

## P R E S S   R E L A S E

“A wonderful set of resources from which anyone facilitating professional learning can draw. The cards simplify, clarify and deepen understanding, building community and confidence in the process as they demystify self-regulation and metacognition.”

– **Bill Lucas, Professor of Learning, University of Winchester**



### Activate

**A professional learning resource to help teachers and leaders promote self-regulated learning**

By James Manion, Louise Stoll, Karen Spence-Thomas and Greg Ross

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**A card-based professional learning resource that aims to improve pupils' experiences and outcomes by promoting self-regulated learning among leaders, teachers and pupils.**

### The key to nurturing more confident, proactive learners in schools

It's widely recognised that self-regulated learners are more effective learners. For example, in England, the Education Endowment Foundation (EEF) suggests that 'metacognition and self-regulation' are among the most impactful things a school can focus on, providing 'very high impact for very low cost, based on extensive evidence'.<sup>1</sup> However, teachers and leaders are often unsure precisely what 'metacognition and self-regulation' means – or what these ideas look like in practice.

In order to understand what self-regulated learning and metacognition are in practice, we need clear definitions:

- Metacognition: Monitoring and controlling your thought processes (thinking about your thinking).
- Self-regulation: Monitoring and controlling your feelings and behaviours (how you interact with the external world).

We can see that these ideas mirror one another in that they both involve monitoring and controlling. By doing so, an individual can gain an increasing awareness of how they respond in certain situations and of the choices they can make in controlling how they respond to those situations in future.

Clearly, if it's possible for teachers to 'activate' children and young people to become the drivers of their own learning, then there's a strong case for doing so. *Activate* is a card-based professional learning resource that aims to do just that by promoting self-regulated learning among leaders, teachers and pupils. This unique card set, designed by James Mannion, Louise Stoll, Karen Spence-Thomas and Greg Ross, enables time-pressed teachers, leaders and support staff to understand the theory and practice of self-regulated learning in an incredibly accessible way.

It comprises six sets of resource cards (83 cards in total) and a clear and detailed facilitator guide,

<sup>1</sup> Education Endowment Foundation (n.d.). Teaching and Learning Toolkit. London: Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit>.

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together with an extensive bibliography and additional downloadable materials. Working through the *Activate* activities will enable teachers and leaders to realise the potential of these powerful ideas when working with pupils, whilst helping them to regulate their own learning.

Professional learning resources are most impactful when they are adapted by practitioners to suit the needs of their particular context, rather than being taken off the shelf and implemented in a uniform way. Teachers and leaders in schools know their setting, their colleagues and their pupils best. The authors therefore encourage all teachers and leaders to adapt the ideas and practices from *Activate* to suit their own environment. In doing so, the reader will be modelling some of the key concepts involved in self-regulated learning.

*Suitable for all teachers and leaders looking to create more confident, proactive, self-regulated learners.*

“Exceptionally clearly written and presented, based in robust cognitive science, *Activate* is really, really, really, really useful and practical. Use the materials, follow what it says on the tin, and a 21st century school worthy of the name can be yours for the asking.”

– **Guy Claxton**, author of *The Learning Power Approach* and co-author of *Powering Up Your School*

### About the authors



**Dr James Mannion** is the Director of Rethinking Education, a teacher training organisation dedicated to improving educational outcomes through self-regulated learning, implementation science, and practitioner research. He has a Masters in Person-Centred Education from the University of Sussex, and a PhD in Self-Regulated Learning from the University of Cambridge. Previously, James taught in secondary schools for 12 years.



**Dr Louise Stoll** is Professor of Professional Learning at the UCL Centre for Education, IOE and an international consultant, focusing on how school and system leaders create capacity for learning. Louise is a former president of the International Congress for School Effectiveness and Improvement and has worked with the OECD on several initiatives. She has co-developed many materials supporting leaders to connect research evidence and practice.



**Karen Spence-Thomas** is a former schoolteacher and Associate Professor (Teaching) at the Centre for Educational Leadership, IOE. She specialised in designing and facilitating tailored professional development programmes for school leaders in the UK and internationally. She also co-led the centre's R&D network of schools, promoting teacher inquiry as a basis for professional development.



**Greg Ross** is an Associate Professor (Teaching) at the UCL Centre for Educational Leadership, IOE. He specialises in the design and delivery of evidence-informed professional learning programmes for teachers and school leaders, in partnership with ministries of education, non-governmental organisations, and international school groups. Greg's research focuses on the leadership of curriculum change. Before joining the IOE, Greg was a senior leader and English teacher in secondary schools.

### Articles and interviews available

The authors are available for interview, expert comment or by-lined articles on a range of topics, such as:

- Why we need to 'activate' self-regulated learning
- Why we need to 'activate' teachers and leaders as well as pupils
- Why self-regulated learning is the most important idea in education

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