

## Today's webinar: Learning for themselves: putting the learner in the driver's seat

Back to school or not back to school, that seems to be the question! It is still unsure what our classroom for the new school year will look like: face-to-face, online or maybe a bit of both? Now, maybe even more so than ever, it is key that we prepare young learners to take the driver's seat: we need to enable them to learn for themselves. This webinar will look at what learning independently means and the importance of it before exploring some practical ideas to support young learners in managing their own learning.



**Anna** is a primary-trained ELT teacher from New Zealand, currently based in Dubai. She has worked as a teacher of young learners and adults and is a teacher trainer on Cambridge accredited courses, face to face and online. She's a self-confessed addict to learning and is passionate about enabling teachers to enhance effective learning for all learners. Anna regularly presents internationally and writes for English Teaching Professional and Modern English Teacher. Her special interests are teacher development, educational psychology and enhancing effective learning.



## Learning for themselves: putting the learner in the driver's seat.

**Anna Hasper**  
*August 2020*



macmillan  
education

# Anna Hasper

ELT consultant for Macmillan



TeacherTrain

# In case we disappear...



- Don't panic!
- Be patient
- Get up & stretch
- We'll be back 😊

# 2020 so far...



# 2020 so far...



# 2020 so far...





# 2020 so far...







What did **you** do  
to refresh and  
recharge this  
holiday?

# Session Overview

**Setting the  
context**

**Exploring  
Learner  
Independence**

**How to put  
them in the  
driver's  
seat?**

**Q & A**



# Setting the context

# 2020 so far...



# Back to School 2020

1. Face-to-face
2. Online
3. Blended
4. Hybrid
5. If only I knew...





**We are all in the same water...**





... all YLs will almost certainly have **fewer opportunities** to meet, manipulate and make the language their own **during class time.**



Who are **your** young  
learners?

Early Years	2-5
Primary	6-10
Lower Secondary	11-14
Upper Secondary	15-17



Early Years

2-5

**Primary**

**6-10**

Lower Secondary

11-14

Upper Secondary

15-17



# Young Learners: what are **they** like?











1. An adverb
2. A noun(pl)
3. An adjective
4. A noun (sg)
5. A number
6. A verb

# Young learners...

are still developing 1.\_\_\_\_\_, so we need to consider the cognitive demands of 2.\_\_\_\_\_. They are developing as thinkers but understand the difference between real and imaginary. They need 3.\_\_\_\_\_ contexts to understand new concepts and need 4.\_\_\_\_\_ to understand the abstract. Until 5.\_\_\_\_\_ they don't have the knowledge or meta-language to talk about language. They need help to 6.\_\_\_\_\_ things but can work with and learn from others.

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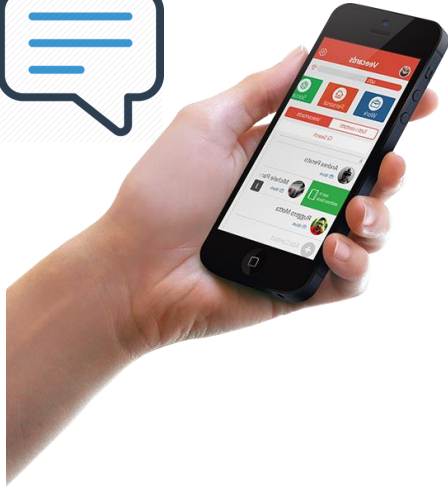
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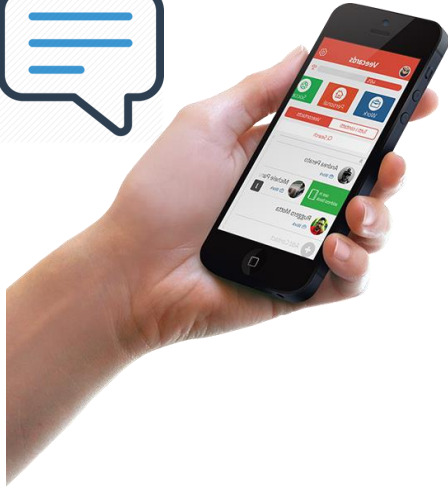


# Exploring learner independence

# Complete the sentence...



# Complete the sentence...



1) a synonym 2) a short definition



I think learner  
**independence** is...

**thinking**

**autonomy**

learning to learn

having ownership

**agency**

thinking

a need

a myth

autonomy

learning to learn

having ownership

agency

a miracle

... a learning **process** where learners have **ownership** of their learning. An independent learner sets **goals**, makes **choices** and decisions about **how** to meet these goals. He/she takes responsibility for learning and reflects on the process.

[www.link.springer.com](http://www.link.springer.com)

# Why?

**Independent  
learners**

**Motivated  
learners**

**Confident  
learners**

**Life-long  
learners**

**What** is the greatest responsibility  
**you** give **your** learners?





**agree**



**disagree**



**agree**



**disagree**

# Your beliefs...

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5. I didn't learn this at school, so I can't teach this!

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6. 6-year-olds are too young for learner independence.

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# They are already independent!



Given the **chance** and the **right kind of conditions** even children as young as 6 can make choices and reflect on their own **learning...**

*(adapted from Guy Claxton, 2002)*



**How to put  
them in the  
driver's seat?**





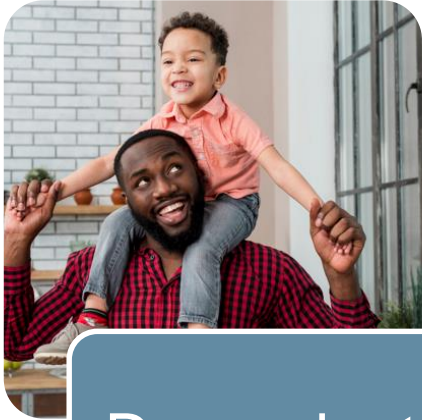
Dependent  
Learner



Independent  
Learner



**Do you remember learning to tie your shoe laces? How did you learn this?**



Dependent  
Learner



Co-driver



Independent  
Learner

Teachers do not create learning,  
**learners** create learning...

Teachers create the **conditions** in which  
learners learn...

*William (2010)*

# It's all about the...



# It's all about the...



**K  
A  
S  
H**



# It's all about the...



**K**nowledge

**A**ttitude

**S**kills

**H**abits

# Knowledge - goals & choice



- Setting clear goals in child-friendly language
- Providing tasks of the right cognitive level
- Allowing choices

# Share goals



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WALTs relate to what you want learners to

- know
- understand
- be able to do

as a result of the learning and teaching activities.

# Share goals



I am learning to write about activities I like and don't like to do in my free time and why.

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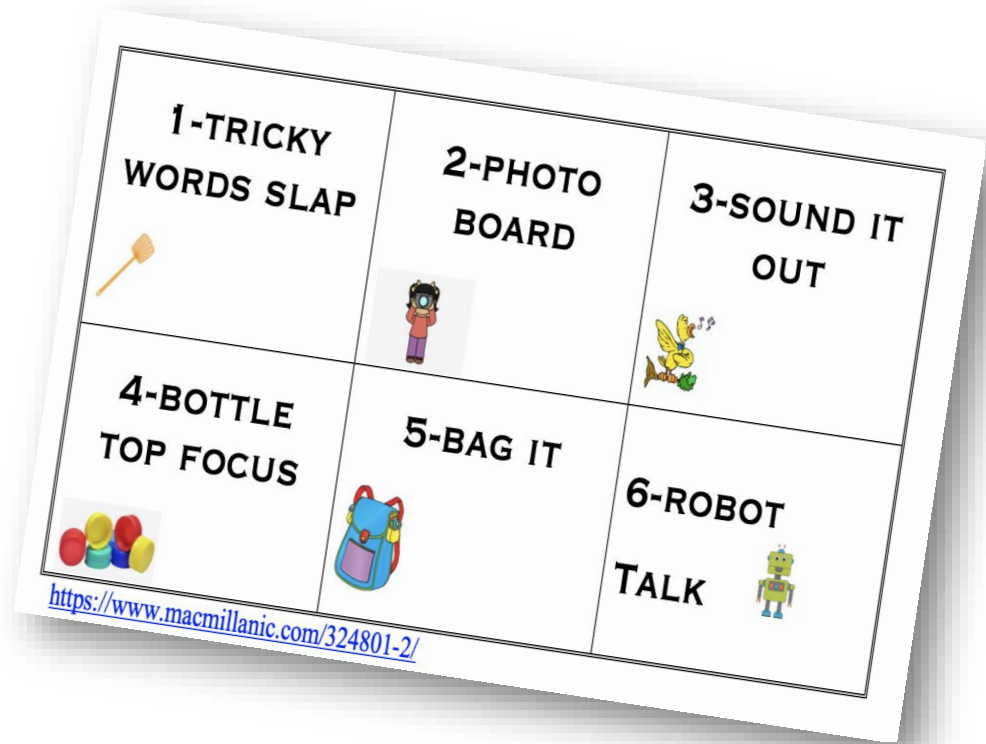
as a result of the learning and teaching activities.

# Allow choices

- How many sentences..?
- How much time ...?
- Alone or with a buddy?
- When/ where to study?
- Which tools?

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- When/ where to study?
- Which tools?
- Which task?





# Allow choices

**Choice Record Sheet**

	choice number	Why?	How well did I do?
I did	....	because.....	
I did	....	because.....	
I did	....	because.....	

# Attitude - nurture a can-do attitude



- They need to know you believe in them!
- Encourage a Growth-mindset
- Foster curiosity: get them to ask questions

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# Shark or Dolphin thoughts?



A whiteboard with a dolphin on the left and a shark on the right. Ten colorful sticky notes are scattered across the board, each containing a lettered thought:

- a. I really can't do it alone
- b. I give up
- c. I can't do this!
- d. I can try a different way
- e. I'm not good at this
- f. I will get better at it
- g. It is too hard
- h. It's okay to ask for help
- i. I can't do it yet!
- j. Let me try again

# Shark or Dolphin thoughts?



The board contains ten sticky notes with the following text:

- j.** Let me try again
- i.** I can't do it yet!
- c.** I can't do this!
- d.** I can try a different way
- g.** It is too hard
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- f.** I will get better at it
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# Get them to ask questions

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Teacher, I have a question...

Teacher, can you help?

Teacher, what do I do?

Teacher, teacher....?



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**4B4 me....**

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Teacher, teacher....

**4B4 me....**




# Skills & Support

- Make strategies visible – Model!
- Provide scaffolding & support
- Give feedback



# Model it!



**Woof Woof Wednesday- FlipGrid**

TAP THE Add response button.

1. Follow the link to my FlipGrid Board named, "Woof Woof Wednesday"
2. Tap the "Login to Microsoft" button and type in your CBSD Login information (it is in your grab bag). Make sure to type @student.cbsd.org after your username.
3. Read the Prompt:

**HAPPY WEDNESDAY!**  
Tap the green plus below to open the FlipGrid Camera. Then, record a short video and.....

1. Say Hello
2. Show us any pets that you have at home!
3. What do you love about your pets?

The screenshot shows the FlipGrid app interface for a teacher named Miss Toub. The top navigation bar includes 'Journal', 'Activities', 'Inbox', and 'Skills'. Below this is a section titled 'Assigned to Class' with options for 'Scheduled' and 'Archived'. At the bottom, there are buttons for '+ Students', '+ Families', and a help icon.

edmodo



**Flipgrid**

ADVANCING  
**LEARNING**

# Look, Say, Cover, Write, Check



# Habits - create routines & reflect



- Build routines
- Create a culture of excellence
- Reflect on the learning process



I am learning to write about activities I like and don't like to do in my free time and why.



**WALT**  
We Are Learning To...

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# Success Criteria



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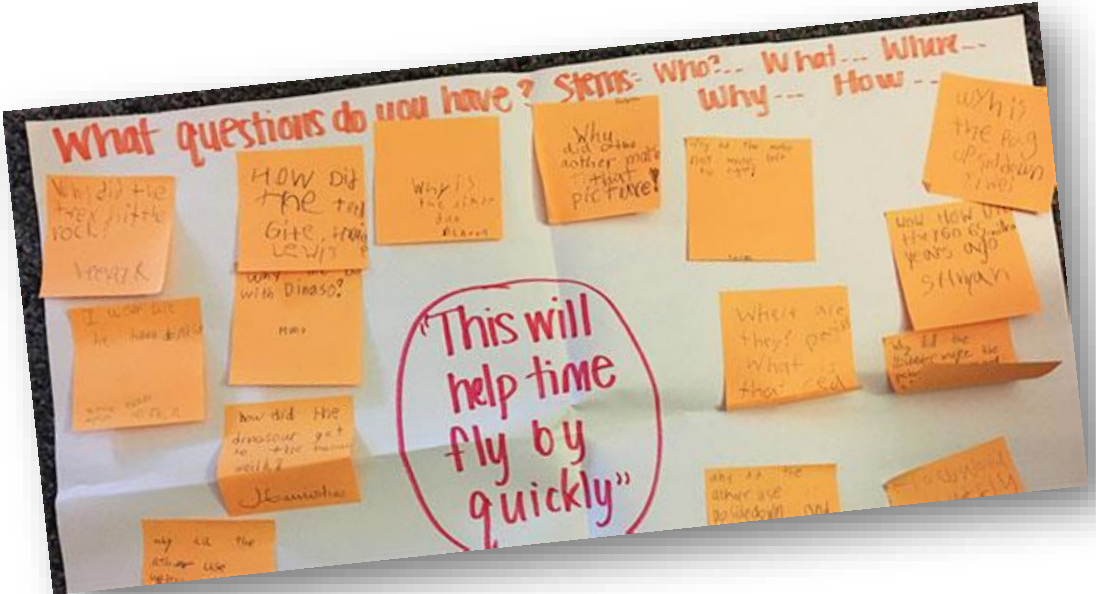
- I can say what they are
- I can write why (because)
- I can write ...
- I can write ...

# Reflecting on learning

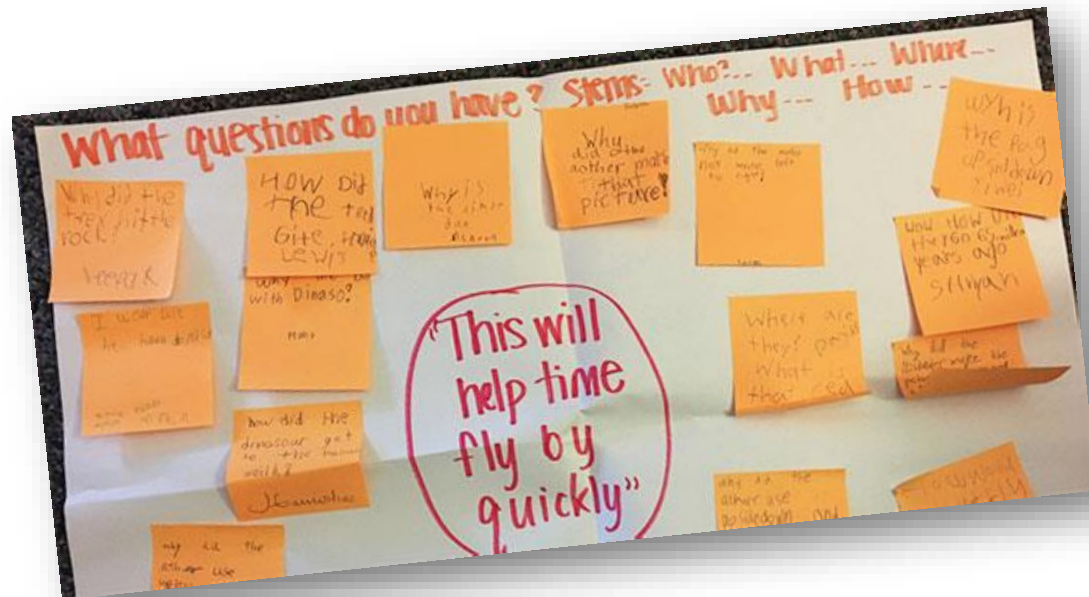


- What have you learned today?
- How did you do it?
- How did the session make you feel?

# Wonder wall



# Wonder wall





# Wonder wall

The image shows a physical 'Wonder Wall' board on the left, featuring a black background with white paper and orange sticky notes. The main heading on the board is 'What questions do you have?' followed by categories: 'Stems- Who?.. What... Where-- Why--- How--'. Sticky notes contain questions like 'Why did the tree like rock?', 'How did it grow?', 'Why did the other plants not have?', and 'Why is the frog up and down?'. Overlaid on this is a digital screenshot of the 'wonder wall' app. The app interface has a teal header with the title 'wonder wall' and a 'Create Dream Explore' logo. Below the header, it says 'Plants' and 'Share 2 things you already know about plants and one thing you want to learn.' The main content area features a grid of cards with images and questions:

- Cactus:** Why does a cactus have spikes? (Image of a cactus in a pot)
- What plant is this?:** I wonder what kind of plant this is? (Image of a pink bromeliad)
- What is this?:** I wonder what kind of plant this is? (Image of a purple and yellow flower)
- caring for plants:** How do you care for plants?
- Pollution:** What happens to plants that grow in polluted soil?
- What grows where we live?:** What kinds of plants grow where we live?
- Plants:** Can plants grow without sunlight?
- Plants:** I wonder what plants need to grow.





# Remember

- start where they are
- use L1 to support
- be flexible
- be encouraging
- be patient
- **step aside**



# Remember

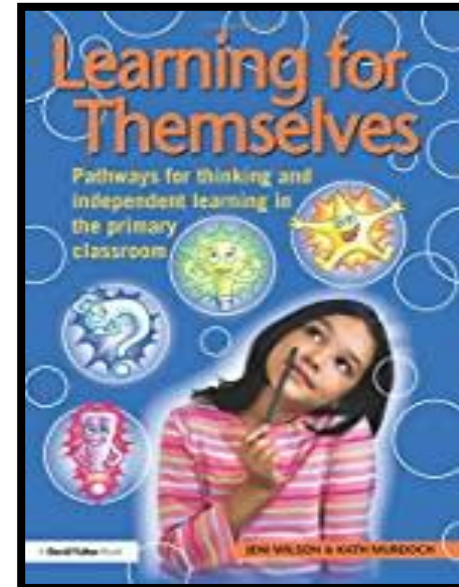
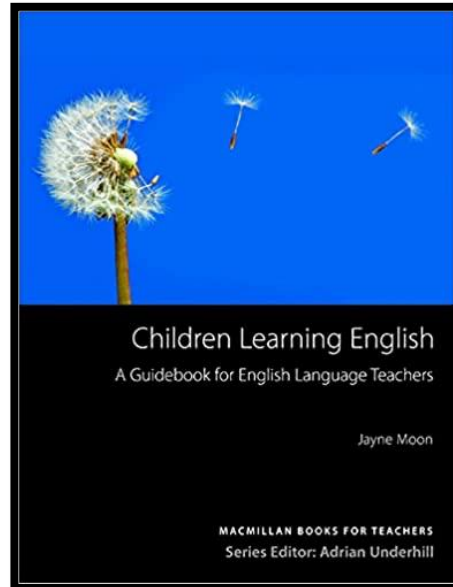
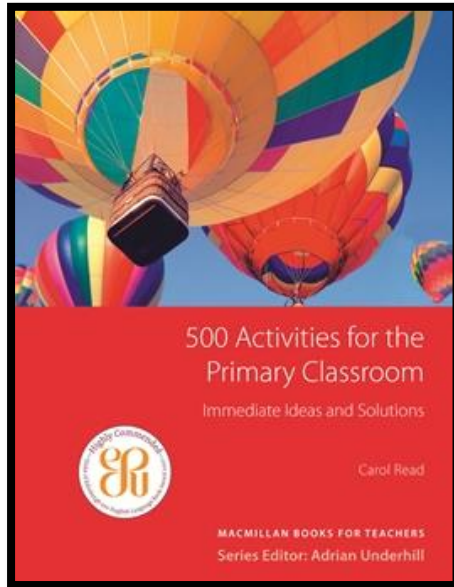
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**but T.T.T !**

The greatest **sign of success** for a teacher is to be able to say *‘the learners are now working as if I did not exist.’*

*Maria Montessori*

# Sources for inspiration...







## Further reading:

- Building Learning Power (2002), Claxton
- Children Learning English (2005), Moon
- Engaging learners (2011), Griffith & Burns
- Learning for themselves (2008), Wilson & Murdoch
- Mindset (2006), Dweck
- Teaching Children how to Learn (2015), Ellis & Ibrahim
- Teaching Foreign language in the Primary School (2009), Kirsch
- 500 activities for the primary classroom (2007), Read