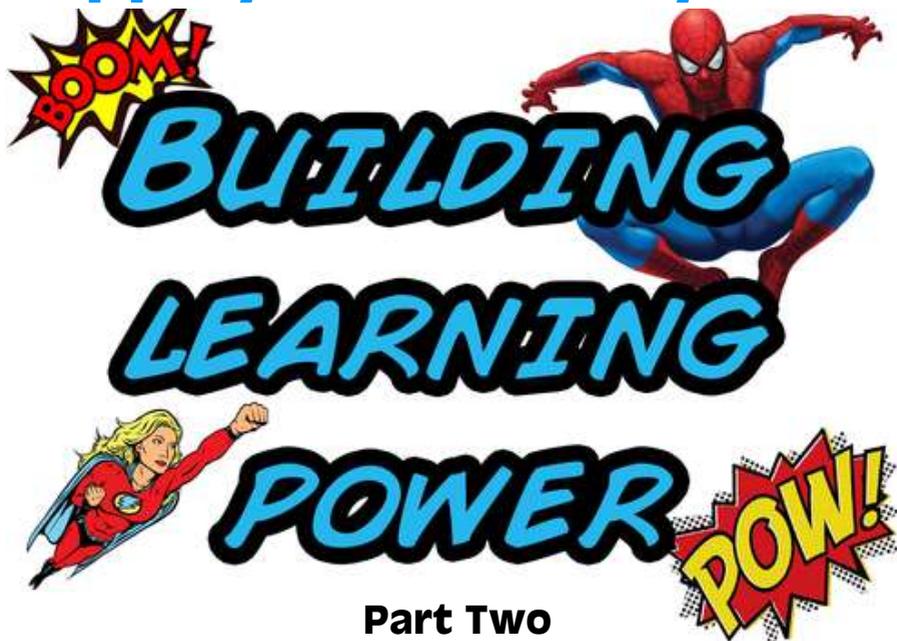


St Ippolyts CE Primary School



Part Two

Resourcefulness

Knowing what to do when you don't know what to do!

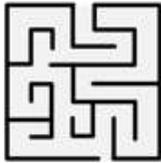
Building Learning Power (BLP) gives us the skills to figure out what to do when we really don't know what to do. Having resilience and the ability to keep trying is admirable but only moves our learning on, becoming a learning tool, if we have the ability to try new things to solve those challenges. We all need strategies to find out more and more importantly we need the desire to find out more, to be curious and want to know what is going on around us in our wonderful world.

Building learning power encourages this and this is why we see it as a vital part of our daily practice at St Ippolyts Primary School.

Through our BLP approach, children will be encouraged to be more independent in their selecting of resources, which tasks they choose and how to present their learning. They will be encouraged to self-help and have a range of strategies at their fingertips to try when they are stuck.

Asking questions

Often children are asked questions, but how often do we make time for them to ask questions, to ponder subjects and enjoy playing with ideas. The ability to ask questions and feel safe in doing so gives us yet another 'learning tool'. It develops a disposition where rather than just accepting what we hear, we are more likely to be active in processing what we are told in order to reach our own conclusions. Those who love to learn and want to be better learners will enjoy wanting to find out and will be excited by 'don't know' situations where they can ask and research. Through BLP children are praised just as much for good questions as they are for good answers!



Find another way



Using your imagination



See things that link together



Asking questions

See things that link together

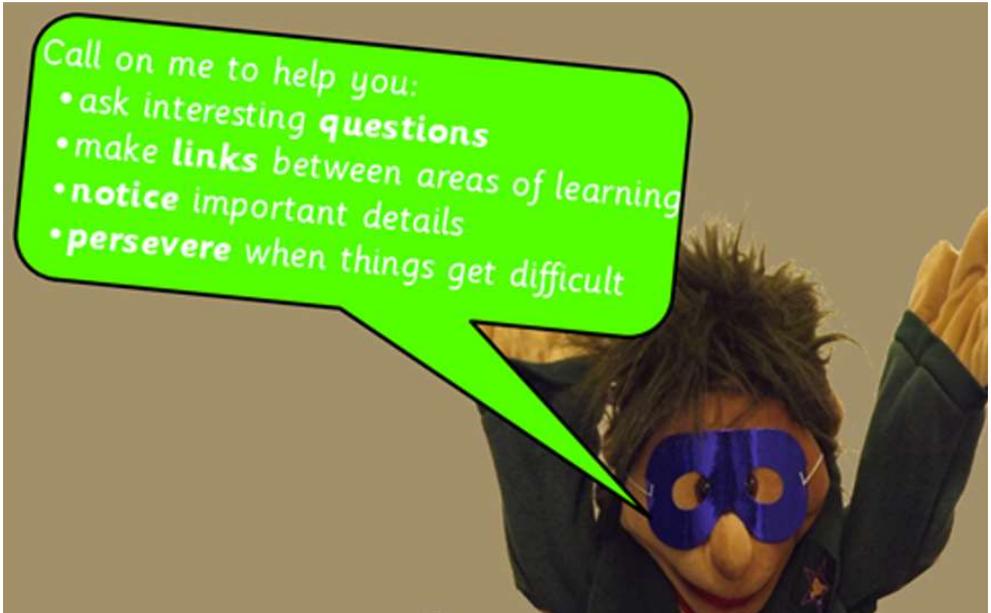
Making links is really important in learning; we link new ideas to current or previous ideas or experiences. As adults it is easy to think that children see the links that we see. However, many children need to have these links made explicit. Those who do not make links often do not make progress in the same way as those who naturally make links in their learning. When we do this, children develop the ability to build on previous success and join ideas. This becomes a spring board to learning.

For example, the knowledge of being able to do sums with money - £/p in maths, means you should be able to do measuring sums involving m/cm too – since they are using the same mathematical skills.



Find another way

This relates to the way in which, when we hit an obstacle in our learning we can 'reroute' to solve it another way. It is also part of the mind-set that understands that there is often more than one answer or way to reach an answer or no answer at all! It is also about being able to find the support you need to help you solve problems, if one way doesn't work, use a different resources or idea and try again. It is about understanding and using all the available options as learning is not just thinking.



Call on me to help you:

- ask interesting **questions**
- make **links** between areas of learning
- **notice** important details
- **persevere** when things get difficult

Using your imagination

Imagination enables us to pretend and explore. We can at different times use an active or receptive imagination. Active is when you purposely imagine a situation in your head and rehearse it, as sports people do to raise attainment before a competition. There is also passive imagination where we just play with ideas - the 'what ifs' take shape in the imagining or pretending part of our brain and also help us to represent real ideas or objects in symbols and pictures or diagrams. This flexibility to play with ideas, builds our learning power.

We often think of imagination in relation to writing stories or in drama activities, but in fact it is just as useful in maths and science – being able to imagine different outcomes to problems or investigations.

The Language of Resourcefulness we use in the classroom

That's a great/interesting/thoughtful/insightful question.

Is this a good enough answer? Might there be more to it?

What other ideas does this suggest?

Can you think of five questions that would give us the answer to this puzzle?

Can you see any connections? Can you see a pattern here?

What do you already know that could help?

Can you make the link between what we did.... and what you need to do now?

Ask yourself, what is this like, that I know about already?

Now that you know.... has it changed how you think about...?

Try to picture...in your mind.

Use the pretending part of your brain to imagine...

Before you do.... picture yourself doing it really well in your mind.

Which of these things fit together? Why?

Let's take it a step at a time. What might be the next step? And the one after that?

Is there anything we should do first for the rest of the steps to succeed?

How many reasons can we find for that?

What evidence can you find to support your case/argument/idea?

Which thinking tool would help us to solve this puzzle/problem?

Where else might we go to find out about that?

What can we use to help us with this? Who could help you?

What led you to choose to use that?

How can parents help children to be resourceful?

- Encourage children's questioning and curiosity – for example on a day out saying things like "Why do you think that is...?" "I wonder why it is like that –what do you think?"
- Don't just give the answers when your child asks a question – reply with "I'm not sure, what do you think?"
- With homework if they get stuck – instead of telling them what to do, support them to think of ways they could unpick it for themselves
- Give your child opportunities to think through the steps needed – this can be as simple as the process of getting ready for school in the mornings – what will we need to do first? And then? And then?
- Support your child's development of self-help skills. For example, you may think that by doing everything for them (such as packing school bags/PE kits/homework books etc) that it makes life easier because it will be quicker – it may be quicker initially, but what happens is that the child becomes too reliant on a parent or adult to think for them and then can't cope when they need to be independent.