

To be motivated

FULL ON LEARNING

INVOLVE ME AND I'LL UNDERSTAND

you need to find

the 'me-shaped,

ZOË ELDER 
EDITED BY IAN GILBERT

The world is changing more rapidly than ever before. The next century feels unpredictable, even unimaginable. How on earth do we prepare our students for the challenges of the coming decades?

We need not only to learn from tried and tested methods but also to be prepared to find tools and resources from beyond our safe, walled gardens. We are teaching 21st century learners and we must equip them for the future – with skills, attitudes, competencies and habits that will help them thrive. It's no longer just about what we want our students to know, but how we want them to be.

If you want a comprehensive guide to getting your students ready for whatever the new century throws at them, then you need this powerful book.

This is *Full On Learning*.

space in the universe

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Crown House Publishing Limited
www.crownhouse.co.uk
www.crownhousepublishing.com

First published by
Crown House Publishing Ltd
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK
www.crownhouse.co.uk

and

Crown House Publishing Company LLC
6 Trowbridge Drive, Suite 5, Bethel, CT 06801, USA
www.crownhousepublishing.com

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First published 2012.

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British Library of Cataloguing-in-Publication Data
A catalogue entry for this book is available from the British Library.

Print ISBN: 978-184590681-8
ePub ISBN: 978-184590839-3
Mobi ISBN: 978-184590838-6

LCCN 2010937326

Printed and bound by
Oriental Press, Dubai

ACKNOWLEDGEMENTS

This book is a (deep) breath in between the thousands of conversations about learning I have enjoyed during my career. Being aware of how much just one person can influence the thinking of another means that it is impossible for me to thank the many voices that resonate in this book. But rest assured, you're all in here. All of you. Thank you.

For over fifteen years, I have been fortunate to learn alongside pupils, teachers, advisers and schools around the country. Every shard of insight, challenge and reflection they have gifted me has inspired and shaped my thoughts to this point in time. I know that more will follow tomorrow and I thank you for these.

Producing a book like this requires every one of the dispositions we seek to draw out in every one of our learners; collaboration and discernment, questioning, curiosity, reflection, passion, resilience and creativity, to name a few. I have experienced just such a collection of dispositions in the unfailing support and encouragement of both Ian Gilbert, the founder of Independent Thinking and Caroline Lenton at Crown House Publishing. They enabled me to find the courage to put down on paper what has been in my head for so long. Thanks also to Tom Fitton, who has skilfully brought the design ideas in this book to life. You've been brilliant, 'Team Full On'.

It was suggested in the early stages of writing this book that I may have 'used all the words up', so a long time ago, early one very cold Sunday morning, I squirrelled a small handful of words safely away for one really important voice (who also, fittingly, gets the last word) ...

Thank you, Lucy.

can have a 'conversation' with them via the sticky note, without interrupting the thinking of everybody else.

In addition, the notes can be compiled into an FAQ board of some sort and learners can be tasked with providing the answers for each other – another way of keeping the energy for learning in the hands of the learners.

6

Ask, don't tell. When we do speak to the students, rather than telling them what they need to do next, we can shape our language to be questioning and coaching, so we prompt them to think more deeply, reconsider or try an alternative.

7

Plan groupings according to learning purpose. Learners are often asked to work in groups that are not concerned with the purpose or intended learning outcome. Effective group work is underpinned by deliberate planning of group formation. It is hard to design tasks that are genuinely 'group tasks', where all learners get to contribute according to their learning needs and abilities. A general rule of thumb when it comes to who goes where is that diverse groups tend to accommodate open-ended tasks, where enquiry skills are required. In this way, learners can pursue their own interests in their preferred learning style and bring what they have discovered back to the whole group. Diverse groupings also support problem-solving activities, where the 'two/three/four/five heads are better than one' really does prove to be true. In a problem-solving task, the best approaches are often produced as a result of the collation of a range of perspectives and interpretations.

When launching divergent thinking activities to generate a wealth of ideas – where quantity is sought over quality – groupings of different types of thinkers will work well. This is also true of learning tasks where a new concept is being introduced. At this introductory stage in the learning process, there is safety in knowing that although the concept is new to you, everybody in the group is in the same boat. On the other hand, when a specific skill is being developed, it is helpful to create similar ability groupings to maintain the sense of mutual support and positive peer influence. Where a common interest is being explored, you can promote deeper thinking

Who goes where for what?

Diverse groupings



Open-ended tasks

Enquiry

Problem-solving

Discussion of new
(to all) concepts

Similar groupings



Common interest

Learning styles

Reviewing learned
information

Specific skill
development

within a group who are at a similar stage in their understanding and skill development. This is also true of revision and consolidation activities. This also reduces the level of emotional and intellectual risk within the group, promoting positive attitudes to learning.

8

Assign roles. Ensuring that every member of the group has a specific job provides all learners with a reason to engage and contribute. Assigning roles prevents students hiding, coasting or being dumped with everything to do. Furthermore, if we have to ask learners to assign roles, we also have to plan authentic group tasks in the first place. In other words, we can use role assignment to quality assure the richness of the task. It also helps with the design of challenging learning opportunities and the clarification of success criteria.

9

Be the observer. Another benefit is the fact that once the groups have their roles, your role will revert back to coach and observer of learning. As such, you will be able to make notes, provide non-intrusive feedback and develop quality learning conversations with students.

10

Lead reflection. A striking aspect of great collaborative learning involves skilful leadership of reflective thinking. It would be fair to say that reflexive thinking (thinking ahead, through and back) pervades the learning environment. Written observations during the group work phase are integral to facilitating this process – modelling it for the learners and communicating this as an expectation of how learning should happen. Managing collaborative learning can be a challenge on a number of levels. Good task design is clearly crucial to the progress learners make during the lesson and is also central to the role that we adopt. A well-constructed collaborative task will clarify the what, the why and the how of learning. This will be coupled with an appropriate level of intellectual challenge and emotional safety in the configuration of the groups. With these key elements in place, we can take the lead in modelling reflective thinking.

11

Identify quality. One of the main benefits of collaborative learning is the quality of the learning conversations that take place. We need to ensure we emphasise and clarify *what* the groups are being asked to do, *how*

they will do it and what *success* will look like. It is this final question that enables everybody involved to recognise and deepen their understanding of the learning outcomes. Lead this discussion ahead of any practical activity and, in doing so, you'll be able to ensure that all learners have a clear understanding of the learning to come. You can then employ your relentless questioning strategies to ensure that the pre-agreed success criteria are foremost in their thinking.

12

Make progress visible. Throughout collaborative learning sessions, build in structured opportunities for the groups to publicly show their learning to their peers, whatever stage they are at. The messier their thinking the better, as this is a great way to alert them to recognising the progress they are making and encourage them to take the lead in what happens next. Insisting that the groups show and explain their learning during the lesson reinforces the importance of the *process* of learning as well as the *product*. I have heard this referred to as the 'POP' of learning ('Process Over Product'). It also takes the pressure off the 'big reveal' moment at the end of the lesson, leaving space for mistakes to be celebrated as learning milestones in

what difficulties might we face and what will a quality 'product' look like?

what does a quality group member sound like?

what do we already know

what do we need to do when this happens?

what do

what does a quality

their own right. Your expert skill will come to the fore when you draw out from these moments the integral components of the learning process and reflect them back to the learners as a whole group. They can then use each other's experiences to clarify their own understanding, address any inaccuracies or misconceptions and move their thinking forward.

13

Keep quality at the heart of the learning. Display the quality criteria of the group challenge in as many ways as possible and so it can be seen from all angles around the room. Encourage learners to refer to these at regular intervals (using sticky notes or a feedback wall) to ensure they are all on track (it can be one of the roles in the group to do just this).

One way of checking out the quality of collaborative learning in lessons is to try some of the practical strategies in the table on pages 36-37. Designing learning with these enquiry questions can form the basis of some great conversations about 'group work' as part of professional reflection and development.

group facilitator do?

what does a quality group look, sound and feel like?

we need to know to be able to do this?

how will we know that we have completed the challenge?

about this?

Action Research

ENQUIRY QUESTIONS	FOCUS ON	PRACTICAL STRATEGIES
<p>How can I create a sense of community in large groups of learners?</p>	<p>Regular check-ins with the group. Ensure learning talk characterises learning (regular opportunities to discuss, problem-solve and share ideas)</p>	<p>Creative starters requiring pairs into small groups then whole group thinking.</p> <p>Explicit discussion about 'What/who makes an effective group?'</p> <p>Design deliberate opportunities for a blend of divergent and convergent thinking activities</p> <p>Invite the group to redesign the physical learning space to enhance effective discussion and sharing of ideas</p>
<p>How can I construct quality collaborative learning opportunities?</p>	<p>Project design with explicit roles assigned to learners to work on over longer periods of time with frequent opportunities for public sharing of progress</p>	<p>Design of longer-term projects and rich challenges using compelling questions and problems worth solving</p> <p>Ask learners to construct the detail of the problems to be solved and then act accordingly</p> <p>Discussion of success criteria for group work. What does each role have to do well? What will success in this challenge look, sound and feel like?</p> <p>Process check-ins where learners reflect on how they are doing against the success criteria and are able to seek advice from others on what they need to do next</p>

ENQUIRY QUESTIONS	FOCUS ON	PRACTICAL STRATEGIES
What does a really good quality collaborative learning opportunity look, sound and feel like?	Observe learners, focusing on learning behaviours, quality of discussion and frequency of questions	Teacher as observer: <ol style="list-style-type: none"><li data-bbox="788 391 1218 567">1 Use sticky notes to record memorable conversations, moments and actions that progressed each group's learning journey<li data-bbox="788 589 1236 727">2 Tally chart of questions asked by members in the group – reflection focused on 'What makes a quality question?'<li data-bbox="788 749 1229 853">3 Equal assessment value placed on skills, knowledge acquisition and disposition development

A stylized illustration of a magnifying glass. The lens is a large white circle with a thick black border. Inside the lens, the word "check" is written in a teal, cursive-style font. To the right of the word are two small teal dashes. The handle of the magnifying glass is visible at the bottom left, also in teal and black. The background is a solid teal color.

check



... don't assume

Sgt Miles Elder



LEARNERS WHO ...

Feel safe to take learning 'risks'. They ask questions, make suggestions, consider alternatives and actively seek opportunities to test and challenge themselves

TEACHING THAT ...

Develops emotional learning abilities first; this is then followed by intellectual and cognitive abilities

**Focus: Building a learning community
Readiness to learn (and make mistakes)**

TWO FULL ON

EMOTIONALLY INTELLIGENT LEARNERS

Are you happy to jump in?

Taking a Full On approach to lesson design results in the integration of positive emotional tags for the learner. Intellectual risk-taking only happens if we feel emotionally secure to take a chance on getting something wrong. Encouraging intellectual risk-taking requires that all learners (and their teachers!) are feeling emotionally secure enough to put their hand up, make a suggestion or offer their precious idea in front of everybody else. This requires us to design learning that accommodates the emotional learning needs of everybody in the group. No small challenge, admittedly. If we get it right, however, positive participation will feel really good and this will ensure that learning has a genuine chance to *stick*. This chapter provides ways in which we can design learning so that it offers truly compelling and safe learning opportunities that are characterised by learners' readiness to roll their intellectual sleeves up, take a risk and jump in.

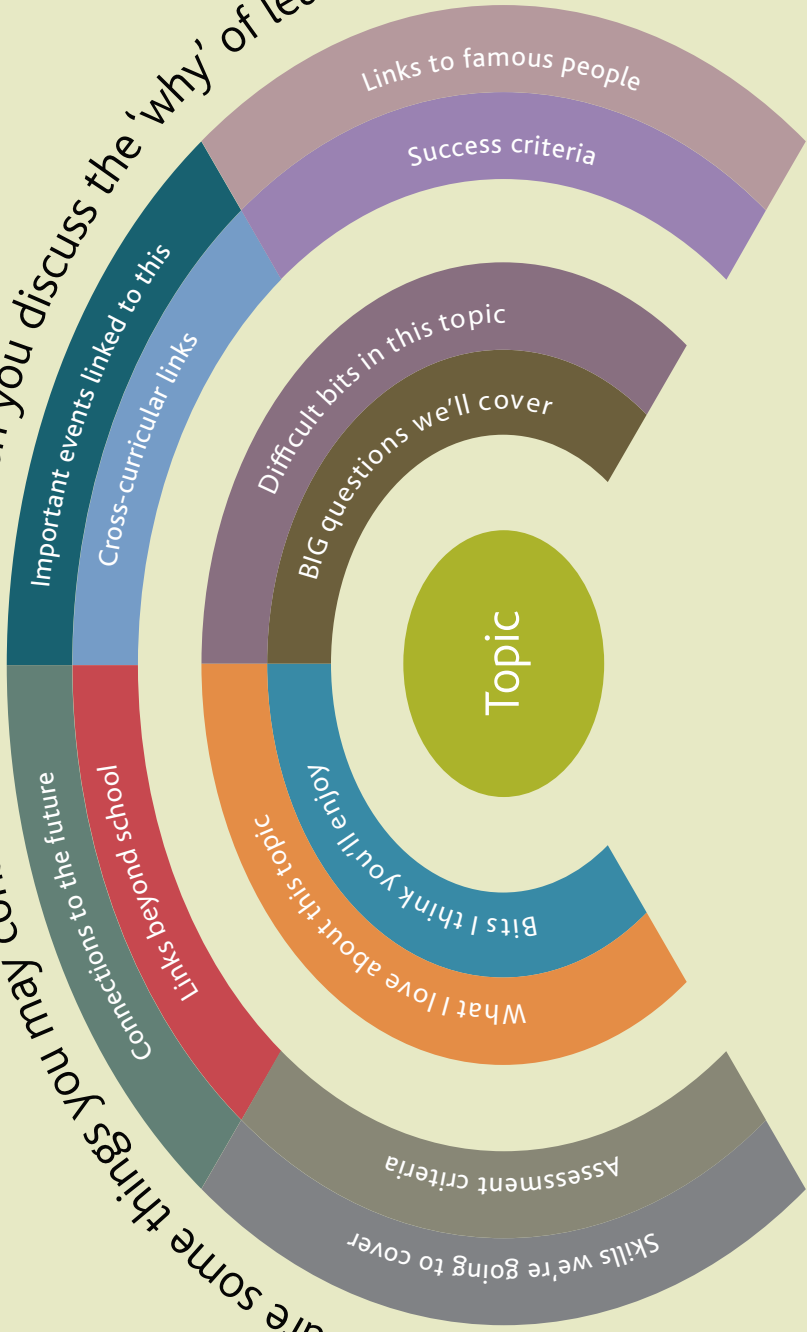
According to neuroscience⁹, when we encounter new surroundings, respond to others or tackle new experiences, one of the first parts of our brain to engage is the amygdala, buried deep inside the brain. It is linked to our emotional centre and has no capacity for language or ability to reason. It simply responds to its environment in a primitive and non-verbal way, ready to activate our fight or flight response. It is however, central to determining how we feel, respond and react. Long-term memory and emotion are inextricably linked, so our emotional reaction to a stimulus has the potential to last for a very long time. Our initial emotional responses become part of our most enduring memories. If a new experience makes us feel excited, positive and happy, then that connection or 'tag' is logged and preserved. Similarly, if an experience makes us feel scared, uncomfortable and unhappy, then that's how that particular memory will be 'tagged'. The power of all these emotional tags is that they have the ability to instantaneously transport us to another time, place or situation in the blink of an eye. Or the sniff of a room. The smell of floor polish always takes me back to my old school hall. I can hear the whirr of the floor polisher and see the parquet tiles laid out in perfect herringbone patterns. Most importantly, I feel what I felt then. All of this in one whiff of polish. Powerful stuff. It would follow, then, that if we deliberately design learning to trigger powerful and *positive* emotional connections for every learner, well, that's going to lead to some awesome learning.

Provide the 'why' of learning ahead of the 'how' and the 'what'

Emotional-learning isn't just about grabbing and holding learners' attentions in a positive way. It's also about being aware of the power of the emotional brain to shape or 'tag' our learning experiences. The emotional tag is something that we can incorporate into the design of lessons. We have to be aware of how we can deliberately prompt positive responses and, at the same time, deliberately avoid

9 Curran, A., *The Little Book of Big Stuff About the Brain* (Carmarthen: Crown House Publishing, 2008).

Here are some things you may consider referring to when you discuss the 'why' of learning.



negative emotional tags. In his book, *Start with Why?*, Simon Sinek¹⁰ talks about the need for businesses, brands and organisations to engage with our emotional self in the 'Golden Circle'. This is all about communicating the 'Why?' ahead of the 'How?' and the 'What?'. His contention is that many businesses have often only focused on the 'What?' in trying to engage with their clients. Only afterwards, have they talked about the 'How?' and then, in many cases, expected clients to work out the 'Why?' for themselves. He uses what we know about the brain, as previously described, to show why this approach often fails and he uses the example of Apple Computers and their incredible ability to nurture a loyal client base to explain what happens when it works. So what if we could use an adapted model to nurture our very own loyal and engaged groups of learners?

The first step to designing emotionally aware learning opportunities is to be explicit about *why*, *how* and *what* learners will be doing during your lessons. At a simple level, these three questions relate to the triune brain, where the why serves to address the survival needs of our reptilian brain, an engaging how keeps the emotional brain happy and the what can be addressed by our higher order thinking neo-cortex.

10 The 'Why' 'How' 'What' approach that I talk about is adapted from an engaging business leadership model presented by Simon Sinek in his TEDxPuget Sound Talk (17th September 2009).

I first watched it here http://www.youtube.com/watch?v=u4ZojKF_VuA&feature=relmfu <http://www.youtube.com/watch?v=u4ZojKF_VuA&feature=relmfu>

Simon Sinek also has a great website <http://www.startwithwhy.com> <<http://www.startwithwhy.com/>> /and a book, *Start with Why?* http://www.amazon.co.uk/Start-Why-Leaders-Inspire-Every-one/dp/0241958229/ref=sr_1_1?ie=UTF8&qid=1317915333&sr=8-1 <http://www.amazon.co.uk/Start-Why-Leaders-Inspire-Every-one/dp/0241958229/ref=sr_1_1?ie=UTF8&qid=1317915333&sr=8-1>. His book and website reinforce the model. Here, the concept he talks about is more fully explained: <http://www.startwithwhy.com/Learn/Glossary1.aspx?letter=Golden%20Circle> <<http://www.startwithwhy.com/Learn/Glossary1.aspx?letter=Golden%20Circle>> From the Website: 'Golden Circle - The model that codifies the three distinct and interdependent elements (Why, How, What) that makes any person or organization function at its highest ability. Based on the biology of human decision making, it demonstrates how the function of our limbic brain and the neocortex directly relate to the way in which people interact with each other and with organizations and brands in the formation of cultures and communities.' The concept is fully explained in Simon Sinek's book, *Start With Why*, published in 2009.' Also included in previous footnote about Simon Sinek's work in the chapter on Full On Collaboration.

Why?

You'll know from your own experience that there's nothing worse than being asked to tackle a really difficult problem or complete an uncomfortable activity if we don't see the point of doing so. Research shows that intrinsic motivation is key to successful learning and, as such, we need to do everything possible to tap into it when we design learning opportunities.¹¹ One way to do this involves making the purpose and relevance of learning clear at the outset. Sharing the why is about the *really* big picture. It is where you get to communicate your passion about your subject, to make connections to prior learning and explore how this learning extends - and is relevant - beyond the school walls. The why of learning is connected to the success criteria of the learning tasks and the assessment objectives of the unit as a whole. In this way, you can build immediate and explicit milestones as progress measures for all learners in your lesson. One way to communicate the why of learning is to generate a mind-map of the topic you're teaching which makes the wider connections really explicit.

How?

This is where you get to share the way in which learning will happen. It is important that you design lessons that stimulate a range of positive emotions. Maybe you're asking students to work in groups or on their own. You might have a visitor coming in or perhaps you're asking them to present their ideas to each other. The 'how' is directly connected to the 'why' of learning.

What?

This is the content part – the topic, key questions, curriculum focus, new knowledge, skills and context. It is the part of the lesson that we're all really good at communicating and, interestingly, is the part we usually cover first.

With this approach, the 'what' deliberately gets shelved until last. Not only does this enable us to communicate the why first, but it also helps to trigger some important

11 Dweck, C. S. *Mindset, The New Psychology of Success* (New York: Random House, 2006).

emotional learning tags such as anticipation, eagerness and curiosity¹². If we leave the 'what' until last, we are able to build anticipation of what we'll be doing *and* encourage learners to defer judgement at the same time. So you get multiple gains and benefits by planning in this emotionally aware way.

Enquiry-based learning

If we design our lessons by starting with the 'why', we can involve learners in constructing elements of the 'how' and the 'what' for themselves. One of the huge benefits of adopting an enquiry-based approach is precisely that it is a safe way to hand the learning over to the learners.

Here's an example – a little stylised maybe but you'll get the idea.

First, learners are presented with the 'why' and asked to respond directly to it:

'We believe that for you to be fully equipped for a world that has yet to be invented (by you) you need to be creative, work as part of a team, be articulate and confident. Most of all, we want you to develop a passion for learning and here's an opportunity to do just that.'

Next the 'how', which is the basic project structure (in this case, an enquiry-based team project with a timeline):

'So for the next few sessions, you'll be working with people you've never worked with before to help you develop your social learning skills and learn how to work as part of a team. You'll also be working in an entirely different setting with resources and tools that you may never have come across before. This will help you learn how to learn in new ways, in an unfamiliar setting and using different tools.

'You'll be deciding when to complete important parts of the task and who should be taking the lead for these (it's unlikely that this project can be

¹² Curran, 2008, p81.

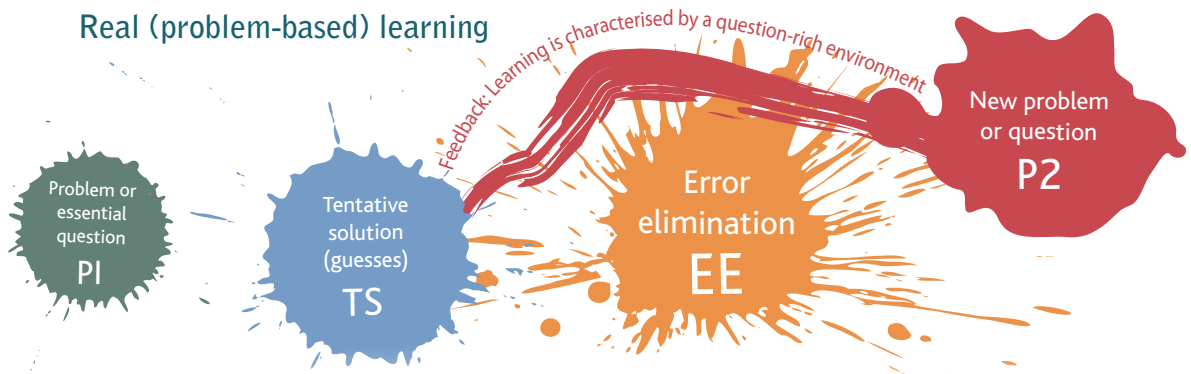
completed by one person alone – that’s why you’re in a team!). You’re going to learn how to make decisions and you’ll probably have some surprises along the way. This will enable you to experience and develop flexibility, creative thinking, working under pressure and the value of really great team-work.’

The ‘what’ can then be left to the learners themselves to decide, informed by assessment objectives and success criteria. We can provide supporting resources, plan a research visit, provide mentors or line up access to experts. They can construct their projects according to their interests and passions. The most important aspect of this style of learning design is that it is a fully emotional intelligent approach – each component designed to foster a sense of self-direction and self-efficacy - and, as such, provides the ideal space for intellectual risk-taking to be cultivated.

Habitat for ideas

There are many approaches and discrete whole-school programmes that aim to ensure a safe learning environment. At the heart of each is a recognition that we learn best when we feel safe to hypothesise, test out, explore and refute ideas in an effort to solve a problem. So that learning starts to look a bit like this:¹³

Real (problem-based) learning



¹³ Inspired by a keynote presentation by Professor Richard Bailey at National Association for Able Children in Education 11th Annual Conference for Local Authorities and Headteachers: 'Gifted and Talented: from Programme to Progress' November 29th 2010. <http://www.richardbailey.net>

PRAISE FOR

FULL ON LEARNING

Zoë Elder's book makes a compelling case for teachers' and students' effortful engagement in the many processes of learning, and she sure walks the talk: this book exudes hundreds of hours of thought, reflection, planning, redrafting and reorganising, and it's all the better for it. The author clearly has a relentless curiosity (more talk-walking), and a remarkable capacity to synthesise wide reading at the frontiers of educational theory in a format which is attractive, accessible and very readable - without once talking down to her reader. On the contrary, potential readers of this valuable addition to the canon of classroom praxis had better be prepared to step up. If they do, they will find much to intrigue, provoke and feed their appetite for educational excellence, and they will take away practical strategies for translating often subtle insights into the rich melee of the classroom.

Barry J Hymer. Professor of Psychology in Education, University of Cumbria

Full On Learning sits at that intersection where the craft of teaching meets the science of learning. Packed with practical ideas, it proves what Zoë expounds: that effective teaching is fundamentally a creative activity which focuses relentlessly on teasing out the capacity and potential of each student. Defining an architecture, creating with the building blocks, it will not only transform classrooms but also take teaching and learning experiences to another level.

Sir John Jones. Writer, presenter, educational consultant

Full On Learning will inspire school leaders, energise class teachers, provide essential wisdom to politicians and may just recharge those in the profession who have lost their way.

This is a 'done with' not a 'done to' resource. If you're after a series of photocopiable lesson plans, look elsewhere; if you want a guru to make all your classroom challenges go away, it's the next shelf down. But if you are a head teacher seeking inspiration to lead, or a class teacher wanting processes to make learning more relevant, then read on.

Zoë sets her expectations high. She assumes you to want to prepare your pupils for their 21st century digital futures, not some long-gone mythical golden age; she believes in you as a professional learner and proficient classroom researcher and she offers you a design process for seizing back your passion and your creativity.

Each of the 12 sections explores an indispensable feature of successful learning, using well-honed text and visuals that support meaning rather than invade it. The book is scattered with genuine action research prompts that engage and challenge classroom practice: 'What is a risk for me in my own practice' or 'How do I establish a safe learning community for all learners?' are typical nudges to get us thinking about learning.

Zoë's standards are high, but they are broad standards of human learning, not restrictive measures of pupil achievement. To apply the book's opening metaphor, 'Full On Learning' is not the hired boat that will take you over one river but

the principles, skills, confidence and motivation to build your own and to sail it anywhere.

Mike Fleetham. Learning Designer, www.thinkingclassroom.co.uk

All teachers need hope, and the infectious enthusiasm and expert advice that Zoë Elder gives in *Full On Learning* is just the medicine needed to believe that we can make a difference in our schools.

If you are feeling under pressure from the relentless nature of school life, then this beautifully presented book will help you remember that it is what you do in your classroom which truly affects the children and young people you work with.

You may have implemented the best of the National Strategies in your primary school and Zoë's book will provide you with the next set of ideas to move your teaching and your colleagues to good and beyond. In a secondary school you may be grappling with impact of The Wolf Report and recognise that the route to progress is less likely to be through curriculum changes, so instead the road map for improving classroom interactions given in *Full On Learning* is perfectly timed.

If you are truly trying to develop 'Outstanding' teaching and learning in your classroom, your department, your Key Stage or in your school, then you must read Zoë Elder's *Full On Learning*.

Paul Ainsworth, Acting Principal and author of *Get that Teaching Job*

Full on Learning is a book that is so inviting that it forces you to turn the pages.

Zoë is steeped in teaching and learning. Reflection, synthesis and practical tips ooze from every 'full on' chapter. It is a wonderful *tour-de-force* that needs to be in the library of every teacher and required reading on ITT courses. From the example of a 3-year-old who can happily use apps on an iPhone, to the power of outcome-based planning and collaborative learning for all ages, Zoë shows that learning is at a step-change. We have to embrace digital technology and we have to see teaching as an apposite, but crucial, interruption to learning. With *Full On Learning* and Zoë Elder we have a new force in educational thinking.

Paul Garvey. Educational consultant and owner of QA South-West.

Full On Learning is a 'must have' book for any professional learning facilitator. Zoë articulates principles for learning, in a simple, accessible way, which are deeply consistent with what we now know from research about deep learning and quality student engagement. This is a radical 21st century approach to teaching as learning design, something that is going to become a core professional competence for teachers and learning and development specialists in the information age. Each chapter takes a profound idea – involvement, creativity, entrepreneurial learning, collaboration, feedback, motivation, questioning – and presents it simply, including both the why and the how. This book is an essential text for any teacher who is passionate about deep learning.

**Ruth Deakin Crick. Reader in Systems Learning and Leadership,
Graduate School of Education, University of Bristol**

Zoë's book really does provide a must-have read, 'a blueprint for teachers', for the 21st Century and beyond. It is invaluable for all educators, from the NQT to the nearly-retired; after all, as the author states, 'Learning is far too important to be left to chance'.

Because 'everything a teacher does and says in the classroom counts', *Full On Learning* helps us know, understand and learn about how to improve our practice to instigate the best possible learning opportunities for the young people in our care; learning that will help them now, and in a fast-changing and very uncertain future.

This book, 'truly involves the reader in the learning' and emphasises the importance of planning and preparation, as well as the need for effective questioning and well-honed feedback. As such, Zoë helps us to explore the why, what, when and how to create successful learners, and therefore life-long learners, equipped to respond to a range of new situations and unforeseen predicaments.

I particularly like the Action Research questions which help the reader focus on how to bring to practice the ideas and themes explored in each of the chapters. These are perfect for developing self-reflecting practice and developing our own ideas towards how they can encompass and develop our very own Full On Learning experiences ... look out for the green boxes!

Finally, and of invaluable use to anyone in the challenging world of teaching, is the advice, suggestions and prompts that Zoë gives us on risk taking, emotional awareness, creative thinking and thinking cultures – all in the name of creating powerful learners. Combine this with her tremendous insights into questioning and motivation and you have a wealth of techniques to create the learning entrepreneurs that we need for a successful society of tomorrow.

If you believe we all 'have a duty to be curious', I urge you to buy this book, to 'build your boat' and make a difference in your classrooms.

Suzie Levett. School Improvement Adviser

This very special book is a beautifully produced treatise on learning. Each page is a pleasure, with something new to learn and explore. It reminds me of when I first got my iPad: it was so full of interesting things I took it everywhere and played with it endlessly, constantly surprising myself with its potential. The same with Zoë's book - there is so much in it that I know it will be filled with Post-it notes and bookmarks on every teacher's bookshelf.

This book really does cover everything you need to know about learning for the 21st century. The author's voice is consistently heard throughout the book, demanding that we consider the importance of the learners owning their experiences and being fully engaged to reach their amazing potential. This book also practises what it preaches, as it is fun and engaging and makes you think in different ways. It also sets up very useful checklists and informative links to make it an extremely practical read too.

I haven't read a better book that sums up all the essentials for outstanding learning in such an engaging format that will make it one of my most treasured tomes, lovingly taken everywhere and only lent to trusted friends.

Teacher, buy this book!

Jackie Beere OBE, author, trainer and educationalist



Photography Kelvin Rogers

Zoë Elder has worked in schools in Oxfordshire and the South West as a teacher, head of department, G&T coordinator, Advanced Skills Teacher (AST) and as a Local Authority Adviser. She is a Specialist Leader of Education (SLE) with the National Teaching Schools Programme and she works with schools around the country as an Associate of Independent Thinking Ltd.

Zoë tweets as @fullonlearning



Bringing together some of the most innovative practitioners working in education today under the guidance of Ian Gilbert, founder of Independent Thinking Ltd. www.independentthinking.co.uk

Full On Learning will not only transform classrooms but also take teaching and learning experiences to another level.

Sir John Jones, writer, presenter, educational consultant

This book really does cover everything you need to know about learning for the 21st century.

Jackie Beere OBE, author, trainer and educationalist

Zoë's standards are high, but they are broad standards of human learning not restrictive measures of pupil achievement. To apply the book's opening metaphor, 'Full On Learning' is not the hired boat that will take you over one river but the principles, skills, confidence and motivation to build your own and to sail it anywhere.

Mike Fleetham, Learning Designer, www.thinkingclassroom.co.uk

Zoë's book really does provide a must-have read, 'a blueprint for teachers' for the 21st Century and beyond. It is invaluable for all educators, from the NQT to the nearly-retired.

Suzie Levett, School Improvement Adviser

This is a radical 21st century approach to teaching as learning design that is going to become a core professional competence for teachers and learning and development specialists in the information age.

Ruth Deakin Crick, Reader in Systems Learning and Leadership,
Graduate School of Education, University of Bristol

A wonderful tour-de-force that needs to be in the library of every teacher and required reading on ITT courses. ... With *Full On Learning* and Zoë Elder, we have a new force in educational thinking.

Paul Garvey, educational consultant and owner of QA South-West

If you are feeling under pressure from the relentless nature of school life then this beautifully presented book will help you remember that it is what you do in your classroom which truly affects the children and young people you work with.

Paul Ainsworth, Acting Principal and author of *Get that Teaching Job*

The author clearly has a relentless curiosity and a remarkable capacity to synthesise wide reading at the frontiers of educational theory in a format which is attractive, accessible and very readable - without once talking down to her reader.

Barry J Hymer, Professor of Psychology in Education, University of Cumbria



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