



Supporting a Learning Culture

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Learning not education!

‘Since we cannot know what knowledge we will need in the future, it seems senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned’

John Caldwell Holt (1923-1985)





Motivation for Learning

$$M=f(V \times P)$$

M=Motivation

V=net perceived Value

**P=perceived probability of
realising Value**

Family

- **Cell of society**
- **Profound influence on our values, attitudes and beliefs**
- **Potentially our first and most significant learning environment**



Family Learning

- Non-threatening opportunities for adults to develop confidence to support their children and become inspired to learn themselves
- Motivation to engage if you have found formal learning irrelevant or even humiliating in the past



Family Learning

- Context for learning is founded in personal experience and identity
- Bringing families together promotes shared experience and understanding
- Intergenerational and intercultural





Family Learning

- **Holistic approach promotes social inclusion**
- **Environmental change to break through institutional improvement ceiling – Children and young people spend only 15% of waking time at school**
- **Direct support for children and young people which embeds and extends learning**





Do Parents Know They Matter?

'Parental Engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning the gains are significant'

Engaging Parents Raising Achievement
Research commissioned by the SSAT
Professor Alma Harris and Dr Janet Goodall
University of Warwick 2007



'Parent School'

5 week programme of 2 hours per week for all parents of reception age children. Embedded as core offer when children go to induction day, since 2002.

'It's the cheapest thing we do. It's also the most effective' 'Needed cultural change- we learned humility'

Hilde Grankel, Head Teacher
Hamar, Norway





Learning to Learn in Schools

Parental Engagement Model

Control Group 78% completion of GCSE Coursework
Intervention Group 100% completion of GCSE
Coursework

11% rise in A-C grades in one year

Action research run by Campaign for Learning





How can Governments Support an Holistic Approach?...



SureStart

'Better outcomes for children and young people are virtually impossible without a family approach'

Naomi Eisenstadt *Director Sure Start Unit*



Think Families January 2008



Think Family: Improving the life chances of families at risk



Intensive, tailored support: funding better services for families at risk

The Government has announced that, over the next Comprehensive Spending Review period, it will:

Lead Department(s)

Invest a further £18 million in Family Intervention Projects to build on their success

Department for Children, Schools and Families

Invest £17.5 million in ten Multi-Systemic Therapy pilot sites* that will test out a family and community-based treatment for young people with complex clinical, social and educational problems, including violence, anti-social behaviour, drugs misuse and school expulsion

Department of Health
Department for Children, Schools and Families

Invest an additional £170 million in Psychological Therapies and, building on existing pilot sites in Doncaster and Newham, implement the Improving Access to Psychological Therapies programme in 2008

Department of Health

Invest £30 million in the expansion of the Family Nurse Partnership programme and embedding learning from this programme in universal child health services

Department of Health
Department for Children, Schools and Families

Explore how to prioritise families at risk in the funding and delivery of English for Speakers of Other Languages training

Department for Innovation, Universities and Skills

The Government has announced in the Children's Plan that it will:

Lead Department(s)

Invest £30 million to expand family literacy, language and numeracy provision to a further 70,000 families over the next three years. For example, the Government will work with the Learning and Skills Council and local authorities to ensure that parents and carers from families at risk are included in the priorities within the funding and delivery arrangements of family learning programmes

Department for Innovation, Universities and Skills
Department for Children, Schools and Families



Think Fathers June 2009

- 1. Informing and changing practice in family services to involve fathers. Encouraging Local Authorities and children's organisations to take a leadership role.**
- 2. Influencing employers and business leaders around the changing role of fathers, encouraging more father friendly practices**
- 3. Initiating and influencing public debate around the importance of fathers' positive involvement in their children's lives**



The Literacy Ladder

‘Definitions of what it means to literate are socially constructed...’

- Emphasis on standardising accomplishments, tests, core skills and uniform learning outcomes.
- Deficit model focusing on what people can't do rather than what they can!

*Powerful Literacies, Crowther, Hamilton and Tett
2001*



Best Coach Model

Best Coach - raising awareness about the importance of dads as role models and providing support for their children's learning and development. Based on the learning to learn principles



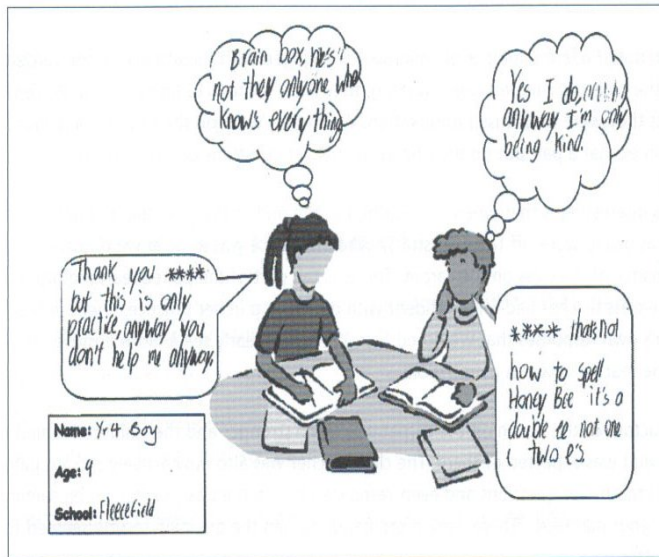
What do we mean by 'learning to learn'?

'... a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable.'

Campaign for Learning: 'Learning to Learn in Schools', 2003



Our Hypothesis



- Learning can be learned
- Individual learning dispositions can be developed
- There is a language for talking about learning
- We can share that language
- Even young children can use that language

Learning to Learn: **helping people understand**

- **how they prefer to learn and their learning strengths**
- **how they can motivate themselves and have the self-confidence to succeed**
- **things they should consider such as the importance of water, nutrition, sleep and a positive learning environment**
- **some of the specific strategies they can use, for example to improve their memory or make sense of complex information**
- **some of the habits they should develop, such as reflecting on their learning so as to improve next time**





Benefits of Family Learning to Learn Approaches: Schools

- **Schools embrace FL2L because it focuses on learning and development and brings parents in as partners in delivering core mission of raising achievement.**
- **There is an evidence base that the models are transferable from Early Years to FE**
- **The impact is across the curriculum, because the approaches increase pupils' ability to learn whatever they need to learn.**




Benefits of Family Learning to Learn Approaches: Parents


- FL2L is fantastic for raising parents' confidence and skills because it demonstrates that learning can be learned and the reason they 'failed' in the past, was because the teaching didn't help them to learn effectively.
- It gives them transferable skills and tactics to help them and their children learn in any context.

And.....



Benefits of Family Learning to Learn Approaches: Parents

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- It is highly motivating because when they use L2L techniques with their child there is an immediate impact and a child can do a task that they couldn't do 5 minutes ago. The 'I made that difference' moment inspires them to do more.

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- Anyone can do it- you don't need a level 2 qualification!



And.....

The Research Evidence is Clear- What Fathers *do* Matters!

Father's Involvement and Children's Educational Attainment Research:

- Flouri, E (2005) Fathering and Child Outcomes
- Flouri, E (2006) Parental Interest in Children's Education, Children's Self-esteem and locus control and later educational attainment
- Clark, C. (2009) Why Fathers Matter to their Children's Literacy



Significant Policy Developments

- Healthier Lives, Brighter Futures: The strategy for children and young people's health
- Support for All: Green Paper consultation on families and relationships
- Think Fathers Campaign/Champions
- The Dad Test



Why Fathers and Film?

- In 2005 less than 8% of adults on FL programmes were MEN!
- 2006 Dads in the Picture: Successful engagement strategy
- 2008 Dads want to be involved, but limited offer designed explicitly for them



Benefits of film/ animation



- Completely flexible to respond to interests, needs, cultural backgrounds and abilities of families involved
- TV and film relevant to families and links to popular culture
- Multifaceted activity encompassing wide range of skills
- End product satisfying = pride in achievement
- It's fun!



Robust Evaluation and Focus on Progression

- Measured impact in multiple ways
- Changes in attitudes and behaviours as well as learning outcomes
- Linked GLOs to Learning to Learn

