

## **The Learning Power Approach**

### 9.15am Opening Worship – Reflections On 'Learning and Life In All Its Fullness'

Peter Cantley, Diocesan Director of Education, will lead us in worship with Archdeacon Richard Ormston, Chair of the Diocesan Board of Education, Andrew Read, Associate Diocesan Director of Education, Jane Lewis, Assistant Diocesan Director of Education, and Andrew Lakatos, School Effectiveness Adviser.

### 9.45am – The Foundations and Frameworks of the Learning Power Approach

In the opening session Professor Guy Claxton will briefly cover the origins of the LPA in contemporary cognitive science and in educational ethics, and look at the synergy that has been emerging in different countries and research labs around the world. We will introduce the two key frameworks on which the LPA rests: the elements of learning power that we are aiming to develop, and the design principles of the learning powered classroom.

11.00am MORNING BREAK

### 11.30am – The LPA Way of Teaching

The LPA consists of a series of small steps or 'tweaks' to current practice that cumulatively build a strong culture of independent thinking and learning in the classroom. These tweaks include strengthening the aura of psychological safety; designing activities that stretch students' capacity and appetite for challenging learning; building a sophisticated culture of constructive dialogue and 'inter-thinking'; and developing teacher talk and a common language of learning. The LPA requires teachers to become aware of subtle aspects of their classroom demeanour that may inadvertently work against powerful learning, and to commit to gradually changing some of their engrained habits. Leaders need to be both supportive and determined in promoting this school-wide cultural evolution.

12.45pm LUNCH

### 2.00pm – Leadership Challenges and Planning Professional Development

We will look at the particular demands that the LPA places on school leaders. They need to be comfortable 'talking the talk' of learning power to staff, students and parents, and ready to deal with any misunderstandings and anxieties that may arise. They also need to develop robust, sophisticated forms of continuous professional development that ensure that even the most cautious or cynical members of staff are engaged in the culture change process.

3.30pm FINISH