

LANGUAGE OF LEARNING

Sophie Murphy and Luke Mandouit



What does the research tell
us about the importance of
language?



Why is the quality of our language important?

1. What % of time do teachers talk a lesson?
2. How many words does a teacher talk a minute?
3. What % of teacher monologue is 'surface level'?
4. Teachers can ask how many questions a day?
5. What % these questions are surface level?



Why is the quality of our language important?

1. Teachers Talk for 90% of lessons
2. A teacher talks 171 words a minute?
3. 95% of teacher monologue is 'surface level'
4. Teachers can ask 300 - 400 questions a day
5. 90% of these being surface level
6. Effective classroom discussion
= over 2 years growth



Why is student language important?



1. What % feedback given to a student is delivered by peers? 80%
2. What % of this feedback is inaccurate? 80-90%

What does the research tell
us about learning?



Surface & Deep Level Learning

Levels of understanding for deep level learning:

Surface

- Surface Acquiring
- Surface Consolidating

Deep

- Deep Acquiring
- Deep Consolidating

Transfer



Surface → Deep → Transfer

What does this mean for
our students, teachers &
school communities?



Looking deeper than the numbers...
what does this mean for 'best practice'?

Six signposts towards excellence in education:

1. Teachers are amongst the most powerful influences on learning



Looking deeper than the numbers...
what does this mean for 'best practice'?

Six signposts towards excellence in education:

2. Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching & learning



Looking deeper than the numbers...
what does this mean for 'best practice'?

Six signposts towards excellence in education:

3. Teachers need to see learning through the eyes of the learner; aware of what each and every student is thinking and knowing, and how they construct meaning



Looking deeper than the numbers...
what does this mean for 'best practice'?

4. Teachers need to know the **Learning Intentions** and **Success Criteria** of their lesson, so students understand: '**Where am I going?**', '**How am I going?**'; and, '**Where to next?**'



Looking deeper than the numbers...
what does this mean for 'best practice'?

5. Teachers need to move students from a single idea multiple ideas, then build student capacity to relate and extend this knowledge
(SOLO Taxonomy)



Looking deeper than the numbers... what does this mean for 'best practice'?

6. School leaders and teachers need to create a school, staffroom, and classroom environments where participants feel safe to explore knowledge and understanding



Learning Intentions & Success Criteria

Learning Intentions

- States the overall goal for the learning

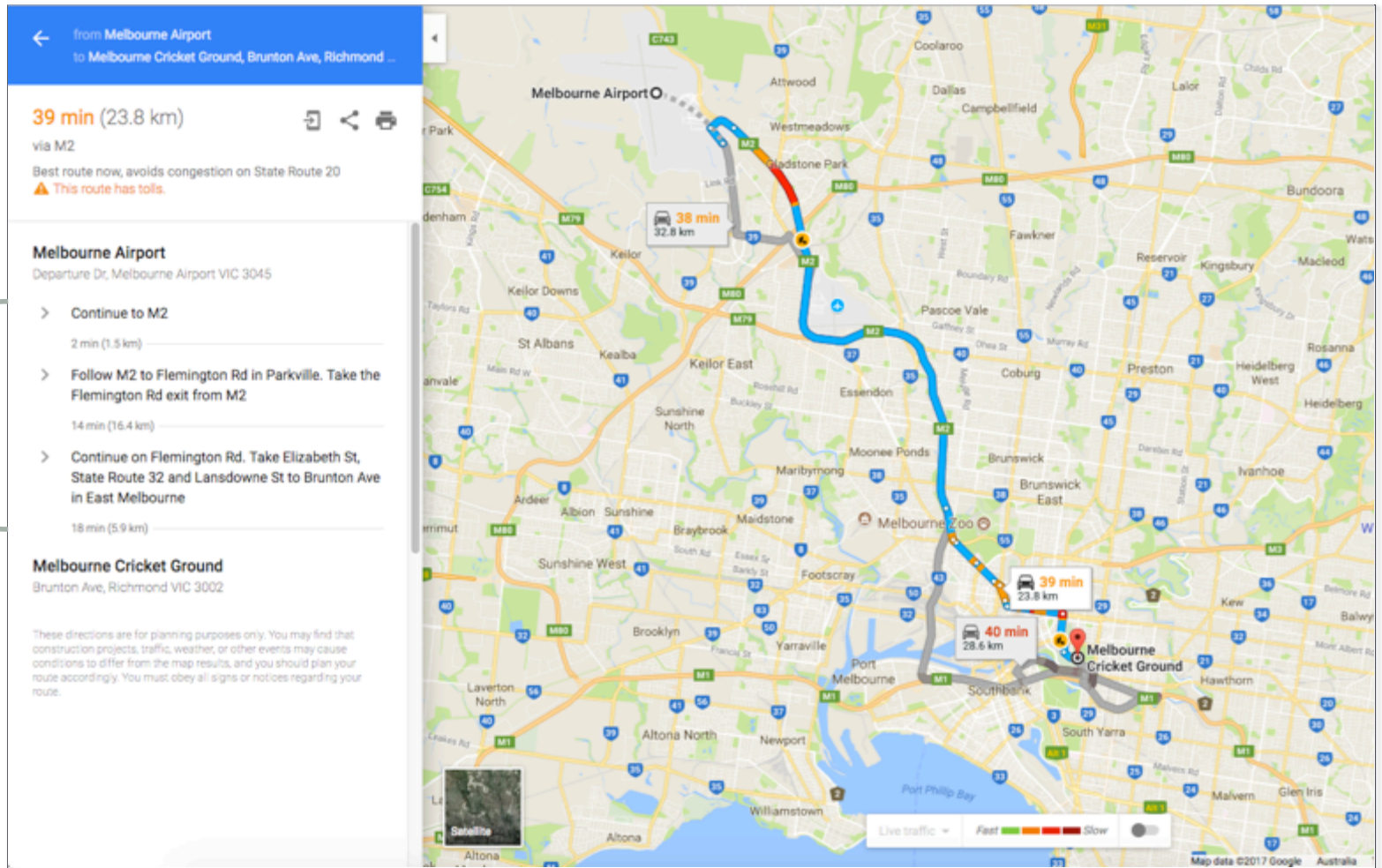
Success Criteria

- Identifies the steps that the student must follow to move from a surface level of learning, to a deep level of learning, over a series of lessons



Success
Criteria

Learning
Intention



A Framework for Surface to Deep Learning: The SOLO Taxonomy

SOLO Level	Competence	Verbs/Skills	Surface
Pre-structural	None	Unsure, Lacks Understanding	
Uni-structural	Has one idea about the subject. Knows one relevant aspect. Can perform single tasks.	Identify (who, what, where, when), name, draw, find, label, define, match, follow simple procedure.	
Multi-structural	Has several ideas about the subject. Knows several relevant aspects. Can perform several tasks.	Describe, combine, list, summarise, give examples, continue, and perform serial skills.	Deep
Relational	Can link ideas and/or skills together to solve complex problems or tasks. Integrates knowledge into a structure.	Analyse, apply, argue, compare & contrast, classify, sequence, explain (cause & effect), criticise, justify, relate, distinguish, organise.	
Extended Abstract	Can generalise knowledge into new ideas. Can use ideas and/or skills in new and different ways.	Evaluate, reflect, predict, create, hypothesise, theorise, formulate, generate, generalise, prove, compose, design, construct.	

How can my
language support my
child's learning?



Before a task:

- Is this similar to a previous task?
- What can you learn from other tasks?
- What do you want to achieve?
- What should you do first?
- What is your plan?

During a task:

- How might you show the differences and similarities?
- How did any of the characters or events remind you of yourself? Why?
- How did the character's actions affect you?
- How can you justify this information?
- What's the purpose for this experiment or argument?
- Would you elaborate on the purpose of this?
- What issues or problems do you see here?
- How many possibilities can you think of and why?

After a task:

- What worked well?
- What strategies did you use to solve the problem?
- What could you have done differently?
- How has your thinking changed?
- Can you apply this to other situations?
- How does this relate to current events?
- Where to next?

A language for growth



Fixed Mindset

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



Growth Mindset

ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success

The power of 'YET'

Questions?

