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Renyo

Re-engaging young offenders with education and learning

Engagement and Learning Power

Learning Outcomes

Blue Session - Theory

- To develop an understanding of the concept of student engagement
- To develop an understanding of some strategies to support student engagement
- To develop an understanding of Learner Dispositions
- To experience a practical application of the results from our learning power assessments.

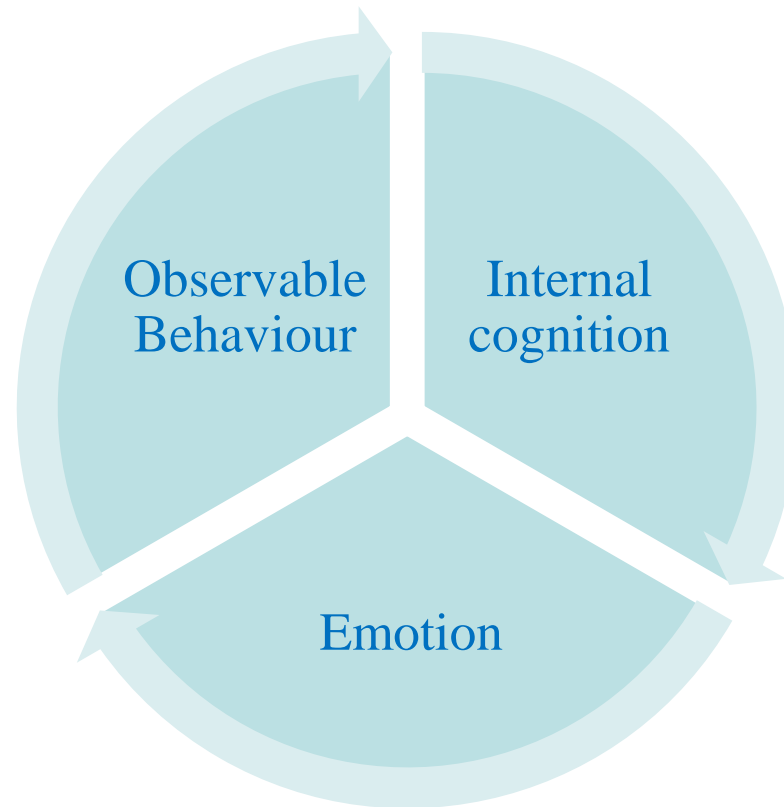
Student Engagement

Associated with:

- Academic achievement
- Lower risk health and sexual behaviours
- Social emotional well-being
- Longer term outcomes such as work success

Christenson, Reschly & Wylie (2012, p784)

Student Engagement



Christenson, Reschly & Wylie (2012)

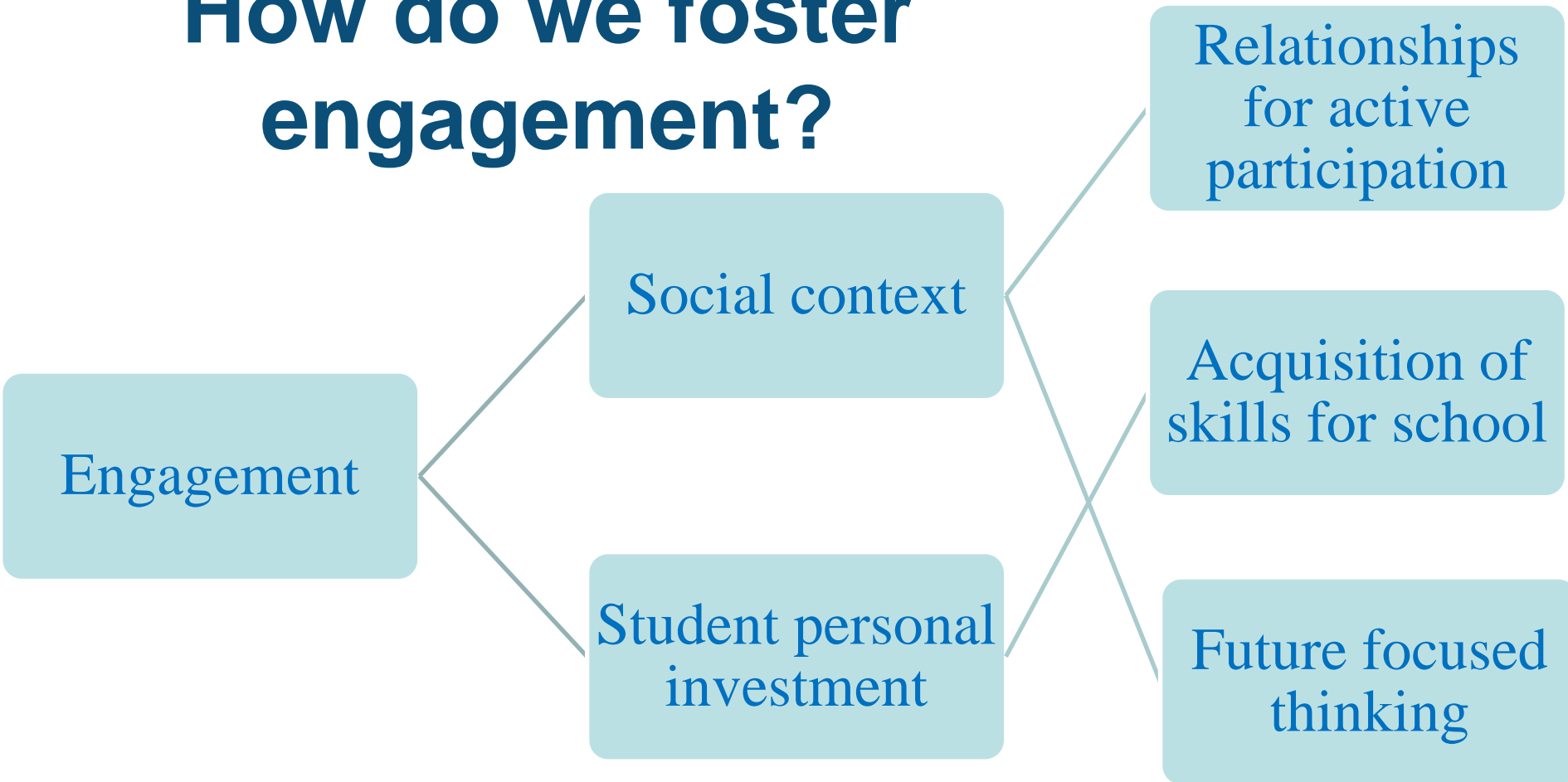
Motivation
(intent)



Engagement
(action)

Russell, Ainley & Frydenberg, (2005)

How do we foster engagement?



What works in Engagement?

Intrinsic
Motivation

Expectations

Support
Systems

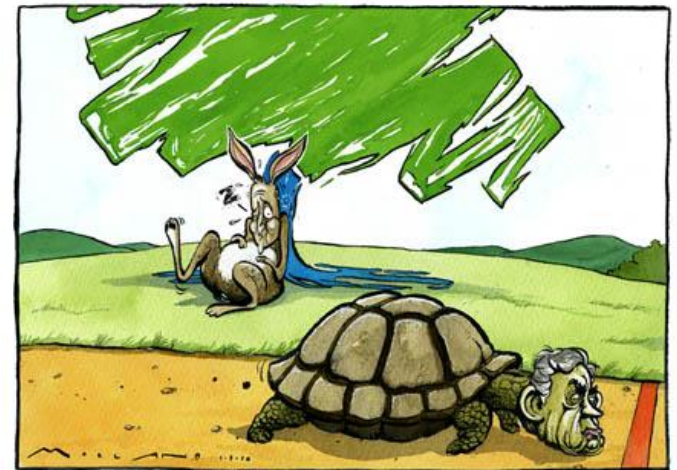
Dispositions refer to a relatively enduring tendency to behave and respond in a certain way.

Dispositions are affected by one's personality, their emotions, values as well as the culture they are brought up in.

However, dispositions tend to be malleable and can be flexible.

(Buckingham Shum & Deakin Crick, 2012)

What are dispositions?



**What does this mean for
secure settings?**

Learning Dispositions

Dispositions are different to skills, knowledge and understanding

Carr & Claxton (2002)

'They [dispositions] can be thought of as habits of mind, tendencies to respond to situations in certain ways'

Katz (1988 p. 30)

Learning to Learn

‘Competence in learning how to learn requires agency, intention and desire, as well as the dispositions or virtues necessary to acquire the skills, strategies and knowledge management necessary for making the most of learning opportunities over a lifespan’



Buckingham Shum & Deakin Crick, 2012
p.94

- What are the qualities and characteristics of successful learners?
- How do we measure these qualities?
- What can this tell us about individuals, groups and communities?
- How can we develop strategies which strengthen these qualities?
- How do we help learners to engage their life-worlds and communities in their learning?



Learning Power

- Learning power is a term that has been used in education contexts for approximately 15 years
- It refers to individual dispositions, attitudes and values
- Learning power is not fixed but can be developed and strengthened.



Stages in a Learning Power Journey

Identify purpose

Complete the
profile

Identify
dimensions for
improvement

Put your plan into
action

Use your
'buddy'

Track your
progress

Assessing learning power: The Crick Learning for Resilient Agency (CLARA) assessment tool

A 62 question survey where you respond to a series of statements.

It re-organises what you say about yourself along the dimensions of learning power.

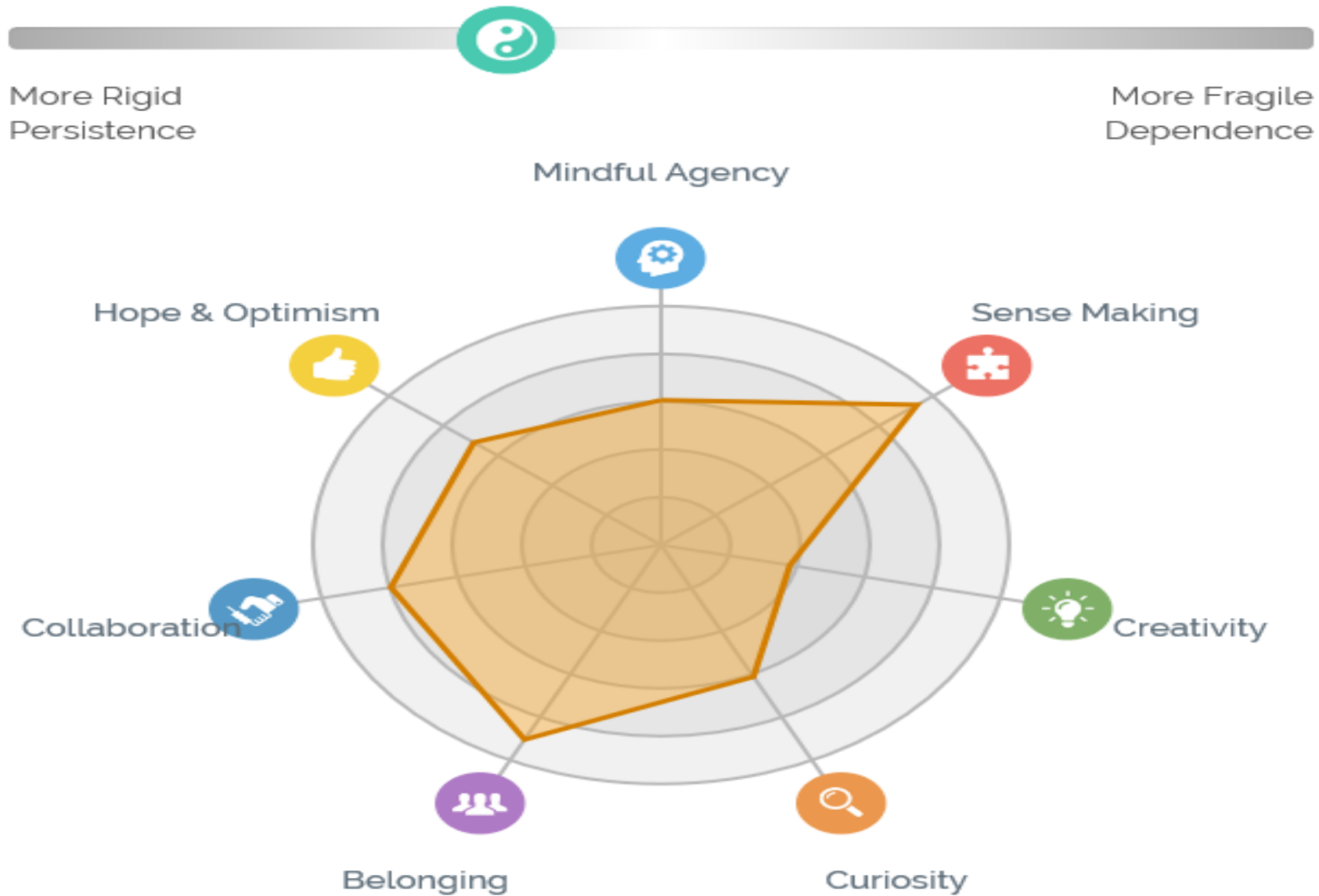
It enables a greater understanding of yourself as a learner.

A greater understanding of yourself as learner can help you build your learning power by focussing on those elements you want to improve on.

In Groups

- Share any highlights/tips/difficulties with the stages that you completed on your learning power journey.

Orientation to Learning



Activity

- In pairs, have a look at your Learning Power results
- What does the result tell you about your partners strengths?
- What does the result suggest that you could work on with your partner?
- What sort of activities/approaches might you use to support their areas of development?
- What are your next steps in supporting the 'learner' in your partnership?

So, what could we do to support:

1. Competence
2. Autonomy (control)
3. Interest/value
4. Relatedness

Elbeheri, Reid & Everatt, (2018)

Questions & thoughts?



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