

Preparing the Young Learner for Life

We are constantly referring to learning to learn and the role that '*Learning Power*' has in the way in which we live our lives.

So, whilst the dimensions, habits and behaviors that allow every young person to manage their personal learning journeys will be explored and examined within the section of this website that deals with '*TRACKING*,' it is perhaps helpful here to provide a simple summary of the 'road map' we use to establish the young person as a lifelong learner.

There are 5 recognized milestones, namely:

- **An assessment of learner proficiency as the learning journey begins according to a simple instrument research-validated among more than 100,00 people by the University of Bristol.** The instrument is known affectionately as ELLI and uses an on-line tool, the *Effective Lifelong Learning Inventory*. ELLI measures proficiency according to 7 very simple, readily recognizable and understandable dimensions. They are plotted as a *spidergraph*, found to motivate interrogation and enquiry by everyone over the age of 8;
- **Digging a little more deeply** to uncover some equally recognizable habits and behaviors that elaborate on the ELLI scores and can be taken into account as interventions are planned to improve learning performance;
- **Tracking changes in learner proficiency** as circumstances and learning environments change and life progresses. ELLI records that too;
- **Subsequent ELLI 'Spidergraphs'** tell us why we are behaving as we are and assist us in learning the lessons that life is throwing at us;
- **ELLI is the 'life partner' of the lifelong learner and comes to their aid as they deal with experiences for which they are ill-prepared.**

Just a few questions you might like to ask yourself?

1. What is the distinction between learning more, learning more effectively and becoming a better learner? [Which of these are you doing now? Which is the most important?](#)

2. What are the important habits and behaviors of successful learners? Which are the most important for you to make a start on?
3. As you are becoming a 'learning habit-former' how can you explicitly surface and then deepen successful learning habits in those around you?
4. What small, but necessarily profound, shifts in your learning methodologies and ways of working will ensure that you become even more learning-conscious and articulate?
5. What fast-track tactics will hasten your grasp of the impact some learning habits can make on your performance? Are there routines that will guide and direct your thinking?
6. How might the manner in which you talk to family, friends and colleagues encourage them to understand the influence that learning has on them? This is about convincing them to change the way in which they respond ... what 'self-talk' are we seeking to establish?
7. How, through gradual but relentless pressure on 'stretching' learning opportunities, can a young learner's learning habits be progressed?
8. This all means taking an in-depth look at what is happening in your world. How do you respond? What contribution do you make?