are ready, willing and able to learn alone or with other people. They use their initiative. They understand that ownership of their learning belongs to them. As Responsible Learners children will:

- Know right from wrong and make good choices
- Value their learning
- Ensure they are organised
- Show independence and know how to set their own targets
- Show they are 'ready' to learn

At Holy Cross we are committed to supporting the development of the whole child through the 5 R's. At Key Stage One, these are referred to as dinosaur characters: The Achievosaurs. These are Responsidocus, Relationosaur, Reasonosaurs Rex, Resilitops and Reflectoraptor.


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BUILDING RESILIENCE:

BIG QUESTIONS: Pursue questions which are difficult to answer, encourage speculation for finding new information. Seize opportunities to learn alongside students, where you as teacher do not know everything yet about the subject either, using "could be" and "I wonder if" language, sharing your own learning process and encouraging students to take the lead where possible.

CONUNDRUMS: Give students puzzling situations and problems to work out for fun, developing their ability to question and think laterally. Encourage students to make up conundrums themselves. Discuss how they feel when they tackle problems which don't seem to have a logical or immediate answer… why does this engage their interest?

BACKGROUND MUSIC: Research shows playing background music with a tempo of 60 beats a min at a very low volume whilst students are working helps create a calm and therefore more purposeful environment. Use music to set the atmosphere at the beginning of a lesson to settle a class. Discuss with students what sort of music helps them concentrate or to think of new ideas and what sort amounts to distraction?

BREAK STATES: Change the mental and physical state of the class by using brain gym / change of partner / desk / lighting… such activities refresh students enabling / creating a greater degree of focus afterwards. Discuss their impact on concentration and how students can use them in other contexts to keep themselves on track whilst learning.

STUCK POSTERS: Work with students to find useful questions for them to ask themselves and helpful strategies which they might take when they are stuck. Ensure that there are plenty of options that come higher on the list than "Ask the Teacher". Create displays as reminders.

CELEBRATORY STICKERS: Use sticky labels which pupils can write on to celebrate when they have stayed with a difficult task. *"I can stay on task until I have finished." "I found …. hard but I kept on going." "I finished a challenging task today."* Reinforce self belief and remind pupils of the strategy by asking them to describe how they earned the sticker.

RISKOMETER: Draw a thermometer on the wall, with a scale from overstretched to low or coasting. Work with the class to describe the various levels. High might read "I took a step to try something just a bit harder than before" "I worked on it until I could do it and understood it clearly." Overstretched might be "This is a step too far … next time I will choose a more manageable task" Discuss with students

Improve rather than prove: When marking students' work be specific on how they should improve – SMART targets - rather than just focusing on raw scores and grading.

Reframe: How would someone else e.g. an expert, approach this challenge?

LANGUAGE TO ENCOURAGE RESILIENCE

- I wonder if you do anything differently when you are really engaged in what you're doing.
- What can you find out about …?
- What would help you to avoid these distractions?
- What can you do to help focus yourself?
- What happened when you got stuck before?
- What did you do to work it out last time?
- It is when you get stuck that you really begin to learn
- Everyone finds learning difficult at times
- How did it feel to persist with …?
- Use "Learning" instead of "work", "improvement" rather than "effort" and "Challenge" instead of "Problem"
- Where have we been? Where are we going next? How are we going to get there?
- How do you feel about your success and failures?
- Value mistakes
- Model how it is ok not to have all the answers
- Model the thinking process – especially allow the children to see that no one is perfect

Add your own ideas

BUILDING REALTIONAL LEARNERS

CONCENTRIC CIRCLES: Pupils form 2 circles and talk to each other for a set period on a series of themes. Form 2 circles, the inner one (Circle A) facing outwards and the outer one (Circle B) facing inwards. Each pupil will be facing a partner. If you take part yourself to even up the numbers, remember to keep track of any time limits you set.

- Circle A tell partners in Circle B about something they have learned in a lesson (2 mins)
- Circle B moves one round to right.
- Circle B tell partners in Circle A about something they would like to learn next lesson (1 min)
- Circle A moved one round to the right.

Continue the cycle with different topics… the opportunities are endless! Give the first topic the longest period of time. Discuss what it was like to talk at the same time as everyone else and how it compares to talking in front of a group of people. Adapt the basic model so that the listening partner gives positive feedback to the talker to talk about aspects of learning, or to describe a situation from a different perspective each time.

JIGSAW RESEARCH: Give 'expert' groups of students different aspects of a topic to research. They can then share the information they have gathered with a wider group to create a whole picture. Discuss how to ensure that each 'expert group' has an equal voice in putting forward their point of view, though the whole group outcome may emphasise one aspect more than another.

BIG FEET: Make 2 enormous feet out of different coloured card or material. Choose 2 volunteers: Each stands on one of the feet. The first talks about a situation or problem from her point of view. The second talks about the same situation from her point of view. Then they each move to stand on the other foot and talk about the same situation from the other person's point of view.

TALK AND DRAW: Ask the pupils to sit in pairs, back to back. One of them describes a picture, diagram or object to the other, who has to draw what she hears. Then the 2 of them compare the drawn picture with what was described and discuss the reasons for the differences. Were they the result of not explaining clearly enough, not listening to all the facts, different emotional content? What could have helped he listener get a clearer picture? Repeat the process the other way round.

LOCAL RESEARCH: Give the pupils a group project about the local area. Each group should make a plan to include:

- Who holds important information?
- Where they can go to access this information.
- How they can use each other best to cover as many sources of information as possible.
- What adult support they need to carry out their research.

LANGUAGE TO ENCOURAGE RELATIONAL LEARNERS

- That's a great/interesting/thoughtful/insightful question.
- If we had a real scientist/poet/ … here who could tell us anything we wanted to know, what would we ask?
- Can you see any connections?
- What do you know already that could help?
- If you could find people to help with this, who would you ask?
- That was great. What else could we have used to improve it further?
- What would be the best three questions to ask if we wanted to…?
- What do you enjoy about learning with other people?
- Do you prefer this to learning on your own?
- Do we need a group to be able to get that information?
- What does it feel like when other people disagree with you?
- What makes you change your views and adopt/take up those of other people in your group?
- What sort of things do you find easier to learn about this quietly by yourself for a while, to sort out your ideas before working with others.
- Who do you learn your best with?
- Why do you think that is?
- How could you help each other?
- Can you add your ideas to this?
- That's a good idea. You're both finding it easier doing that together.
- We've got a problem. How can we fix it together?
- What might you say that would show that you respect the person but disagree with the idea?
- Can you put yourself in …'s shoes?
- What do you think might be the reasons why … think that?
- That's an interesting opinion. How many more points of view can we found out?
- Can I just check that I've got it right? What I think you said is …
- How do you think this makes … feel?
- Try not to rush to a judgment about what someone is saying, keep an open mind.
- Who have you learnt something from today?
- Who do you think could be a good model for this?

Add your own ideas

BUILDING REFLECTIVENESS.

REDRAFTING DISPLAYS: Collect and display work at different stages of development, with arrows and notes highlighting changes and their impact. Refer to these to encourage pupils to review and amend their work. Provide guidelines with questions they can ask themselves or each other at different stages in the process. Show that you do not expect perfection at a first attempt!

SUCCESS CRITERIA: Make it clear to pupils what you are looking for in a piece of work and give them opportunities to check their work against the criteria, either individually or in pairs. Ensure the criteria are linked to the original learning intention. Knowing what is expected encourages pupils to remain focused and to revise their work to meet the criteria. Invite pupils to create success criteria themselves in order to encourage ownership, include:

- What pupils should know
- How much, and how, they should include opinions, judgements and their own thinking.
- What skills they should be able to demonstrate.
- How to link the outcome to the original learning intention.

5 Rs GRID: Create a grid with 5 boxes, each labeled with one of the 5 Rs. When pupils have completed a group activity, ask them to review what they have done in terms of the attitudes they have used, and write examples on the grid. Then ask them to discuss and record what they would do differently next time to reach an "even better if" outcome.

TRUST AND TIME: Allow time at the end of a module or topic for students to reflect on and discuss with the teacher how teaching strategies have impacted on learning and explore together alternative pedagogy and practice. Dissect the learning process together.

LEARNING PLENARIES: Use regular plenary sessions to focus on key aspects of the learning in progress. Ask students to explain how they have arrived at particular conclusions. What were the key factors in the process? Encourage them to draw out lessons from one particular area of learning which will help them in the future. What are the key principles that they could reapply in another context? Ask students to lead plenaries themselves, as individuals or in groups to encourage them to take active responsibility for distilling their own learning. Ensure you always find time to review learning .

Related but obscure Activities: Begin learning through a related but obscure activity – For example – you are eating an apple at the beginning of a lesson and the students have to guess why. Answer? The lesson is about the geology of earthquakes – surface / core/ molten and lava.

Challenge: Present information in the form of a challenge rather than a set of notes or facts. Allow the students to select from a range of problem solving tools.

Hot seating: Use hot seating and “press conferences” to view things from different perspectives.

Ideas: Encourage students to build on ideas first and refute them last.

ADD YOUR OWN IDEAS

LANGUAGE TO ENCOURAGE REFLECTIVENESS

- What are you wanting/trying to achieve?
- Do you need to find out more information before you start?
- About how long might it take?
- There isn't just one way of doing it. Can you think of other ways?
- What can you learn from this mistake?
- Are you using the most efficient way of doing that?
- Revise and adapt along the way …
- Ask yourself: Am I happy with what I have achieved? Do I need to do something more to make it better meet my success criteria?
- Good learners are flexible. They watch how they are doing and change things as they go along.
- Try to think about success criteria as you go along and check you are on tract to meet them.
- Ask yourself from time to time, is this going ok? Is my plan still working?
- It's ok to change your plan if you have a better idea.
- Learning doesn't always go to plan. Don't be afraid to ditch your plan and try something else.
- What do you think are the 3 most important things you've found out?
- If you only had to tell someone one thing about what you've learnt today, what would it be? … How come you've chosen that?
- Think back to when you … what did you learn from that?
- How could you use what you learnt last week to help you now?
- How could you teach someone else the key things about …?
- Just think over what we have been doing. What went well? What could be improved? What lessons can we learn from this?
- Where else could you use this skill/knowledge/idea?
- How did you learn this?
- Who can you notice learning well? What makes you say that? What did you see/hear them doing?
- How did what you talking about help you to learn?
- How could you best solve this problem?
- Which was of learning worked best for you? Why?
- What did you do then that really worked well for you?
- What didn't work so well? Can you think of reasons for that? What would you do in future?

BUILDING RESPONSIBILITY

JIGSAW LISTENING: Put the pupils into groups numbered A-E to listen to a short story or a piece of text. In each group A listens for one type of information, eg all the types of transport used, B listens for another, etc. At the end of the recording ask them to reconstruct it together by each putting in the information that they know. Did this help to get a fuller understanding of the story? How could this shape the way you approach tasks outside school?

RIGHTS AND RESPONSIBILITIES: Work in pairs and small groups to suggest a charter of matching rights and responsibilities or ground rules for collaboration. If everyone has a right to have their voice heard, everyone also has a responsibility to listen attentively to others and wait until they have finished speaking. What else might be important and why?

GOOD LISTENER PROMPTS:

- Pay attention. Focus on the person and what is being said.
- Don't get distracted by other things around you.
- Keep quiet while the other person's talking.
- Wait to ask a question or give comments that show others you care about what they're saying

QUESTION WALLS: Make a space on a wall and display questions which pupils think might be answered during a topic. Discuss what sort of questions these are – open, closed, speculative, divergent, clarifying, essential, subsidiary … - and how they might lead to different types of task, eg scientific investigation. Refer to and extend these question groups regularly.

QUESTION-FOCUSED RESEARCH.

Ask pupils to:

- Research possible types of questions using the internet.
- Record and analyse the types of questions used in their peer group.
- Compare their research findings and their observations. Use this to expand the range of questions used in class and to create guidelines for asking good questions.

INTERNET SEARCH: Establish a topic that the pupils could research on the Internet. Ask them to use search engines to find out what they need to know, without being precise about what the outcome should be. Find out which key words have been most successful in helping them to access useful information. In pairs, use the key words to construct good questions. Try typing those questions into a search engine to see if

they produce different or more focused information. Discuss the different ways that questions might need to be structured in different contexts and for different audiences.

IS YOUR QUESTION IMPORTANT? Identify a project which the class might investigate. Write a series of questions on separate pieces of cards and give each group a set of the cards. The group shuffle the cards and deal each student one card. They have to decide:

- The best order for the questions, to do the project well
- If they have to ask all the questions and if so, what they might be.
- What they have learnt about questions from this.

PUZZLING STARTERS: Use 3 minute starter questions to which there might not be a predetermined answer. For example: Ask what an object might be, what a normal sound might mean today, what a piece of equipment might do. Encourage students to delve into their own rich imaginations to suggest answers rather than wait to be told.

ADD SOME IDEAS OF YOUR OWN

LANGUAGE TO ENCOURAGE RESPONSIBILITY

- How does this help you become a better learner?
- What would help you to stick with your own ideas?
- Maybe this is the moment to go and think about this quietly by yourself for a while, to sort out your ideas before working with others.
- I really like the way that you count to 3 before you carefully explain why you disagree.
- What ideas could you add to this discussion?
- It's ok to ask other people for help.
- Why do you think your ideas are better/not as good as …?
- Thank you for listening so carefully.
- I felt you were listening because you kept your eyes on me.
- How can you tell someone is listening to you?
- Why is listening important?
- Do you have everything you need in order to approach the task?
- Look very carefully at someone you think is doing really well and think about how your can do it this that.
- When we find that out, what might we ask next?
- Is this a good answer? Might there be more to it?
- What else might you want to know?
- What other ideas does this suggest?
- Can you think of 5 questions that would give us the answer to this puzzle?
- What different sorts of questions are there?
- What does … tell you about …?
- Let's take it a step at a time … What might be the next step? And the one after that? Is there anything we should do first for the rest of the steps to succeed?
- What evidence can you find to support your case/argument?
- What would help us to solve this puzzle?
- Where else might we go to find out about that?
- What can we use to help us with this?
- Who could help you?
- What led you to choose to use that?
- How could we make better use of this space?
- Would making a spreadsheet or database help us to sort this ou

BUILDING REASONING

Debono Thinking Hats: These are an excellent way to give students the opportunity to reason in different ways – the opportunities to use these in group work are endless. Also consider HOT (Higher order thinking) skills when formulating questions.

Encourage elaboration: Ask students to explain their thinking when answering questions and elaborate on their ideas as much as possible – encourage other students to partake in this process too – as a teacher try not to jump in too early!

Become Critical thinkers: Look at contrasting arguments and make time to think and reason before reaching a conclusion

Pros and Cons: Ask students to consider the pros and cons of any decision they make – draw out similarity and difference in your use of every day examples. Use continuity lines / Venn diagrams and comparison ally to help.

5Rs – Use the 5Rs as an evaluation tool when reviewing group work – encourage students to make reasoned judgments when undertaking peer assessment – "What Went Well"
"Even Better If" …

"No Hands Up" – operate this as a general rule which can be suspended from time to time.

Waiting Time: Allow waiting time after asking questions to allow students to reason and therefore answer questions more perceptively.

Chatterbox" Before taking any student responses to your questions ask students to explain their answers in pairs or trios before being volunteered to the whole class.

Minimal sentence answers: When answering questions ask for "At least three sentences about …"

Start with the answer: The students come up with the best questions to reach the answer given

LANGUAGE TO ENCOURAGE REASONING

- Can you extend your answer to elaborate on your ideas?
- What went well?
- Even Better If?
- **H**ow did you do that?
- How else could you have done that?
- Who did that a different way?
- What was hard about doing that?
- What could you do when you are stuck on that?
- How could you help someone else do that?
- What would have made that easier for you?
- How could I have taught that better?
- How could you make that harder for yourself?