POWERING UP STUDENTS

The Learning Power Approach to High School Teaching

Guy Claxton and **Graham Powell**

Foreword by John Hattie

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To Art Costa, our perennial inspiration, and to William and George Ireland –
Graham's grandsons – in hope and expectation.

Foreword by John Hattie

There is a common "grammar of schooling" present in many classrooms.[1] Teachers talk a lot. Tell-and-practice routines are common (teacher tells, students practise). Teachers ask many questions (more than 200 a day, by one estimate), to which the students know that the teacher already knows the answers, and which they are rarely given more than one to three seconds to consider. Students sit in rows or in groups (but mostly working alone), in classrooms where almost all of what goes on is decided and directed by the teacher, so students become increasingly compliant, dependent, and diligent (unless they decide to rebel). Many succumb to a passive ethos of teacher questions, class work, and assignments: "Just tell me what I need to know so I can tell it back to you." When such students are asked, "Who is the best learner in the class?" they tend to point to a student who cottons on quickly to what is required, does not have to put in much effort, and regularly delivers back "right answers" to the teacher. When we ask students if they find this model acceptable, successful students – those who are doing well out of the conventional "grammar" – often seem eager for *more* teacher-talk, *more* superficial coverage, and yet more content. They aren't keen on being asked to grapple with open-ended questions, complex or so-called "wicked" problems, or group assignments. They have been led to expect that high-stakes tests can be successfully completed merely by knowing lots.

There is currently considerable pushback against this "grammar" from a number of quarters, and education has become something of a battleground. Some are calling for a more "consumerist" model, in which education is seen as an economic transaction; the learner is a consumer who has needs, the teacher is a provider aiming to meet these needs, and education is a commodity to be delivered and consumed. Learners are invited to learn with attractive, exciting, and engaging activities, and debates about the content and purpose of education come to centre around "what the market wants". But this economic perspective has itself been subject to critique. Students may know what they *want*, but is it what they *need*? What and how we teach, as Gert Biesta

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1   David Tyack and William Tobin, The "grammar" of schooling: why has it been so hard to change? *American Educational Research Journal* (1994), 31(3): 453–479. Available at: https://doi.org/10.3102/00028312031003453.

has recently argued, should be seen as social and moral questions, and not merely as questions of individual consumer preference. He notes that education can, and more importantly should, lead to disturbing challenges because it involves asking students difficult questions and exposing them to otherness and difference.[2]

Another challenge to the traditional model comes from employer organisations and some governments, who are demanding that education should be producing entrants to the job market who come with more than packages of quality-assured knowledge; they should have initiative, articulacy, conviviality, and entrepreneurialism as well. Schools should be teaching attitudes and abilities that go by a variety of names: 21st century skills, non-cognitive skills, soft skills, learning strategies, and so on. And as large testing groups like PISA add collaborative problem-solving and creative thinking as a focus of their investigations, there is pressure on schools to add these skills as topics or domains within the curriculum. Some even go so far as to ask, "Why would we want to stuff kids' minds full of knowledge when we can offload such cognitive effort onto Alexa, Siri, and Google?" This emphasis, too, has its opponents, who argue that there is a necessary competition between the cultivations of such skills and the rigorous transmission of important and valuable bodies of knowledge. "How can you teach students creative thinking," they retort, "when you have neglected to teach them anything worthwhile to think *about?*"

Happily, through the hubbub of this multidimensional battleground, riddled with simplistic polarities and false oppositions, some more nuanced and productive voices are beginning to be heard. Our own work on Visible Learning (VL) argues against aspects of these antiquated grammars of schooling.[3] The messages of the VL research include inviting teachers to work together with students to evaluate their impact; asking for transparent and high expectations to underpin everything that happens in a school; moving towards explicit success criteria for mastering deeper aspects of the content; using the Goldilocks principle of challenge (not too hard, not too boring) to impel learners to move towards these success criteria; seeing errors as opportunities

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2   Gert Biesta, What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education, Research, Development and Policy* (2015), 50(1): 75–87. Available at: https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12109.

3   See John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning* (Abingdon and New York: Routledge, 2012), and John Hattie and Klaus Zierer, *10 Mindframes for Visible Learning: Teaching for Success* (Abingdon and New York: Routledge, 2018).

to learn (which means building high trust and supportive environments in which to fail and learn); teaching how to hear and maximise feedback (especially to teachers) about impact; and focusing on getting the right proportions of surface content, deep understanding, and transfer of learning.

And Guy Claxton, too, is a leading proponent of these more integrated and constructive views. A prolific writer and thinker, one of his earlier books, *Educating Ruby: What Our Children Really Need to Learn*, written with his colleague Bill Lucas, remains my favourite sketch of a different approach to education in the 21st century – one that reconciles many of these competing claims and perspectives.[4] But that book was only a sketch, written for a general audience, and especially parents, to help them to appreciate new possibilities. Now, written with long-time collaborator and former high school principal Graham Powell, comes *Powering Up Students: The Learning Power Approach to High School Teaching*. This is actually the third in a projected series of four books that weaves together the threads of a new philosophy of teaching and learning that has been emerging in different groups, across the world, over the last 15 years or so. The first book laid the foundations. The second drew out, in great detail, the practical implications for elementary or primary school teachers. Now this third book does the same for high schools. The book outlines a range of design principles underpinning a style of teaching that develops both rich and secure understandings, and a set of broader attitudes and dispositions towards learning as a whole, and is richly illustrated with practical strategies and real-life examples that Guy and Graham have seen pioneered in classrooms around the world.

Powering Up Students will help teachers to understand a new and exciting middle ground where knowledge is valued and respected, but is also put to work to develop transferable abilities to critique, evaluate, link, create, and apply knowledge where it is needed. They will see how the old grammar of school can be leveraged to impact on students' love of learning, their developing learning skills, and their advancing achievement. The authors outline many methods to develop secure and accurate understanding, to cultivate and coach skills, and to develop more general attitudes and habits of mind, but they offer more than a compendium of teaching strategies. They also delineate the facets of the underlying *culture* that needs to be cultivated

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4   Guy Claxton and Bill Lucas, *Educating Ruby: What Our Children Really Need to Learn* (Carmarthen: Crown House Publishing, 2015).

by teachers if students are to become independent learners, ready and willing to design, pursue, and evaluate learning for themselves, alone and with others. It is this combination of the strategic and the cultural which leads to their Learning Power Approach. In my language, Guy and Graham are showing teachers how to develop "the skill, will, and thrill" of learning; and I would add that learning to know when the time or opportunity is right to develop surface or deeper learning is also crucial. Being a powerful learner involves balance, agility, and appropriateness. For example, when first learning a new topic, a higher proportion of surface knowledge may be worthwhile, but as one becomes more proficient, one can switch to the deeper skills of relating, extending, and exploring.

Now is an exciting time in education, and the development of new models of teaching is key. In *Powering Up Students*, Guy and Graham make a major contribution to our understanding of how teachers can prepare young people not just for a life of tests, but for the tests of life.

What is profoundly shocking and harmful is that we have a school system almost entirely focused on compelling children to get the best possible grades in exams that themselves measure a very inadequate set of skills. There is too little focus on, and time for, encouraging creativity, flexible thinking, confidence, intuiting, empathising, the ability both to lead and work in a team, and acquiring the capacity to listen, observe and adapt.

<div align="right">Robert Peston, WTF?, p. 243</div>

The aim is to make students active in the learning process – through actions by teachers and others – until the students reach the stage where they can become their own teachers, they can seek out optimal ways to learn new material and ideas, they can seek resources to help them in this learning, and when they can set appropriate and more challenging goals.

<div align="right">John Hattie, Visible Learning, p. 37</div>

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Contents

Introduction

This book on the Learning Power Approach (LPA) is for high school teachers.[1] But it is not for all of them. It is only for those who are really serious about teaching in a way that builds character while ensuring that all students get the exam results and qualifications that will help them in the future. It is for teachers who are hungry for ideas and information about how to do that, and ready to change their way of being in the classroom to achieve that end. Let us explain.

School is about more than examination results. Everyone knows that. Everyone agrees. No school proudly claims on its website, "Send your children to us and we will squeeze the best grades we can out of them, by hook or by crook. And that is all we care about." If pressed, every school protests that "we are not just an exam factory, you know". There is always some acknowledgement that forming powerful habits of mind in students matters too: that we want them all to grow in confidence, kindness, resilience, or "mental agility". "Fulfilling their potential" doesn't just mean "getting top marks". We want good results, but we want *results plus*: grades *plus* a character that is ready for the challenges and opportunities of the mid to late 21st century, as best we can predict what those will be. We can't imagine a school that wants *results minus*: students with good grades but who are timid, dependent, unimaginative, and unadventurous.

The key question is: what does that *plus* amount to? What exactly do we want our students to be *like* when they leave our class, or move onto college or the world of

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1   In the UK, the term "secondary schools" is generally used, but, as we hope this book will be useful to teachers in many different countries, we are going to use the term "high schools" which is more common internationally. We do, however, frequently refer to features within the English system, such as: SATs, GCSEs and A levels (all high-stakes exams, taken at ages 11, 16 and 18 respectively); Ofsted (the body that inspects and judges schools); and Years and Key Stages (into which high school education is divided). Key Stage 3 comprises the first three years of high school education (Years 7–9, during which children are aged 11–14). Key Stage 4 comprises the final two years of compulsory schooling (Years 10–11, educating 14–16-year-olds). In the USA, school years are called "grades", and they tend to be one year "behind" the English years, so tenth grade corresponds roughly to Year 11. Post-compulsory education for 16–18-year-olds is usually delivered in sixth forms or colleges, and is sometimes referred to as Key Stage 5.

work? And how exactly is our school – and especially our teaching – going to look different if we take this plus as seriously as we can? How are we going to teach maths differently if we want our students to be growing an adventurous and creative spirit at the same time? How are our displays of students' work going to look different if we want them to develop a sense of craftsmanship – a genuine pride in having produced the best work of which they are capable? We all want our students to become more resilient – to be inclined and equipped to grapple intelligently with things they find hard. So how are our forms of assessment going to tell us whether we are successful: whether our Year 11s are indeed more resilient than they were in Year 7?

Lots of teachers and school leaders espouse these values. Some of them have thought through – in detail – exactly what it will take, and set in motion – with the requisite degree of precision – the necessary changes. But many are still hesitant, awaiting clearer guidance and support from departments of education or academic "thought leaders". Or they have got a firm hold on part of the challenge, but not yet figured out the whole of it. They work on resilience, but not imagination; on collaboration, but not concentration; on self-esteem, but not critical thinking; or, conversely, on higher order thinking skills, but not empathy.

> The LPA shows in systematic detail how to go beyond the sound bites and the posters to create classrooms that really do grow robust, inquisitive, imaginative, and collaborative learners – lesson by lesson, week by week, year on year.

It is this detailed and comprehensive help that the LPA provides. It is for teachers and schools that really want to take the plus seriously, and have begun to realise the implications of doing so. They know that "team games" are not enough to grow collaboration; that becoming a good collaborator is as much to do with the way we teach English as it is to do with the sporting trophies in the foyer cabinet. They know that a few fine words on the home page of the school website, or in a policy document on teaching and learning, are not enough. They have quickly realised that some glossy posters downloaded from Pinterest about growth mindset and "the power of yet" are not enough. You have to "live it, not laminate it", as the Twittersphere pithily puts it!

For example, Sam Sherratt, who teaches the Primary Years Program of the International Baccalaureate (IB) in Ho Chi Minh City, wrote in his blog back in 2013, "All too often, in IB schools, the Learner Profile [a list of desirable attributes] exists in the form of displays and catchphrases, but doesn't exist as a way of life, as a code of conduct or as an expectation for all stakeholders. We are not going to let that happen at ISHCMC [his school]!"[2] The LPA shows in systematic detail how to go beyond the sound bites and the posters to create classrooms that really do grow robust, inquisitive, imaginative, and collaborative learners – lesson by lesson, week by week, year on year.

> We want good results, but we want *results plus*: grades *plus* a character that is ready for the challenges and opportunities of the mid to late 21st century.

So this book is crammed full of practical illustrations, advice, and hints and tips. It is designed for busy high school teachers who want to get started on the LPA journey, and for others who have already made good progress, but may feel a bit stuck for fresh ideas or are wondering about the next step to take. And there is always a next step. As our understanding of the LPA has deepened, the horizon of possibility keeps receding in front of us. The further you go in training students to take control of their own learning, the deeper the possibilities that are opened up.

Depending on where you are in your journey, some of our suggestions will be very familiar to you, and some might seem rather pie in the sky. The spot we try to hit, as much as possible, is the area in between "I do it already. Tell me something new", and "in your dreams, mate": the spot where you sense a new possibility for tweaking your existing style and it feels plausible and doable with the real live students you teach. That's what we want you to be on the lookout for. So if something seems familiar, we invite you to think about how you could stretch what you already do just a little more. And if a suggestion seems far-fetched it may nevertheless spark a train of thought that leads to a more fruitful idea.

The LPA is not a set of rigid "recipes for success"; it is a set of tools, ideas, and examples that we hope you will critique and customise to suit your own situation. All we ask is

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2   Sam Sherratt, Parent workshops: the IB learner profile, *Making PYP Happen Here* [blog] (7 October 2013). Available at: https://makingpyphappenhere.wordpress.com/2013/10/07/36/.

that you hold fast to the spirit and the values while you are developing your own version. Sometimes we have seen people introduce – without meaning to – the "lethal mutation" that kills the spirit. For example, if you slip into seeing the LPA mainly as a way to rack up those conventional test scores, you have missed something really essential. Rather, we develop habits of mind like resilience and resourcefulness mainly because *they are valuable outcomes of education in their own right* – and then we keep an eye on making sure that the results go up too.

The LPA is very far from being a quick fix or the latest fad. It is actually quite demanding because it requires us to re-examine our natural style of teaching, and to make small but real experiments with our own habits in the classroom. As Sir Ken Robinson has said, "If you want to shift culture, it's two things: its habits and its habitats – the habits of mind, and the physical environment in which people operate."[3] The LPA requires some honest self-awareness and reflection, and that can be quite effortful and sometimes even uncomfortable. We told you the LPA wasn't for everyone!

> The further you go in training students to take control of their own learning, the deeper the possibilities that are opened up.

But our experience tells us that nothing less will do. Just adding some shiny new techniques on top of business as usual – what we call the "tinsel approach" – does not work in the long term because the same underlying messages of the medium persist. We are aiming to develop strong mental habits in our students that will stand them in good stead for a lifetime, and that takes time and consistency. Habits take months, even years, to develop and change. Students' development depends on the day-to-day cultures we create for them to inhabit, not on something special we remember to pay attention to every so often. And to create those cultures, we teachers have to be conscious, resilient, and imaginative learners too.

The beauty of the LPA, though, is that it relies on a series of adjustments that are worked into your natural style one by one, gradually and cumulatively. You are not

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3   Cited in Ron Ritchhart, *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools* (San Francisco, CA: Jossey-Bass, 2015), pp. 230–231.

being asked to transform yourself from a leopard into a tiger overnight. It is evolution, not revolution. The LPA is a direction of travel, supported by signposts and resources to guide you along the way, and everyone can go at their own pace. The good news is that, on the journey, teaching the LPA way becomes highly satisfying and rewarding. A roomful of enthusiastic, resourceful learners, who are keen to sort things out for themselves, is a sight to behold – and a joy to teach. Instead of doing a lot of informing, explaining, and interrogating, your role develops a subtler side to it in which you spend more time nudging and challenging the students to "go deeper" – as we'll see in this first account by Tracy Goodyear, a high school English teacher.

I was teaching in a mixed comprehensive school[4] that had received a "good" Ofsted grading and the school was on a journey to transform the quality of teaching and learning to "outstanding". As part of this journey, senior leaders asked for volunteers to join a group that would help to revolutionise the quality of teaching and learning across the school – the opportunity was too good to turn down. I feel that the depth of understanding I gained helped to transform my practice and the results were immediately tangible – suddenly my lessons were more engaging for *all* students; I noticed that the usually more reluctant students came to the fore to share their observations; I noticed the quality of the work that students were producing had improved; I noticed that they were able to capitalise on previous learning and apply it to new and unfamiliar situations with confidence. It worked!

As with any approach, there are potential pitfalls. First, it became clear quite quickly that there is an absolute necessity for all staff to believe in and crave the challenge of building learning habits in students of all abilities. Without this level of commitment from teachers, the students will not commit fully either, and the approach becomes superficial and redundant.

Second, with accountability on teachers for grades at all costs, many critics are sceptical of spending time "talking about learning" when there is pressure to cover content or teach to the test. However, it's clear that in order to gain the grades, students need to show individuality of thought; they need to have their own opinions; they need to have had the opportunity to embed knowledge and understanding; and to be able to articulate how that process happens.

The content is the vehicle by which we teach young people how to learn. It is important that this is made explicit. The content will change over time; habits can be formed to manage new challenges, and developing these is our real responsibility.

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4   In England, comprehensive schools are non-selective state-funded high schools.

Seeing this transformation really gave me the confidence to experiment with learning habits and it opened a series of exciting possibilities for my lessons and the ways in which I could develop students' learning "character".

About the Book

Because this book is designed to be really practical, there isn't much in the way of background or rationale about the LPA in it. We only say a little about where the approach comes from, what the scientific underpinnings are, and what the evidence for its effectiveness is. You will find all of that, if you are not familiar with it already, in the first book in this series, *The Learning Power Approach: Teaching Learners to Teach Themselves* (published by Crown House in the UK and Corwin in the US). The only thing worth noting here is that the LPA is not another "brand" competing for your attention in the crowded education marketplace. It is our attempt to discern the general principles behind a number of initiatives that have been developing, often independently of each other, over the last twenty years or so. It is a new school of thought about the kind of teaching that effectively stimulates the growth of agile, tenacious, and inventive minds – as well as getting the grades. You will find examples and ideas from a wide range of sources, and from different countries, as well as from our own research and practice.

The book you are reading now is actually one in a series of four books, of which *The Learning Power Approach* is the first. The second is aimed specifically at primary school teachers. This, the third, is, as we have said, for high school teachers. And the fourth will be for school leaders, to illustrate in detail how LPA culture change can be brought about across a whole school.[5]

Will the LPA work in your classroom? We are sure it will. We have seen it work well in a variety of settings in the UK – from inner-city comprehensive schools in London to rural schools in Devon and Lincolnshire, in adult education colleges in Argentina, and in independent schools in Dubai, Malaysia, Australia, and New Zealand. The

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5   Throughout this book, we have borrowed or adapted some text from the second book in the series. We are very grateful to Guy's primary practitioner co-author, Becky Carlzon, for allowing us to make use of her insights and expressions, and for her generous support in the planning of this book.

examples, tools, and techniques with which this book is crammed have been tried and tested in a wide range of settings. But you will probably still have to experiment with them in the specific conditions of your classroom and adjust them to get them to work for your students. Every school and every class is different; there's no getting around that. One size rarely fits all.

With over forty years' experience working as a teacher, senior leader, head teacher, school inspector, and education consultant, Graham has seen at first hand thousands of teachers providing their students with experiences that engage their curiosity and build their capacities as learners. Teaching is an intensely creative profession that requires flexibility and ingenuity. This cannot be provided by rigidly following a scheme of work or adhering to a textbook. What other profession requires its people to invent up to eight different performances a day, each of which is designed to suit the needs, moods, and enthusiasms of an ever-changing audience? Graham's experience has taught him that – now more so than ever – teachers need a supportive framework on which to build inspiring lessons that will serve the needs and expand the capacities of their diverse learners. That is what the LPA provides.

> The content is the vehicle by which we teach young people how to learn.

A learning-power classroom has many varied sides to it. Teachers lay the furniture out in a different way. They choose different things to display on the walls. They involve the students more than is usual in designing their own learning. They use a specific vocabulary when they are talking to students, and encourage specific kinds of talk between the students. They create particular kinds of activities and challenges. They comment on students' work and write reports differently. Over time, we have distilled a clear set of design principles to capture these differences that teachers can follow if they want to make their classroom a highly effective incubator of powerful learning.

And with that introduction, let's now dive into Chapter 1 and see in more detail what the LPA is all about.

Chapter 1
An Overview of the Learning Power Approach

This chapter provides a brief sketch of the LPA: what it is, where it comes from, why it matters, how it differs from other approaches, and what it asks of teachers. These questions are dealt with in more detail in the first book in the series, *The Learning Power Approach*, which we hope you will refer back to as your appreciation of the LPA grows and deepens.[1]

What Is the LPA?

In essence, the LPA is a newly emerging school of thought about teaching and learning. It is about how to teach in a particular way if you value certain outcomes for the students in your classes. If you want your students to be quiet and well-behaved, to remember what you have told them, and to get good marks – if those are the behaviours and attitudes that matter to you most – then there is a kind of teaching that will steer students in that direction (though students being students, not all of them will comply!). But that is not the LPA. The LPA is a way of teaching for teachers who value politeness and success, but who value other outcomes even more. They want to see students do as well as they can on the tests, to hone their skills in reading for inference, writing essays, and solving mathematical problems, but – more than that – they also want them to grow in their independence, resourcefulness, creativity, curiosity, and capacity for thinking about and exploring important matters deeply – for themselves.

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1   Guy Claxton, *The Learning Power Approach: Teaching Learners to Teach Themselves* (Carmarthen: Crown House Publishing, 2018).

Traditional teaching doesn't reliably produce this second set of outcomes. On the contrary, some students learn how to get good marks in a way that makes them more, not less, reliant on the teacher. They can become more interested in getting right answers than in really thinking and wondering about the things they are exploring. They grow more conservative and cautious in their approach to learning, rather than more adventurous and resilient.

So whether you like the LPA or not will depend on your values. If you don't think independence, resilience, and curiosity are important characteristics for the next generation, then you can stick to more conventional teaching methods. Nobody can force you to change your style. But if you think, as

> ... some students learn how to get good marks in a way that makes them more, not less, reliant on the teacher.

we do, that such dispositions are vital if our students are to flourish in a turbulent and fast-changing world, then the LPA will be more likely to appeal.

The Goal of the LPA

Put more formally, the goal of the LPA is this:

> To develop all students as confident and capable learners – ready, willing, and able to choose, design, research, pursue, troubleshoot, and evaluate learning for themselves, alone and with others, in school and out, for grades and for life.

All of the words in this statement matter.

Develop reminds us that cultivating these character traits takes time. We can't just throw students in at the deep end and expect them to be powerful learners straight away. We have to constantly provide them with manageable opportunities to stretch and strengthen their confidence and ability to work things out for themselves.

All says that this is vital for every student, regardless of their background or their "academic ability". High achievers need it if they are going to cope with the demands of their academic/vocational pursuits beyond school. And low achievers need it even more, because without these dispositions, they are condemned to stay in the slow lane of learning.

We need to help students become *ready* and *willing* to learn on their own, and not just *able* to. We want them to be keen to learn, as well as capable of learning. It is not enough to train students in learning or thinking "skills", because a skill is just something you *can* do, not something you are *inclined* to do. And we want students to be inclined to be resourceful, creative, and cooperative, not just able to be when prodded. Earlier work on teaching thinking skills often found that, while students enjoyed their thinking skills lessons – and were indeed able to think better in the classroom – as soon as they found themselves in a different setting, these skills seemed to go inert. They didn't appear when they would have been useful, and they didn't transfer to new situations.[2] That's why we think it is important to use words like *attitudes*, *dispositions*, or *habits of mind* to describe the outcomes we are after, and not just to call them skills.

The next string of words – *choose, design, research, pursue, troubleshoot, and evaluate* – begins to unpack what it means to be a powerful learner. In a traditional classroom it is the teacher who does most of the choosing, designing, troubleshooting, and evaluating of learning, thus depriving the students of the necessity – and the opportunity – to learn how to do these things for themselves. The "Mission: Possible" of the LPA teacher – should you choose to accept it – is to teach in such a way that you gradually do less and less managing and organising of learning, and the students become more and more confident and capable of doing it for themselves.

Alone and with others stresses the importance of being able to take charge of learning both on your own and in collaboration. In the adult and out-of-school worlds – in a project team, a special-interest chat room, or a friendly staffroom – groups of people naturally get together to figure things out for themselves, so learning to be a good team player, a skilled conversationalist, and a respectful sounding board are as important as knowing how to wrestle with a difficult book on your own.

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2   See Raymond S. Nickerson, David N. Perkins, and Edward E. Smith (eds), *The Teaching of Thinking* (Hillsdale, NJ: Lawrence Erlbaum, 1985).

An immensely practical and solution-focused book. Its content is highly accessible and brings the ideas being discussed to life – making it really easy for teachers to integrate the Learning Power Approach (LPA) in their own settings, whatever the subject or phase.

Sue Plant, Head of School, John Taylor Free School, UK

An essential book for any teacher wishing to help young people to achieve outstanding academic results and be prepared for the challenges and opportunities of the 21st century.

Neil Tetley, Principal, Hastings School, Spain

The techniques and strategies that Guy and Graham have packed into *Powering Up Students* will boost the learning capacity of students, teachers, and school leaders.

Paul Byrne, Deputy Director, National Association of Principals and Deputy Principals, Republic of Ireland

Teeming with ideas, as well as practical and illustrative examples of the LPA in action, *Powering Up Students* really shows high school practitioners how to become better LPA teachers.

Rachel Macfarlane, Director of Education Services, Herts for Learning Ltd, UK

Powering Up Students is a wonderfully practical guide for high school teachers of any subject who are committed to tweaking their practice to ensure that students build up their learning power as well as achieve good grades.
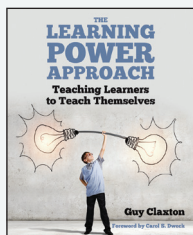
Margaret Rafee, Principal, Sri KDU International School, Malaysia

Powering Up Students is a book that practises what it espouses, and so it is of great instructional value to both teachers and school leaders, as well as to those involved in the preparation of all professionals working in high schools.
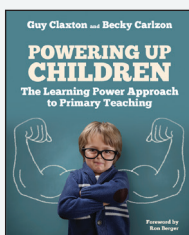
Ian Potter, Executive Head Teacher, Bay House School and Sixth Form, UK

Powering Up Students will empower high school teachers to make changes in their classroom practice and help them to enhance students' ownership of their own learning.

Hjordis Thorgeirsdottir, sociology teacher, Sund Upper Secondary School, Iceland