

**AN INTRODUCTION TO LEARNING POWERS**

**Research Background**

Learning Power and the Effective Lifelong Learning Inventory were researched and developed by Patricia Broadfoot, Guy Claxton and Ruth Deakin Crick at the University of Bristol’s world-leading Graduate School of Education.

In wanting to know what makes someone an effective learner, they reviewed previously published studies and undertook original research of their own to conclude that our capacity to learn has seven dimensions. Together, they called them: **Learning Power**.

Learning Power and its assessment instrument, the Effective Lifelong Learning Inventory, or ‘ELLI’, were first published in 2002. Since then, it has been used in learning improvement projects in primary, secondary and higher education; in corporate organisations and in community-based development programmes.

**Publications**

The two main publications documenting the original research are:

Broadfoot, Patricia; Claxton, Guy and Crick, Ruth Deakin (2004), ‘Developing an Effective Lifelong Learning Inventory: the ELLI Project’, Assessment in Education Vol. 11, No. 3, 247 – 272.

Crick, Ruth Deakin (2007) 'Learning how to learn: the dynamic assessment of learning power', Curriculum Journal, 18:2, 135 – 153.

**LEARNING POWER DEFINED**

Learning Power is a term used to describe the natural learning capabilities of each human being. Seven dimensions of 'learning power' emerged - each with elements of ‘thinking, feeling and doing’. The seven dimensions are as follows:

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| **Dimension** | **Description** |
| **Changing and Learning** | I see myself as someone who learns and changes over time. |
| **Critical curiosity** | I ask questions and want to “get beneath the surface”. |
| **Meaning making** | I make connections and see that learning “matters to me”. |
| **Creativity** | I take risks, play with ideas, imagine and use my intuition. |
| **Learning Relationships** | I learn with and from others and I am also able to manage without them. |
| **Strategic awareness** | I am aware of my thoughts, feelings and actions as a learner and I use that awareness to manage my learning plans. |
| **Resilience** | I keep going when the going gets tough. |

At Holy Family Catholic Primary School, we began our journey with Learning Powers when our executive staff had conversations with TLE North, a consultancy firm from Darwin. With their support, we have worked to implement Learning Powers for deep, engaged learning for our students. Below are our own metaphors and language for describing Learning Power. Work continues with our project into next year and beyond.



Like the Green Tree Frog, I grow and change.

Like the Bush Bee, I can work with others and on my own to be successful.

Like the Eagle, I see what I need to do to achieve my goal and take responsibility.

Like the Crocodile, I can overcome challenges and keep going when things get tough.

Like the Dolphin, I am free to develop my own ideas and take risks.

Like the Green Ant, I use what I know and what others know to build meaning.

Like the Tata Lizard I can become a learning detective, searching for answers or clues to my own or others questions.

Learning Power Project