

LEARNER EFFECTIVENESS

and the transformational power of oracy

Dr James Mannion

Director, Rethinking Education

Associate, Centre for Educational Leadership,
UCL Institute of Education

Associate, Oracy Cambridge

[@RethinkingJames](https://twitter.com/RethinkingJames) james@rethinking-ed.org



Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence



RETHINKING EDUCATION
Education's Critical Friend



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Oracy 
Cambridge
The Hughes Hall Centre for Effective Spoken Communication



“What’s the **one thing** you would
change about your pupils?”

“I want them to be more independent”

“To be more proactive/confident”

“I wish they would have more self-belief”

“The resident evil of fear of failure”



“I want them to be less needy”

“I want to stop having to spoon-feed them quite so much”

LEARNER EFFECTIVENESS

and the transformational power of oracy

1. The story of the Learner Effectiveness Programme
2. Understanding self-regulated learning
3. What's in the Learner Effectiveness Programme?
4. Evidence of impact



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THE LEARNER EFFECTIVENESS PROGRAMME

3 STRUCTURAL ELEMENTS:

1. **Timetabled** lessons
 - Y7: 5 lessons / week
 - Y8: 3 lessons / week
 - Y9: 5 lessons / fortnight
2. **Embedded** across the curriculum
 - Shared teaching strategies
 - Shared language of learning
3. Strategies for **transfer**
 - Transfer **out** (of *Learning Skills*)
 - Transfer **in** (to subject learning)



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3 KEY CONCEPTS

- **Metacognition**
- **Self-regulation**
- **Oracy**

8-YEAR STUDY:

- **Mixed-methods** evaluation
- **4 cohorts of students**, Y7 → Y11
- Primary outcome measure: **student attainment in subject learning** across the curriculum

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Teaching and Learning Toolkit

An accessible summary of education evidence

Watch the Toolkit explainer

Read our guide to using the Toolkit

Implementation cost



Evidence strength



Impact (months)



Search by keyword

Toolkit Strands

Cost

Evidence

Impact

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

Oral language interventions

Very high impact for very low cost based on extensive evidence



+6

Feedback

Very high impact for very low cost based on extensive evidence



+6

Mastery learning

High impact for very low cost based on limited evidence



+5

Collaborative learning approaches

High impact for very low cost based on limited evidence



+5

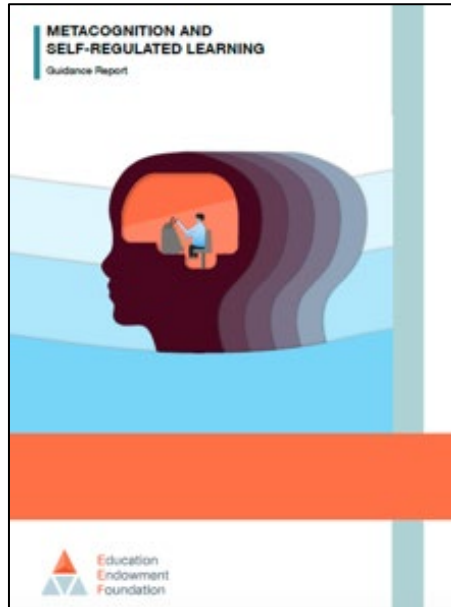
METACOGNITION

- Flavell (1979): We learn to **control** our thinking by **monitoring** our knowledge, and our thinking, about:
 - People (self and others)
 - Tasks
 - Strategies
- Watkins (2001): Metacognition is ‘**awareness** of thinking processes and ‘**executive control**’ of such processes’
- Put simply:

Metacognition is monitoring and controlling
your thought processes

NARROW vs. BROAD CONCEPTIONS OF METACOGNITION

NARROW vs. BROAD CONCEPTIONS OF METACOGNITION



Narrow

- Understanding **strengths** and **weaknesses**
- **Strategies** to help you remember, e.g. mnemonics
- **Study skills** and **exam techniques**



Broad

“The ideas currently brewing in this area could someday be parlayed into a method of teaching children (and adults) to make **wise and thoughtful life decisions**, as well as to learn better in formal educational settings.” (Flavell, 1979)

SELF-REGULATION

- Bandura (1986): the process of **influencing the external environment** through our **emotions** and **behaviours**
- Dinsmore et al (2008): metacognition has a 'clear' **cognitive orientation** while self-regulation is more concerned with **'human action'**
- Put simply:

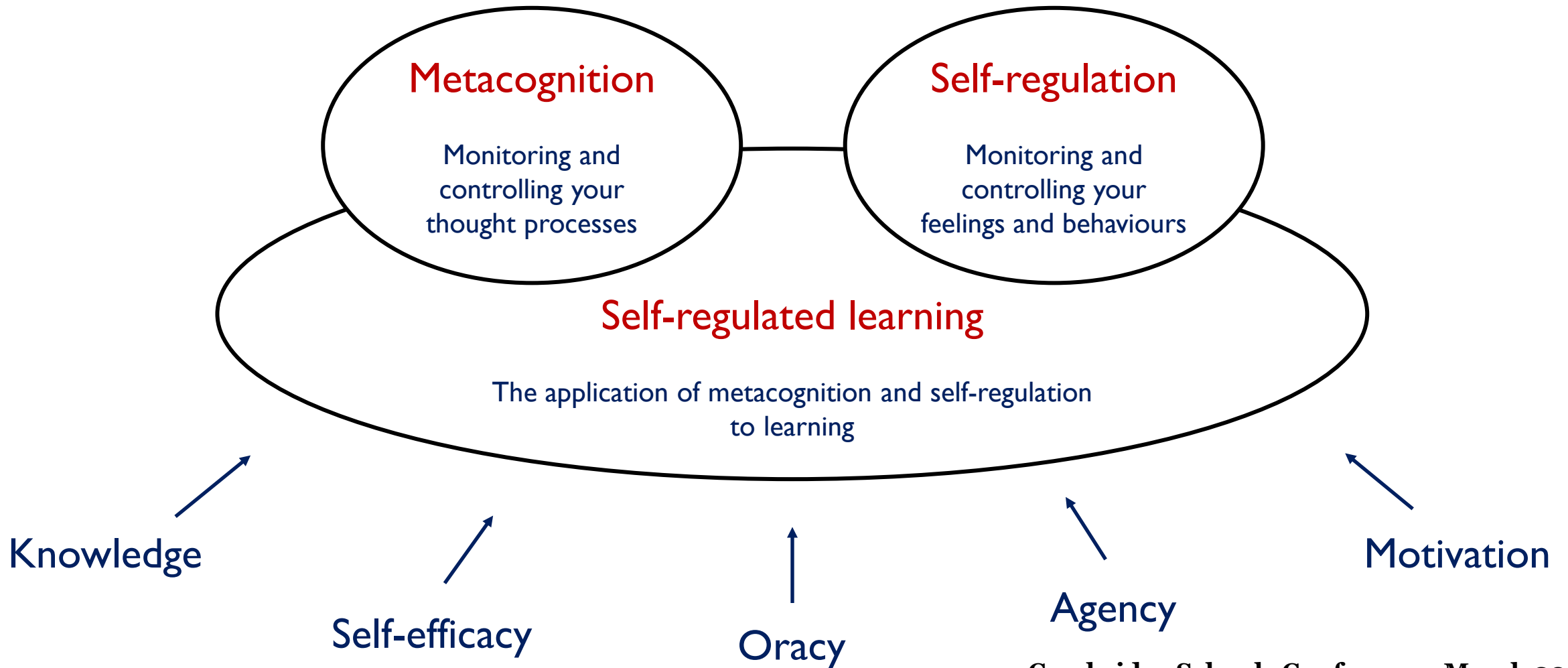
Self-regulation is monitoring and controlling
your feelings and behaviours

SELF-REGULATED LEARNING

- Schunk (2008): ‘the process whereby students activate and sustain **cognitions** and **behaviours** systematically oriented toward the attainment of their **learning goals**.’
- Schunk and Ertmer (2000): SRL refers to ‘self-generated **thoughts, feelings** and **actions** that are planned and systematically adapted as needed to affect one’s **learning and motivation**.’
- Put simply:

Self-regulated learning is the application of metacognition and self-regulation to learning

THE 'FROG MODEL' OF METACOGNITION



WHAT DOES SELF-REGULATED LEARNING LOOK LIKE IN PRACTICE?

‘These learners are **proactive** in their efforts to learn because they are **aware of their strengths and limitations** and because they are guided by **personally set goals** and **task-related strategies**... These learners **monitor** their behaviour in terms of their goals and **self-reflect** on their increasing effectiveness. This enhances their **self-satisfaction** and **motivation to continue to improve** their methods of learning.’

(Zimmerman, 2002)

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LEARNER EFFECTIVENESS IS **MULTIDIMENSIONAL...**

COGNITIVE

(learning, remembering, thinking, forgetting...)

METACOGNITIVE

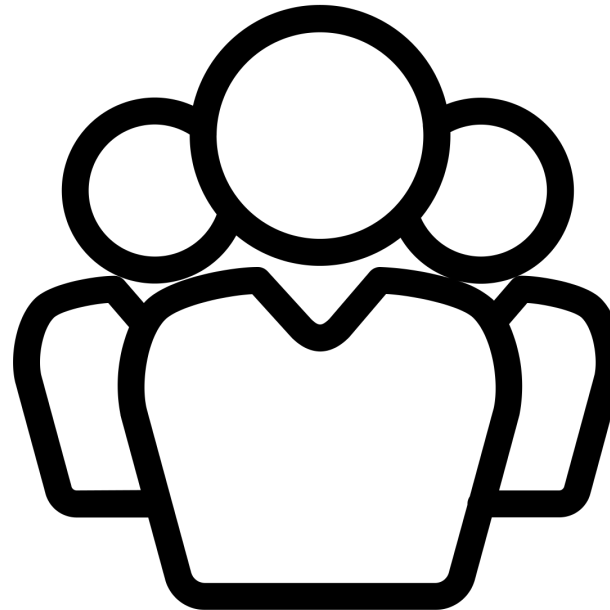
(monitoring and controlling your thought processes)

BEHAVIOURAL

(how students act, interact, manage distractions etc)

PHYSICAL

(how students feel in their *bodies* – e.g. anxiety, tension, excitement...)



SOCIAL

(verbal & non-verbal communication, peer relations)

EMOTIONAL

(how students feel about learning/subjects/themselves)

WHAT'S IN THE LEARNER EFFECTIVENESS PROGRAMME?

METACOGNITION

- Learning journals
- Meditation / guided visualisations
- Shared language of learning
- Transfer plenaries
- Think-alouds
- Flipping the script
- Weekly reviews
- Thinking and Reasoning Skills

SELF-REGULATION

- Circle time sessions
- Check in and take action
- Mind/body/breath techniques
- Self-control (e.g. 7 day challenge)

ORACY

- Talk rules
- Talk goals
- Paired talk / group talk
- Teaching listening skills
- Talking points
- Philosophy circles
- Formal structured debates
- Presentational talk / rhetoric

SELF-REGULATED LEARNING

- Half-termly projects – teachers stepping back
- Agency / student choice
- Peer / self-assessment
- Weekly reviews

THE YEAR 7 LEARNER EFFECTIVENESS PROGRAMME

LESSON	WEEK 1	WEEK 2
1	Project-based learning	Project-based learning
2	Project-based learning	Project-based learning
3	Project-based learning	Project-based learning
4	Philosophy circle	Philosophy circle
5	Oracy (speaking and listening)	Meditation → Reflective journals

YEAR 7 PROJECTS

Year	Half-term	Project title	Individual or group?	Central themes	Outcome
7	1	Who am I?	I	Identity/ organisation	Project artefacts & presentation
	2	Christmas Market	G	Collaboration/ interpersonal	Christmas Market stall
	3	Independent research	I	Study skills/ public speaking	Oral presentation (individual)
	4	Debating	I & G	Debating/ public speaking	A series of class debates
	5	Group research	G	Study skills/ interpersonal	Oral presentation (group)
	6	Teaching others	G	Collaboration/ organisation	Lessons taught to year 6 at open day

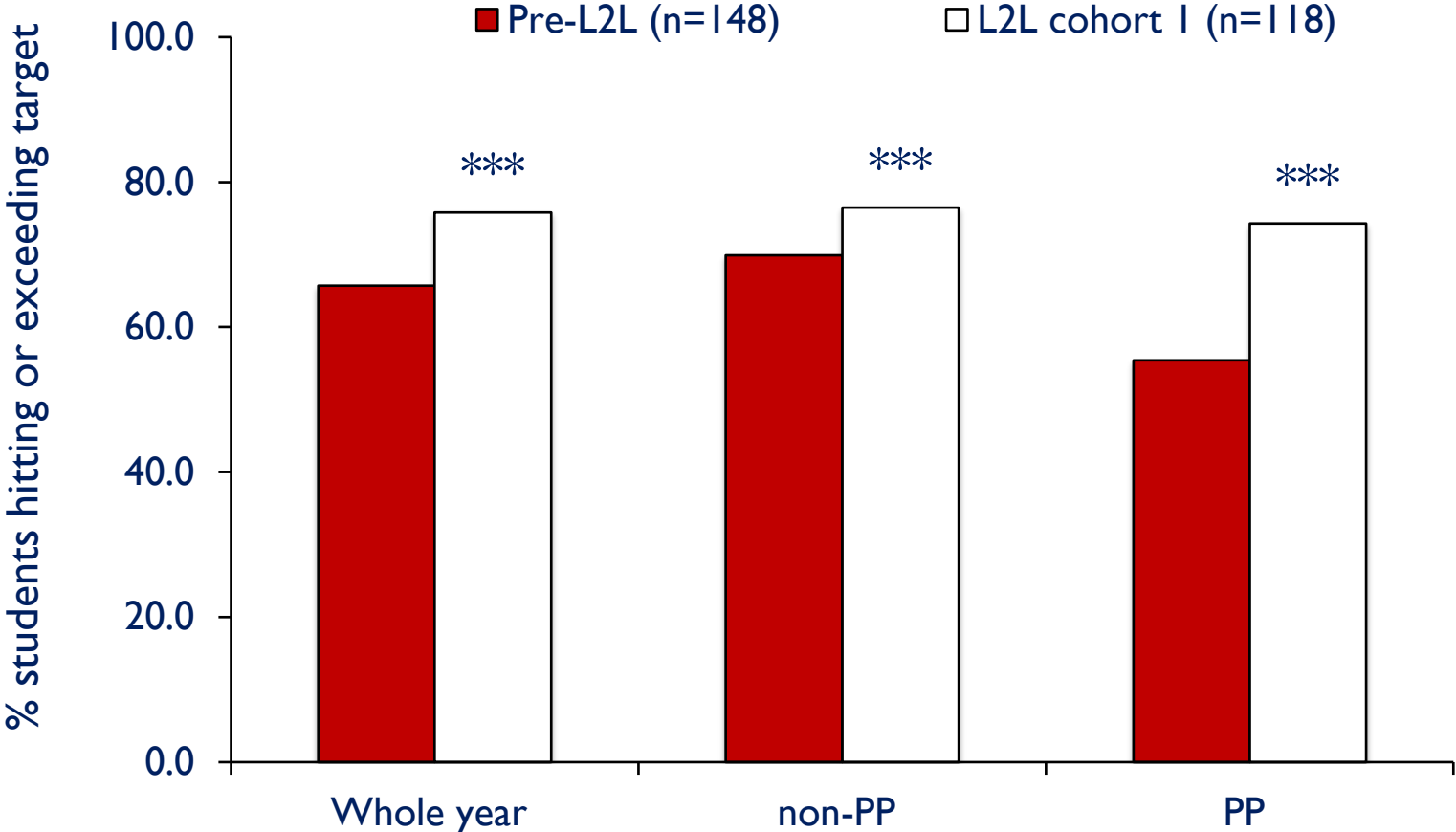
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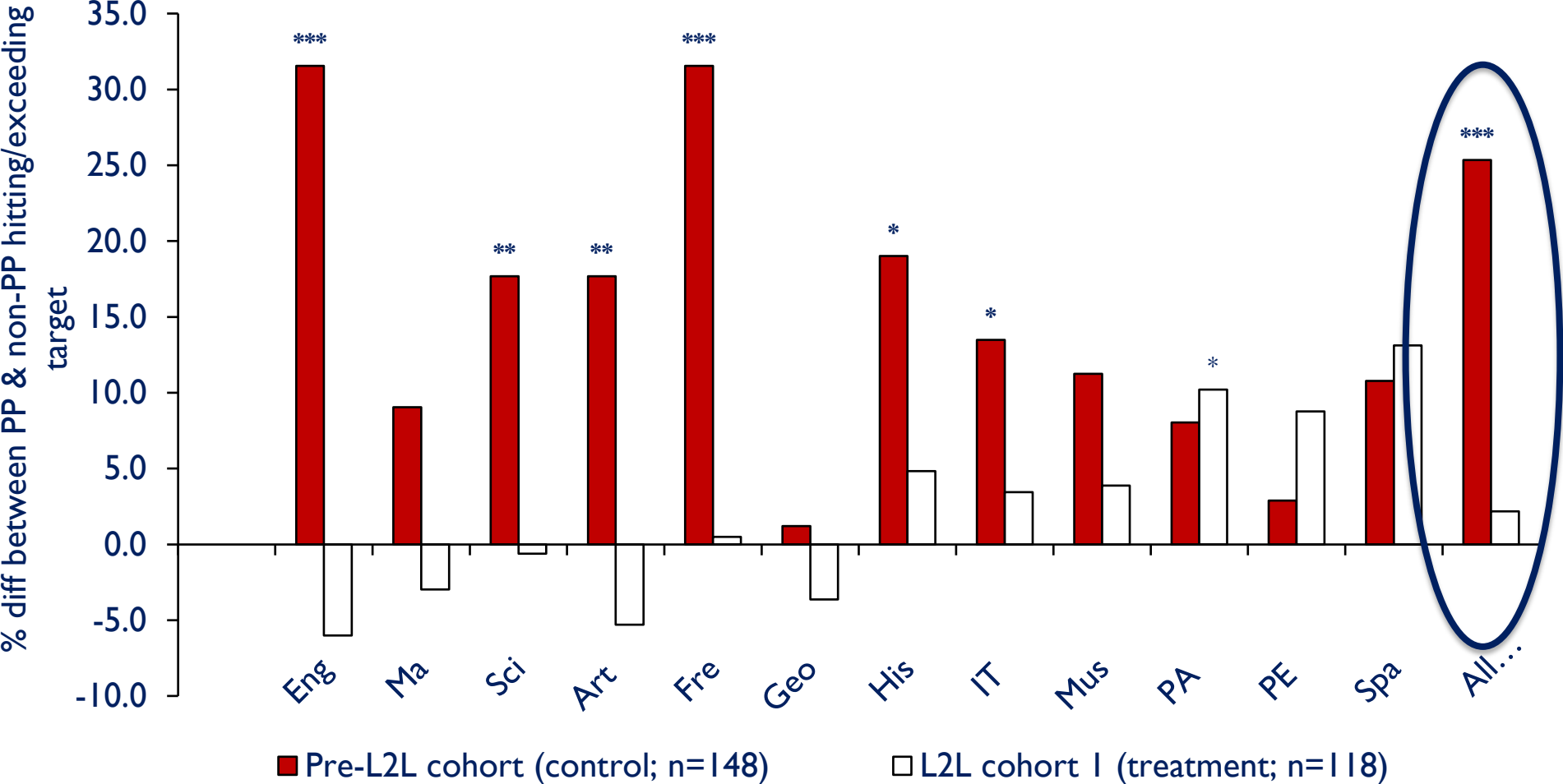
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EVIDENCE FOR SELF-REGULATED LEARNING: THE LEARNER EFFECTIVENESS PROGRAMME



EVIDENCE FOR SELF-REGULATED LEARNING: THE LEARNER EFFECTIVENESS PROGRAMME



92%
reduction in
disadvantage
gap at KS3

EVIDENCE FOR SELF-REGULATED LEARNING: THE LEARNER EFFECTIVENESS PROGRAMME



“When you’re in *Learning Skills* you learn how to do things that you can use in other lessons. And you learn how to be more confident and what you learn sticks with you, and teaches you to act the same in other lessons.

I was really disappointed when I found out that we aren’t going to have *Learning Skills* this year. But then I thought back to last year, and I thought about everything I have learned and how I can use that in lessons. And it kind of sticks with you and then it becomes a part of you.”

(Zena, Learning Skills student, Y8)

EVIDENCE FOR SELF-REGULATED LEARNING: THE LEARNER EFFECTIVENESS PROGRAMME

'*Learning Skills* has helped me so much. It's taught me to **stand up for myself** and what I want to say is important. **I have found my voice** and I think more harder than I ever have in using the right language.'

'The thing I am most proud of this year is the "Who am I" project because **I learnt how to stand up in front of a big group of people confidently.**

'The thing I am most proud of from my first year at Sea View is **confidence** because I'm a lot smarter [*and*] I can speak up more.'

'**Now I have the courage to speak** in all of my classes.'

'*Learning Skills* has helped me learn better in subjects because **I've got a lot more confident.**





**Metacognition, self-regulation, oracy:
A mixed methods case study of a complex,
whole-school Learning to Learn intervention**

PhD thesis

James William Mannion

Hughes Hall

Supervisor: Neil Mercer

Advisor: Ruth Kershner

Examiners: Steve Higgins and Pete Dudley

Date of submission: March 2018

**This dissertation is submitted for the degree of
Doctor of Philosophy.**

A JOHN CATT PUBLICATION

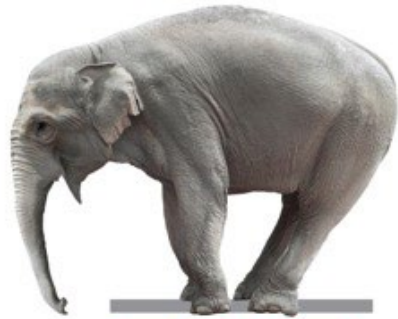
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Elegantly sets out the case for Learning to Learn'

Mary Myatt

'Highly recommended'

Dylan Wiliam



FEAR
IS THE
MIND
KILLER



WHY LEARNING TO LEARN DESERVES LESSON TIME
– AND HOW TO MAKE IT WORK FOR **YOUR** PUPILS

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WHY LEARNING TO LEARN DESERVES LESSON TIME
- AND HOW TO MAKE IT WORK FOR **YOUR** PUPILS

THE LITANY AGAINST FEAR

I must not fear.

Fear is the mind killer.

Fear is the little death that brings total obliteration.

I will face my fear.

I will permit it to pass over me and through me.

And when it has gone past,

I will turn the inner eye to see its path.

Where the fear has gone there will be nothing.

Only I will remain.

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THE LEARNER EFFECTIVENESS PROGRAMME

- Piloted in a UK secondary school
- Implemented in a range of contexts:
 - Early years → universities
 - SEMH boys' school
 - Schools in areas of high disadvantage
 - Elite international colleges
 - Workplaces
 - Refugee camps
 - China, Australia, Dominican Republic, Norway, Italy, Cambodia, Wales, Holland, South Africa...

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1. CURRICULUM PLANNING

- Working with the teaching team

2. WHOLE STAFF TRAINING

- Metacognition, self-regulation, oracy, SRL

3. IMPLEMENTATION AND IMPROVEMENT PLANNING

- Assemble a 'slice team'

→ Visit rethinking-ed.org

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