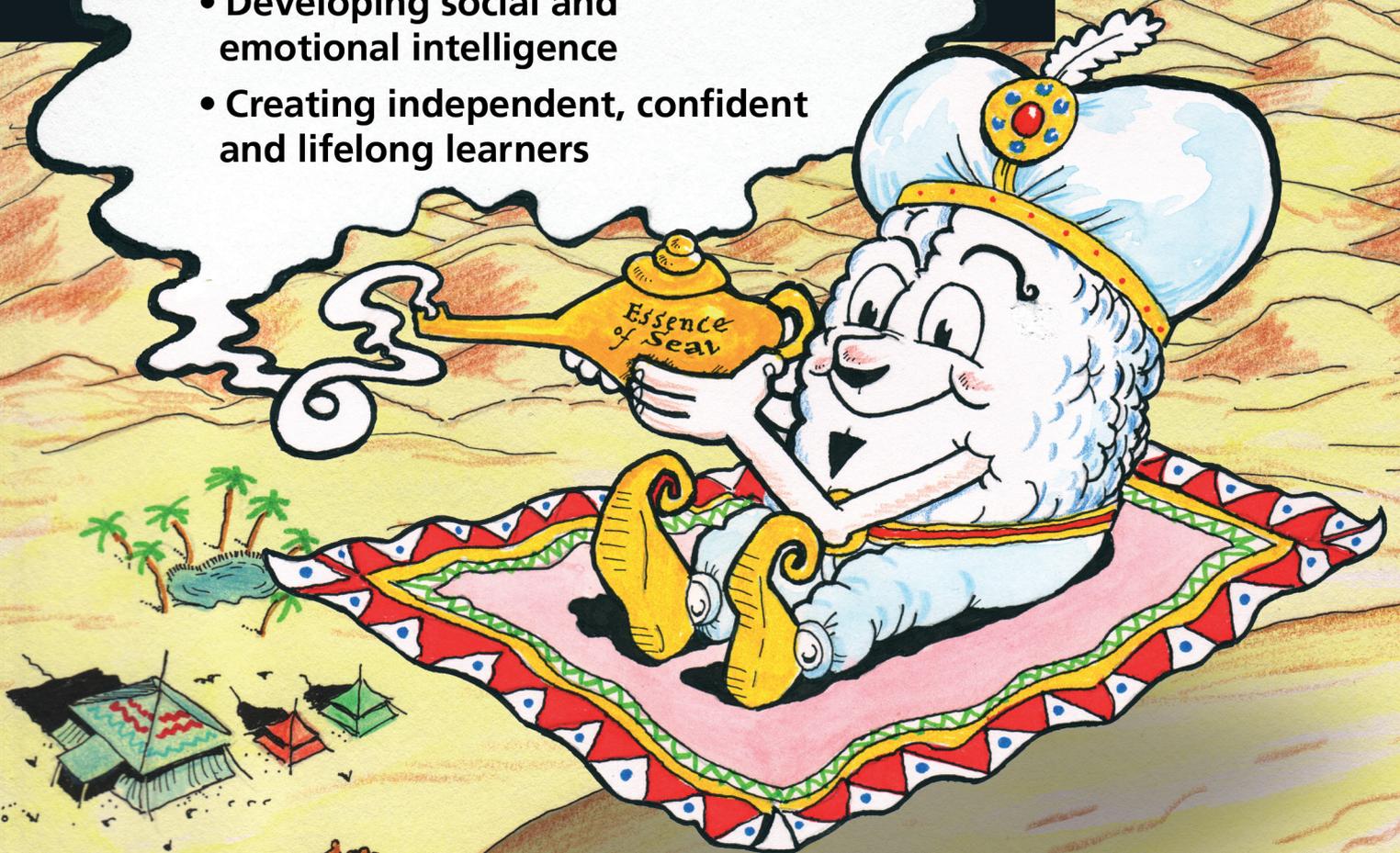


The Primary Learner's Toolkit

- Implementing a creative curriculum through cross-curricular projects
- Developing social and emotional intelligence
- Creating independent, confident and lifelong learners



Jackie Beere

Edited by Ian Gilbert

Includes a Free CD-ROM



Praise for *The Primary Learner's Toolkit*

An invaluable resource for any primary school teacher. It includes exciting innovative ideas, leading to creative work in the classroom. This toolkit is exceptionally user friendly and accessible to all teachers regardless of how long they have taught for – your students will notice if you use ideas from this text.

**Karen J. Duffy, Senior Lecturer Psychology,
Health and Social Science with Citizenship Education, Manchester Metropolitan University**

Most people know that children's school experiences need to be different to meet the needs of the current age. Jackie Beere shows how this can be done.

The Primary Learner's Toolkit is full of carefully thought out suggestions for the teacher and children as they seek to develop the learning habits that will bring success. The crafted activities that develop explicit techniques for learning in children are built upon a set of principles that help the teacher recognise the need to move their practice forward.

The structure practises the book's method of providing hooks for understanding to develop. The five habits are outlined and then expanded in ways that reflect recent thinking in SEAL and teachers who have been working on this agenda will be able to exploit this book.

For the teacher who wants young people who believe in themselves, organise themselves, think they can achieve, and endlessly push their own learning, this is a 'must read'... and 'must use' book.

Mick Waters, Professor of Education and President of the Curriculum Foundation

At last a book written for teachers that is easy to read and focuses on what the best education should look like in the 21st century. With or without the Rose Curriculum, I believe the development of personal, social and emotional learning skills is essential to develop successful learners for life. Jackie's book will help make the development of these skills manageable for teachers and the MAGIC acronym will be easily accessible and memorable for both children and grown-ups.

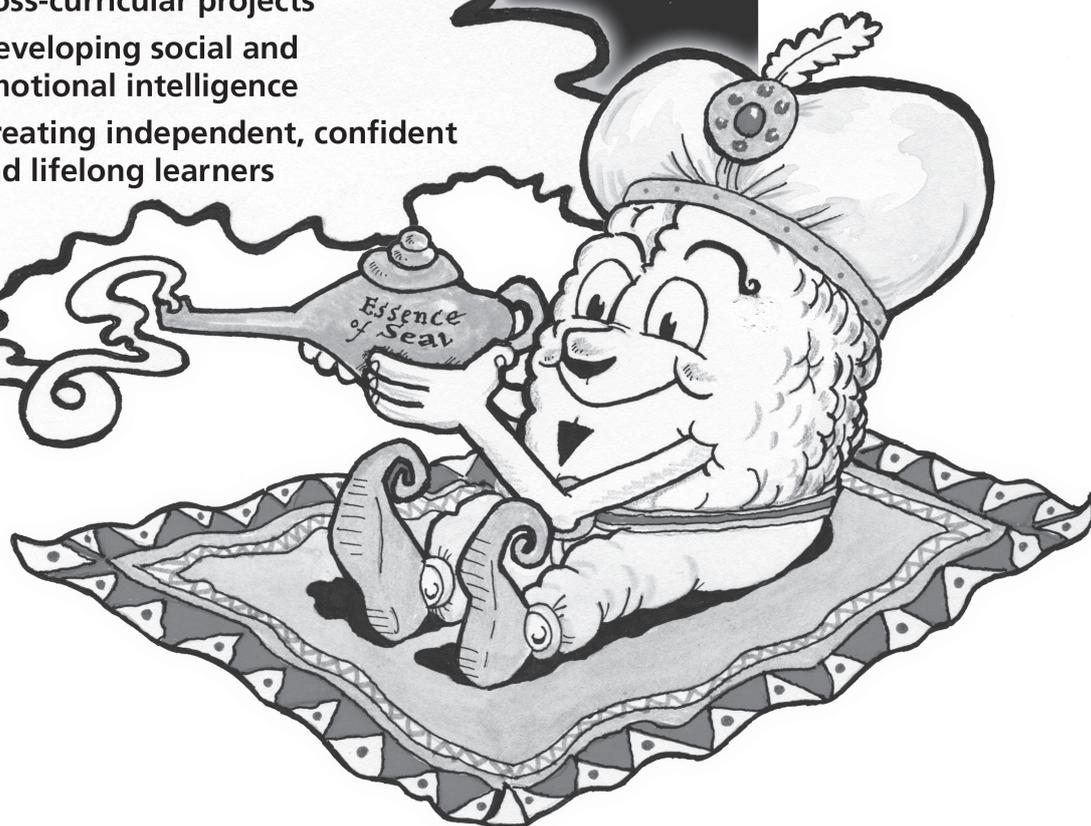
Gwynne Kynaston, Head Teacher, Burley Primary School

An easy to read, well set out book which inspires one to fully engage with the SEAL framework for primary schools in an imaginative and fun way. The book is split into four sections and includes projects and lesson ideas with teacher notes to accompany which assist the development of emotional intelligence.

Majella Kennedy, Senior Lecturer, Humanities Education, Manchester Metropolitan University

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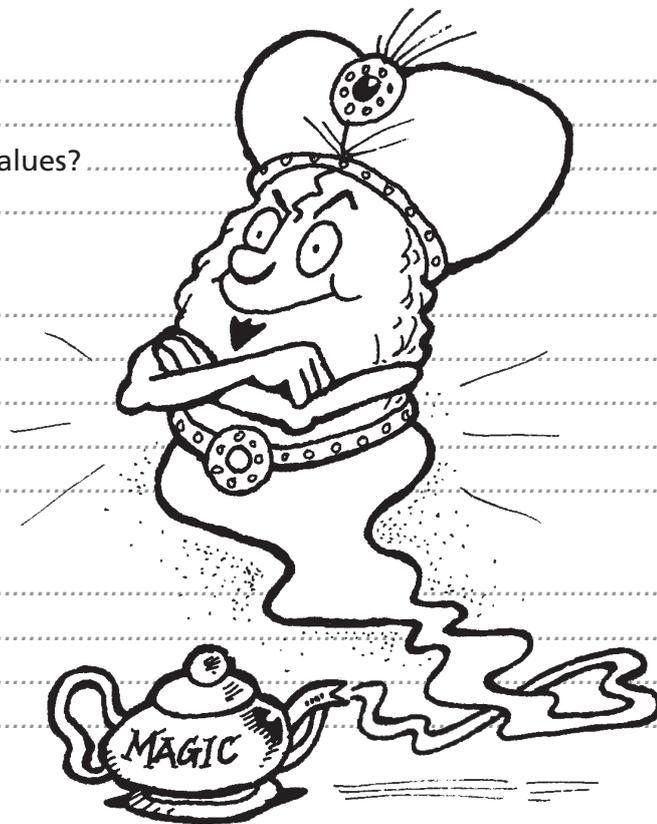
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Preface

Creating powerful learners within the primary curriculum

This book is intended to provide resources that deliver:

- the crucial personal and emotional aspects of primary school education (Social and Emotional Aspects of Learning (SEAL))
- the development of essential skills which were identified in the Primary Curriculum Review
- the subjects of the national curriculum.

I have divided the book into four sections: Section I covers the ‘MAGIC habits’ that will help you to develop the learning and thinking skills so important for our 21st century learners; Section II comprises six projects that can act as a starting point for your work; Section III consists of three stories about Bobby Brain that reinforce the habits of social and emotional intelligence and provide good discussion opportunities; Section IV provides ideas and resources that will help you to help your learners assess what has been learned, what skills have been practised and, importantly, how it all happened.

The table overleaf summarises how the projects and lessons in this book cover the primary curriculum.

Using this book

Section I provides a detailed set of lessons which can encourage all the habits for learning. If you have not already done so, it is recommended that these lessons are worked through during – or in advance of – the projects in Section II as part of the delivery of SEAL or Learning to Learn provision. The impact of the project work will be more powerful if the learners have developed an understanding of their learning styles, preferences and how to develop their emotional intelligence.

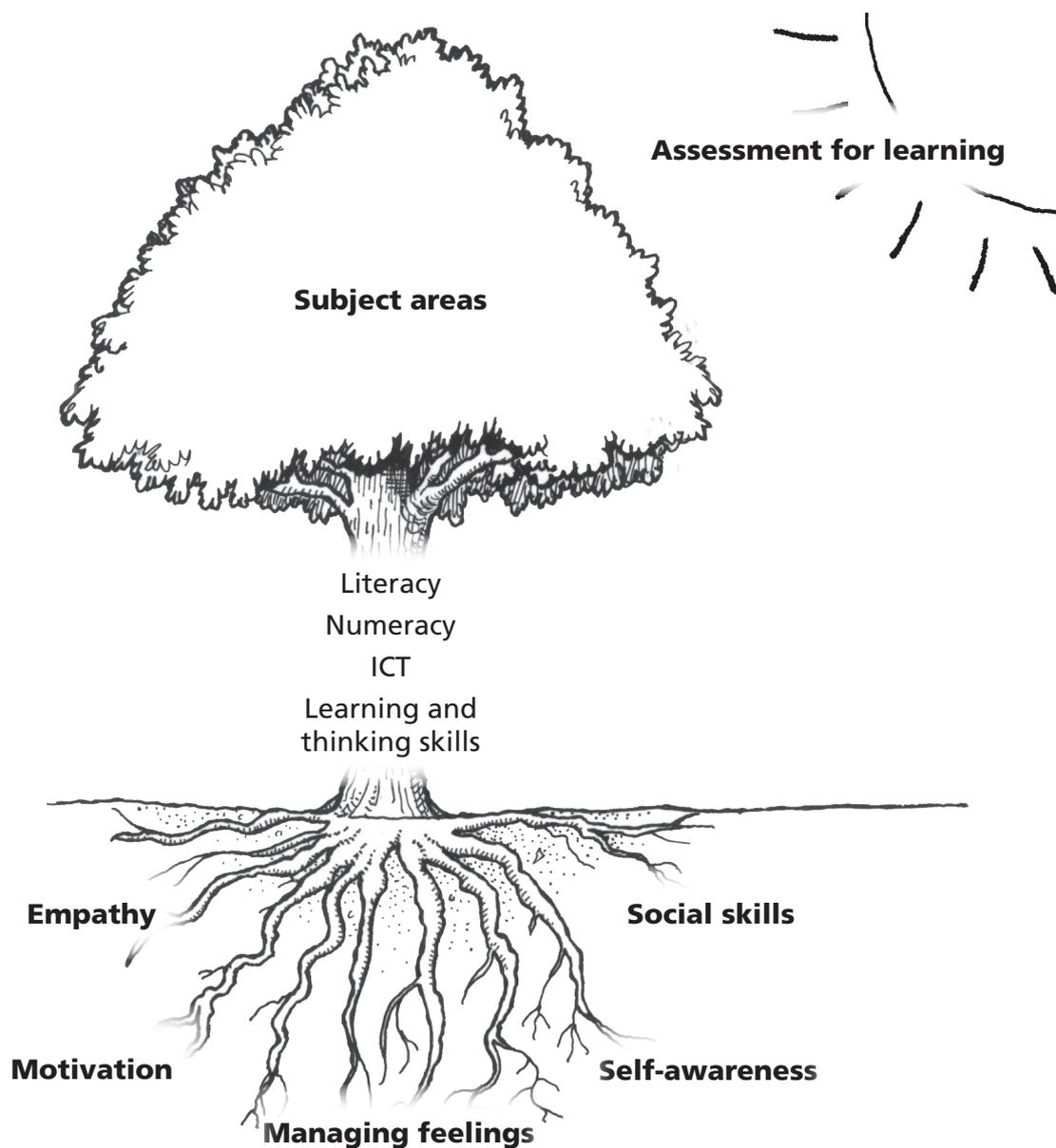
The collaborative projects in Section II provide exciting cross-curricular learning experiences that reinforce the personal skills and connect together many of the subjects in the national curriculum. Within the six projects there are opportunities to deliver and assess subject content and evaluate essential skills in literacy, numeracy and ICT. Because the activities encourage choice and collaboration, they offer a powerful opportunity to develop independence and to personalise approaches to learning.

The first project in Section II, Bobby’s Magic Towers, is an opportunity for learners to review the habits of learning which have been taught explicitly in Section I or through other school provision. However, the projects can be worked through in any order depending on previous experience or existing teaching and curriculum planning needs. As can be seen from the figure below, the intention is that the MAGIC habits in Section I are delivered as the roots that will feed the subject disciplines, the key skills developed are the trunk of the tree and, finally, the principles of assessment for learning – self-assessment, peer review, reflective learning – are used throughout all the projects to shine a nourishing light on the work completed and the learning progress made.

The stories in Section III can be used as an introduction to, or a review of, the habits of emotional intelligence. They can also be used to extend the more able by offering models for writing their own stories about Bobby’s adventures. In addition, they can be used as a reminder about the important behaviours we are trying to reinforce.

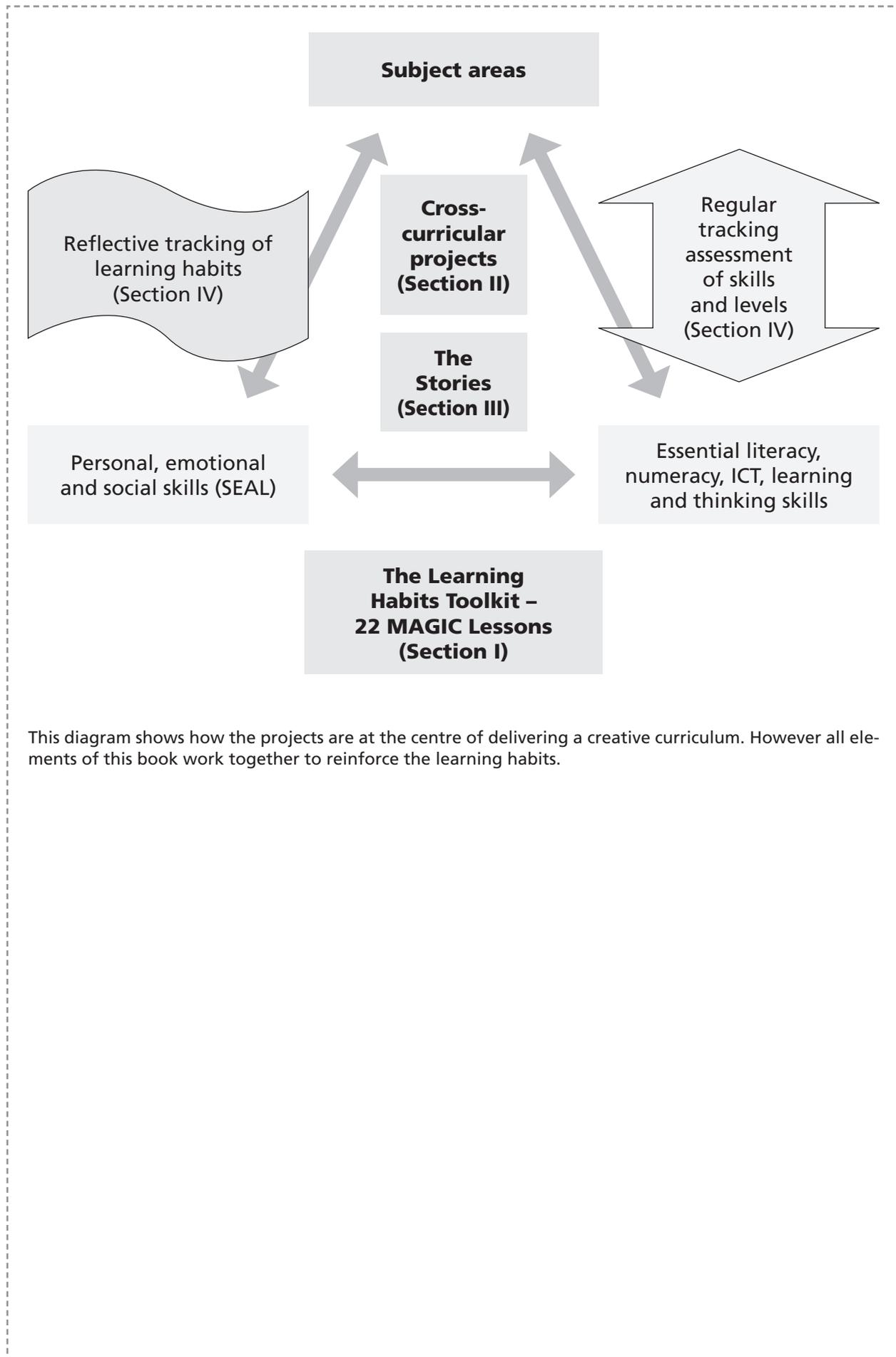
The Primary Learner's Toolkit

Project or Section	National curriculum subject areas							Essential skills (for more detailed information on national curriculum references please see the individual projects)					
	English, communication and languages	Mathematics	Science and technology	History, geography, RS and citizenship	The arts	Physical development, health and wellbeing		Literacy	Numeracy	ICT	Learning and thinking skills	Social skills	Personal and emotional skills
Learning Habits Toolkit						X					X	X	X
Bobby's Magic Towers						X		X		X	X	X	X
Exodus			X	X			X	X	X	X		X	
The Wedding Plan		X		X	X	X		X	X	X		X	X
Disaster			X	X			X	X	X	X		X	X
International Restaurant	X	X	X	X	X	X		X	X	X	X	X	
The Time Machine	X		X	X				X	X	X	X		
The stories											X	X	X



A tentative, evolving curriculum

This book aims to offer learning experiences that are flexible and tentative, reflecting and modelling the learners it wishes to nurture. This learning will create a new teaching that facilitates real learning and hands over some of the control of the learning experiences to the learners. However, the teacher's role is even more important as it guides the embedding of the learning habits through the crucial process of review and reflection on a class and individual level. The planning will be a crucial aspect of this type of learning and the projects may evolve in various different directions. The schemes are not definitive but just a starting point for teachers and children to create amazing, memorable learning experiences. The examples of planning sheets lessons and content are merely the starting point for schools to create their own materials. Within the projects it will be important to measure progress in learning, within lessons and across time. This will ensure the rigour of delivery of subject disciplines as well as evaluate the impact of our teaching. It has been my experience that the progress the pupils will make in this exciting curriculum will amaze us!



This diagram shows how the projects are at the centre of delivering a creative curriculum. However all elements of this book work together to reinforce the learning habits.

Acknowledgements

I am privileged to meet so many talented teachers who wish to give their students the very best gift you can give a child – a love for learning. They have inspired me to write this book and many of them have tried out some of the activities and added their own genius to create wonderful learning experiences for children. I want to thank all those teachers that I have had the chance to work with over the last three years of my roving consultancy – I have learnt so much from them. I also want to thank my colleagues from ITL, particularly Julie, Simon and Will, who are the experts on primary education and who provided so much of the thinking behind this book.

A special thank you to Ian Gilbert, my friend and editor, who always surprises me with his genius and, in this case, patience and encouragement.

I want to thank my husband John for his unconditional support and relentless hard work in helping with the checking and sorting out of my mad thinking. My daughters continue to inspire me as they grow up and demonstrate amazing success and determination in everything they do. This is how I know it works!

I would like to dedicate this book to their father, John Swift, who sadly died in 2008. It was in helping him, in the early days, which encouraged me to learn so much about thinking, and why it matters so much.

Finally, thanks to all those others who encourage and support me in my wonderful life; especially my sister Leslie, my best friend Gill, my friends and neighbours in Tiffield and the very best parents – who taught me everything.

Introduction

What are the learning experiences which will really deliver self-motivated, resilient learners for the 21st century?

In the age of uncertainty...

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

Charles Darwin (1809–1882)

There is a growing desire globally to discover what we need to change in our education systems to make the difference – the difference between producing young people who simply pass (or fail) exams and creating independent lifelong learners who will not just survive but thrive in the fast moving, knowledge-based economy of the 21st century. Despite prescriptive literacy and numeracy strategies, and constant improvements in performance in formal qualifications, employers complain about a lack of communications skills and of a thirst for learning, aspiration, initiative and self-discipline.

When does this start? Many would argue that children are turned off from learning at younger and younger ages. This book, then, is an attempt to provide learning experiences that not only develop practical and personal skills but also engender a genuine love of learning. It is designed to reflect the aspirations woven through a creative primary curriculum as well as bring together the very successful SEAL (Social and Emotional Aspects of Learning) initiatives together with knowledge of neuroscience, key communication skills and traditional areas of learning. It also encourages a pedagogy that promotes assessment as learning (as opposed to ‘of’ or ‘for’) and which promotes metacognition, thinking about thinking, in the classroom.

What is education for?

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 effective life skills, something very different from simply learning ‘stuff’. (The same ‘stuff’ that can now be accessed in seconds on the internet anyway.) This paradigm shift in emphasis should also include developing in children an understanding of their own learning profiles and how to use these to raise achievement and develop

their potential. This involves teaching children to reflect on how they learn best and how they can develop their flexibility as learners to enable them to transfer skills. For more on this, a good starting point is *Learning Styles in Action* by Barbara Prashnig.

The fundamentals of learning

Teachers, pupils and parents all need to understand how they learn, how to engage the brain and how to manage their minds for learning. Children can then use this knowledge to develop the sorts of 'transferable skills' they can carry with them throughout their lives, regardless of where they go. Skills that will help them become the emotionally intelligent, flexible learners needed for the 21st century workplace.

If we want to deliver this curriculum effectively teachers and learners need to know about:

- The power of the brain to 'grow' intelligence
- Best thinking on learning styles and preferences – and how to develop them
- How to control thinking and use internal dialogue for motivation
- The three-part brain – especially the importance of the emotional brain 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 whose development we need to take responsibility for throughout life
- The value of enrichment programmes.

All of the above demonstrate the importance of connecting learning to real life beyond school to create transferable skills and embed the habits of great learning.

Flexible, personalised learning

Collaboration, choice and challenge in the classroom

The style of curriculum that will reinforce the habits of learning, involves pupil-designed learning experiences and collaborative projects that demand negotiation and compromise to achieve outstanding results.

Schools need to develop children's skills in teamwork and cooperation so evident in activities such as sport and theatre. These extra-curricular activities are often simply fitted in outside of – 'extra' – to an overcrowded, content-dominated curriculum. Yet this type of learning is at the centre of a competency-based curriculum which focuses on acquiring skills rather than remembering information. The projects in this book aim to deliver these types of learning experiences whilst learning subject content effectively.

The Primary Curriculum Review

In 2008, Sir Jim Rose was tasked with the job of reviewing what young learners need. This book aims to build on the best recommendations of this Primary Curriculum Review and provide examples of resources that will help you implement a connected, engaging curriculum.

The Primary Review's purpose was to:

- review the programmes of study and reduce prescription where possible to allow greater flexibility for schools to meet individual pupil's needs and strengths
- strengthen schools' focus on raising standards in reading, writing and numeracy
- provide all children with a broad and balanced entitlement to learning, including languages at Key Stage 2
- make personal development a more central aspect of the primary curriculum

- improve transition and continuity in learning from early years through primary school and then into secondary education.

Sir Jim Rose's final report, delivered in April 2009, proposed the following changes to the primary curriculum to meet these requirements, basing the revised curriculum on three fundamental points:

- reinforcing the importance of literacy, numeracy, information and communication technology (ICT) and learning and thinking skills, personal and emotional skills and social skills as the essentials for learning and life
- reorganising the knowledge, skills and understanding contained in the primary curriculum into six broad areas of learning, and a non-statutory programme of learning for religious education
- creating a less prescriptive curriculum that increases flexibility for personalisation.

With government changes this review has been put to one side and another review may follow, However many schools still wish to pursue a creative curriculum that gives real scope to develop engaging learning experiences that connect together subject disciplines with personal skills for life. Many teachers and leaders welcomed the Rose review outcomes and find they can pursue some of the aims within the present primary curriculum requirements. This book aims to provide resources to build a creative curriculum that develops independent, resilient learners and yet delivers the statutory requirements for subject disciplines and pupil progress.

The digital native jungle rules – why ICT is a key component of the projects

In the global electronic community we now live in, our children 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 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 economic disadvantage, we must ensure that our future generations can compete. Weaving in the use of digital technology, podcasting, blogs, social networking sites and other emerging technologies will be an important evolution of these projects over time. Our youngsters are learning to use laptops and mobile phones before they even arrive at school so it is they who can lead the way when planning the use of technology in their learning experiences.

For example, as part of this process, essential learning skills can be assessed and recorded 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 Virtual Learning Environment. The skills e-portfolio should enable learners to track their progress and build a 'record of achievement' that they can take with them to their secondary school. Their personal tutor can help them record evidence of progress in their skills and their enrichment activities at home and at school, so that these skills become transferable between subjects, home and work.

What type of curriculum will deliver the personal skills?

The models of a compartmentalised curriculum based on subject content, the teacher as an expert and the pupil as a passive recipient, have not produced the skills and competences our young people need to become successful learners. A new, connected, creative curriculum can deliver the skills and habits that help learners take more responsibility for their learning and also personalise it for themselves.

If the above curriculum changes are combined with a rigorous behaviour policy that focuses on choosing to learn (as opposed to being punished for not wanting to learn) and an active pupil voice

The Primary Learner's Toolkit

programme that encourages a sense of ownership, enterprise and responsibility, the possibility of engaging children in a learning culture becomes much more likely.

If we supplement this by teaching the habits of emotional intelligence, habits such as persistence, optimism and self-management, and do this 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, challenge and emotional involvement – which combine to make learning exciting but demanding. It's the way we are wired!

A crucial aspect of this new pedagogy is metacognition – essentially reflective practice by both teachers and children. 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.

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 personal skills at the lesson level will necessitate implementing the pedagogy that Ofsted requires for 'outstanding' teaching. Setting objectives for 'skills' as well as 'content', will require teachers to build a 'competency focus' into all lessons and projects. This could be achieved by teachers considering a focus for each lesson that attempts to deliver a personal skill as well as the quality of an outcome – and talking about this in the plenary. For example 'You produced a wonderful "time machine". Now, what did you learn about working together?' Or, 'How

did you manage your feelings when customers complained in your international restaurant?'. Or 'How are you going to take what you have learnt about leadership and use it in another situation?'

To deliver your new curriculum it may help to consider the following tables.

Embedding	Innovation	Abandon
Curriculum	Competency-based curriculum using cross-curricular projects mapped against essential skills and areas of learning	Separate subject delivery that teaches content out of context
	Encourage the transference of skills across the curriculum through skills audit and the use of competency and content objectives	The compartmentalisation of the curriculum which can restrict the ability to transfer skills and competences to new situations
	Embed communication skills including literacy and numeracy in cross-curricular projects. Use APP (Assessing Pupil Progress) models to assess the skills development	Attempts to manage literacy and numeracy across the curriculum in primary schools with paid posts
	Investigate the International Primary Curriculum and International Baccalaureate for further cross-curricular materials	KS2 coaching for SATs
Timetables	Flexible timetables with longer blocks of time for project or themed work Build in enrichment days or weeks for mixed-age groups	Fixed timetables
Homework	Extended home learning tasks linked to cross-curricular projects For example, learn vocabulary of French food for your international restaurant	Homework as an unrelated extra, driven by a homework timetable
Assessment	Rigorous learner-led assessment for learning through KS1/2 using data available and tracking tools to target underachievers	Summative testing and school league tables
	Develop an e- portfolio of achievements and competences in KS1–3 to include extra-curricular activities and levels of attainment in a variety of subjects with a skills diploma awarded	Bureaucratic assessment models

The Primary Learner's Toolkit

Preparing learners for the 21st century	Innovation	Abandon
Engaging learners	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 and single 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
	Use of innovative technology such as podcasting, blogs, Twitter feeds, YouTube, digital cameras, mobile phones, video gaming and multimedia applications as part of the demonstration of learning	Limits on aspects of new technology
	Train children to take responsibility for their own learning through an understanding of how to learn and having responsibility for their learning	Children expecting to be entertained and spoon-fed for the exam
	Use assessment for learning and peer-/ self-assessment techniques to give learners 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 facilitates peripheral learning	Classrooms built for 'chalk and talk' with the teacher as the fount of all knowledge talking at the pupils
	Use novelty, variety, humour, colour, challenge and music – which all appeal to the emotional brain – and have clear, consistent, high expectations to motivate learners	Inconsistent delivery of boring subject content through working from textbooks 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

Preparing learners for the 21st century	Innovation	Abandon
Pedagogy for outstanding learning	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 children (and parents) that they can achieve without determination and hard work
	Reflective learning by teachers and learners leading to regular metacognition	Didactic teaching with pupils spending most of the time listening to the teacher
	Active learning	Focus on copying from textbooks or the board
	Effective teamworking	Teachers 'towing' pupils through the tests and coursework tasks
	Learners able to ask good questions and use sources from the internet effectively	
	Learners designing some of their learning and setting their success criteria	
	Learners talking (on task) more than teachers	
	Philosophical approach through a Community of Enquiry	
	Assessment for learning as a fundamental part of all lessons	
	Language for learning used by teachers and learners	
	Self-motivated learners who can talk about their progress	
Mistakes seen as learning experience		

Section I

22 MAGIC

Lessons

- Implementing a creative curriculum through cross-curricular projects
- Developing social and emotional intelligence
- Creating independent, confident and lifelong learners

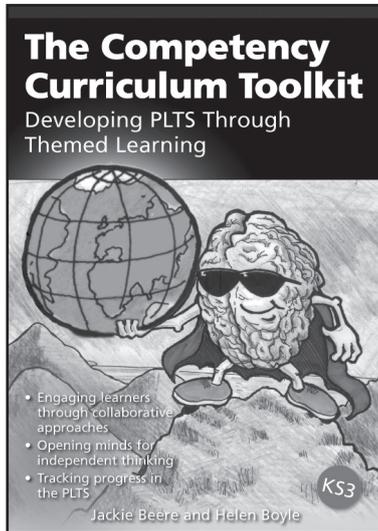


Jackie has written two books for secondary schools:

The Competency Curriculum Toolkit

Developing the PLTS Framework Through Themed Learning

Jackie Beere and Helen Boyle



ISBN 978-184590126-4

This book explores the concept of a competency-based curriculum for KS3 and provides a range of resources for implementing creative learning in schools. It is widely acknowledged that students will need to be flexible, self-motivated learners if they are to thrive in our rapidly changing global community.

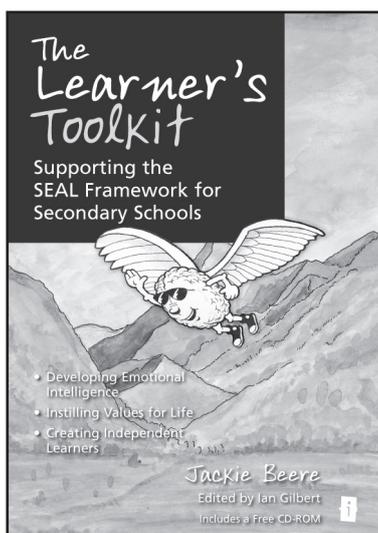
- Do students need to nurture their resilience and commitment to learning?
- Are schools keen to develop the skills and competencies of learning how to learn, leadership and teamwork ready for their crucial choices in KS4?
- Can we help students become more resilient and self-reliant by teaching a project-based approach that delivers progress in key personal competencies?

Various models for delivery and assessment are considered and schemes of work for projects as well as sample lessons to use in the classroom are provided. In addition, the CD-ROM has a range of PowerPoint presentations for training staff and students. An essential toolkit for all those wishing to develop independent learners.

The Learner's Toolkit

Developing Emotional Intelligence, Instilling Values for Life, Creating Independent Learners and Supporting the SEAL Framework for Secondary Schools

Jackie Beere Edited by Ian Gilbert 



ISBN 978-184590070-0

The Learner's Toolkit an essential resource for supporting the SEAL framework in secondary schools and for all those teaching 11-16 year olds. It contains everything you need to create truly independent learners, confident and resilient in their ability to learn and learn well. The book contains 50 lessons to teach 50 competencies. Each has teacher's notes on leading the lesson and a CD-ROM in the back of the book has all the student forms and worksheets necessary for the lessons. Lessons include:

- getting to know yourself
- taking responsibility for your own life
- persistence and resilience
- setting goals for life
- controlling moods
- caring for your mind and body
- building brain power
- asking questions
- developing willpower
- pushing yourself out of your comfort zone
- prioritising and planning

Possessing these vital competencies will help students learn better and be able to contribute more effectively in school. It will also enable them to thrive in the increasingly fast-paced world of the 21st Century.

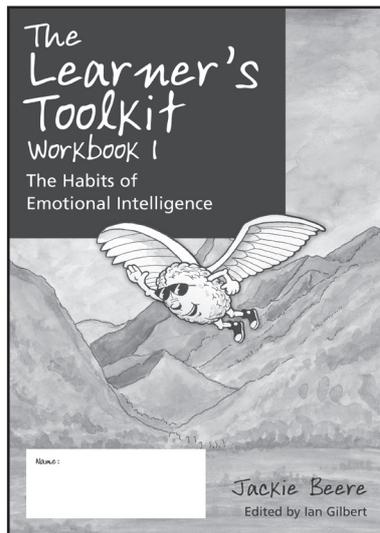
The Learner's Toolkit Student Workbook 1

The Habits of Emotional Intelligence

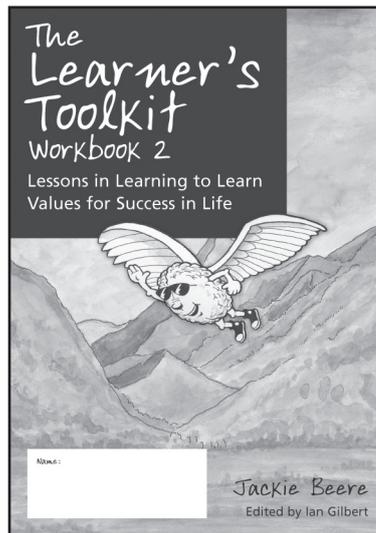
The Learner's Toolkit Student Workbook 2

Lessons in Learning to Learn: Values for Success in Life

Jackie Beere Edited by Ian Gilbert



ISBN 978-184590097-7



ISBN 978-184590103-5

To accompany *The Learner's Toolkit – Teacher's Resource*. These workbooks are designed for students to keep personal records of their work towards developing competencies in Learning, Emotional Intelligence and Values for Life. They are an outstanding resource for supporting the SEAL framework in secondary schools.

Workbook 1 includes lessons on:

- Getting to know yourself
- Taking responsibility for your own life
- Building confidence
- Persistence and resilience
- Setting goals for life
- Controlling moods
- Caring for mind and body
- Optimism
- Stress management
- Thinking skills
- Communication and cooperation

Workbook 2 Includes lessons on :

- How your brain works
- Multiple intelligences
- How to use your senses for learning
- Democracy and equality
- Attitude
- Love and understanding
- Social intelligence
- Forgiveness and fairness
- Empathy

Available as single copies or classroom packs – see www.crownhouse.co.uk for details

The Primary Learner's Toolkit is an essential resource for supporting the SEAL framework in primary schools and for all those wishing to create truly independent learners, confident and resilient in their ability to learn and to learn well. It contains 22 lessons for building these skills plus 6 cross-curricular projects that are designed to put the skills into action within the curriculum. All the lesson plans and teachers' notes are included in the book and the necessary worksheets are included on the accompanying CD-ROM. Lessons include:

- getting to know yourself
- taking responsibility for your own life
- persistence and resilience
- setting goals
- controlling moods
- caring for your mind and body
- building brain power
- asking questions
- developing willpower
- pushing yourself out of your comfort zone
- prioritising and planning

Possessing these vital competencies will enhance students' learning capabilities and enable them to contribute more effectively in primary school.

"For the teacher who wants young people who believe in themselves, organise themselves, think they can achieve, and endlessly push their own learning, this is a 'must read'... and 'must use' book."

Mick Waters, Professor of Education and President of the Curriculum Foundation

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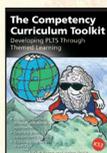
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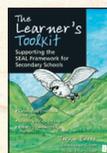
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Jackie Beere is a consultant trainer and School Improvement Partner, having been head teacher at Champion School, Northants. She spent three years as an Advanced Skills Teacher leading and implementing innovative Teaching and Learning initiatives including KS3 and 4 Learning to Learn and Thinking Skills programmes. In November 2002 Jackie was awarded the OBE for her services to education.



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