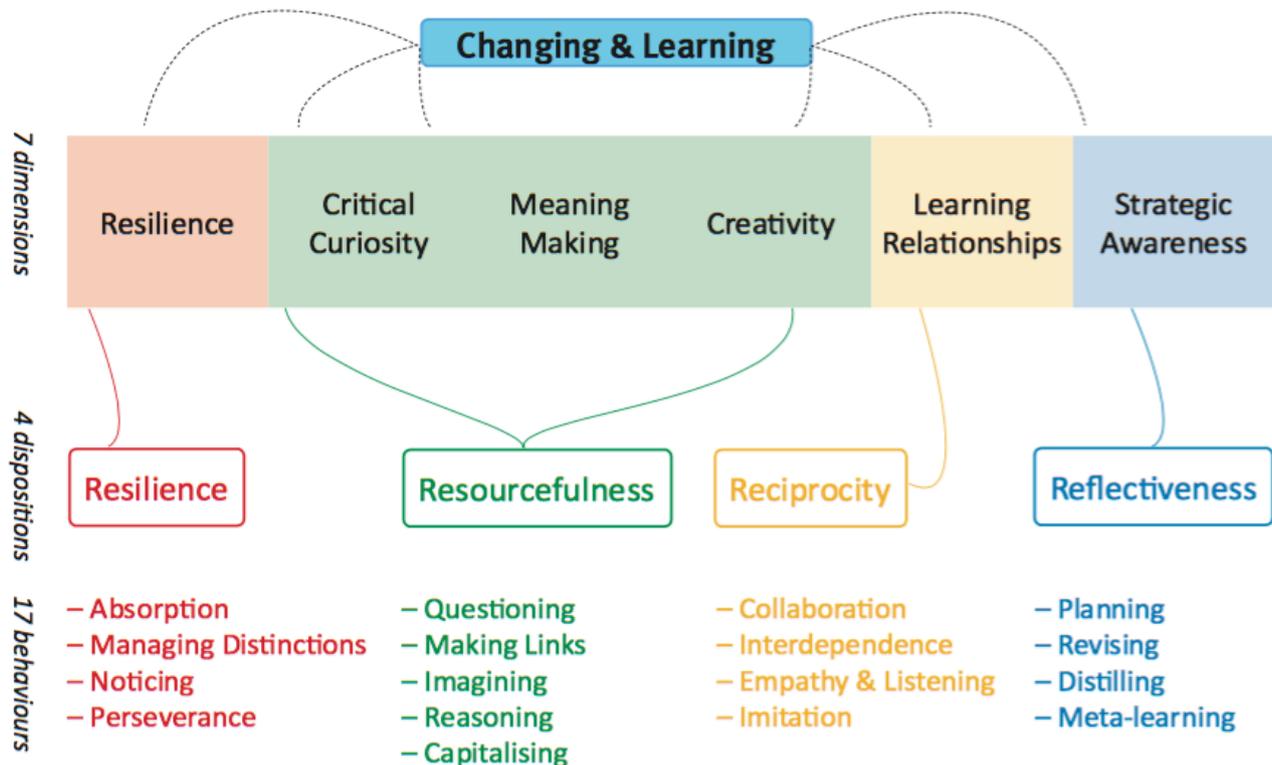


LEARNING POWER'S LANGUAGE

ELLI's 7 dimensions provide the raw building blocks upon which our understanding of 'learning' and 'learning power' is based. It enables us to define its emotional, cognitive and social drivers and thereby, to isolate those underlying habits and behaviours that influence a learner's response to change.

ELLI remains in operational research in universities around the world from the UK to Europe, the US and Australasia and the habits and behaviours recorded here have been validated in operational practice in UK schools over more than 20 years.

The language of *Learning Power*, illustrated here, is the most meaningful indicator that we currently have of the way in which a 'growth mindset' in a proficient learner is constructed. The concept of a 'growth mindset' is the work of *Professor Carol Dweck* but serves here to capture the construct that we know to be dynamic and with the capacity to deliver 'growth' as the learner comes to understand and manage their learning habits and behaviours. However, notwithstanding the fact that a learner's profile is necessarily reflective of their environmental circumstance at the time of profiling.



Learning Power's premise is that learning can be learned. It is a learnable craft. However, the 7 dimensions that are the pillars of ELLI's assessment practice can be further translated into the language, teaching and classroom practice of schools ... the emotional, social, cognitive and meta-cognitive aspects of learning ... the principal dispositions.

- *Resilience* is the term we use to cover the *emotional* aspects;
- *Resourcefulness* is a useful description of the *cognitive* aspects of learning;
- *Reciprocity* is about the *social* aspects of learning but requires the decision-making associated with when to call on relationships and when to work, and figure out, solutions alone;
- *Reflection* broadly covers the *meta-cognitive* aspects of learning.

Linking *Learning Power* to the broader aspects of learning theory (the cognitive, emotional and social) our teachers find particularly helpful.

Over the 30 or so years of academic and operational research into the assessment and tracking of learning proficiency, practicing teachers have further distilled the ELLI's dimensions and learning's dispositions into 17 learning behaviours which they have termed '*learning muscles*'.

The *Learning Muscles* have found resonance because they can be individually trained, nurtured and exercised. This deconstruction has served to broaden and strengthen the language of learning and with particular reference to school settings. Using and extending the language in this way has added breadth and depth to the way in which both teachers and their students talk about, understand and improve their learning proficiency.
