

Handout 1.1: Quotes Quilt

Reproduced with permission by the author from Leading Learning's *Challenge and Differentiation Toolkit*

'Bruner explained that the intellectual development of the child is not a clockwork sequence of events – it responds to influences from the environment. So, teaching does not have to follow the course of cognitive development, but can lead it by providing challenging, usable opportunities for the child to forge ahead in development – attempting the child into more powerful modes of thinking. Bruner was suggesting that learning should start from where the learner is already. His idea was to first match the problem to the learner's capacities or find some aspect of the problem that could be matched. Then, instruction should move the learner on from his/her current developmental level.'

(Jerome Bruner's Constructivist Model and the Spiral Curriculum, Research for Teachers, GTCE, 2006)

'If I had to reduce all of educational psychology to just one principle I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.'

(Ausubel, 1968)

Major drivers of attainment

1. pupils' cognitive and metacognitive activity
2. flow of challenging work
3. time on task
4. home support

(Wang, M C, Haertel, G D & Walberg, H J, 1993, Towards a knowledge base for school learning, *Review of Educational Research*, 63, No. 3, 249–294)

'Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think.'

(Martin Luther King, Jr)

'It is well established in cognitive science that learners always know something about the issue at hand and what they know is always their starting point for making sense.' (*About Learning Demos p12*).

'The study found "more than half the observed tasks were mismatched. The nature of the mismatch was related to children's level of attainment relative to his classmates. High attainers were underestimated and low attainers overestimated... Mismatching appeared to have important immediate consequences in terms of lost opportunities and limiting experiences for high attainers and confusion for low attainers."'

(Prof C. Desforges)

'The teacher, the student, the content – if you change one, you have to change them all.'

(Professor Richard Elmore, Harvard Graduate School of Education)

'"Differentiation" is the process by which differences between pupils are accommodated so that all students have the best possible chance of learning.'

(Training and Development Agency)

'Know thyself'

(Socrates)

'If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.'

(Donald D Quinn)

'No two children learn in the identical way. An enriched environment for one student is not necessarily enriched for another. In the classroom we should teach children to think for themselves'

Marian Diamonds (Professor of Neuroanatomy at Berkley)

'High achievers are not necessarily good real-life learners... Resilience in the face of difficulty is one of the most basic ingredients of learning power. Yet apparently you can be successful in school without it. Carol Dweck of Columbia University gave a maths test to a mixed-ability group of 14-year-old girls. In the middle of the test booklet, for some girls, had been stapled, as if by accident, a page of problems that none of them knew how to do. On the (perfectly do-able) problems after the impossible ones, many of the high-achieving girls did very poorly. As a result of being temporarily flummoxed, they had gone to pieces. These successful students were woefully lacking in resilience, and so could not really be classed as good overall learners.'

(*Building Learning Power*, Guy Claxton)