

CONTENTS

Acknowledgements	x
------------------	---

List of figures	xi
-----------------	----

The <i>Challenging Learning</i> story	xiii
---------------------------------------	------

The language of learning	xiv
--------------------------	-----

Chapter 1: Creating the conditions for early learning	1
--	----------

1.0 Challenging Early Learning	1
1.1 Encouraging growth in a nursery	1
1.2 Learning how to learn	3
1.3 The ASK Model	4
1.4 The ASK Model: Attitudes	5
1.4.1 The Marshmallow Experiment	7
1.5 The ASK Model: Skills	9
1.6 Learning Detectives	10
1.7 Chapter summary	12

Chapter 2: Children's response to challenge	17
--	-----------

2.0 Which path would you choose?	17
2.1 Why do children pick the easier path?	18
2.2 Persuading children to step out of their comfort zone	21
2.3 The Learning Challenge	22
2.4 Learning Challenge Stage 1: Identify concepts	24
2.5 Learning Challenge Stage 2: Create cognitive conflict	30
2.5.1 Wobblers	30
2.5.2 Comparisons	34
2.5.3 Prepared questions	34
2.6 Learning Challenge Stage 3: Construct understanding	36
2.6.1 Concept Targets	37
2.6.2 Ranking	37
2.6.3 Venn Diagrams	41
2.6.4 Opinion Lines	41
2.6.5 Opinion Corners	42
2.7 Learning Challenge Stage 4: Consider the learning	43
2.8 Chapter summary	45

Chapter 3: Developing dialogue with young children **51**

3.0	Using dialogue to develop children's language	51
3.1	Different types of talk	52
3.2	Cumulative talk	53
3.3	Disputational talk	54
3.4	Exploratory talk	55
3.5	Encouraging exploratory talk	56
3.6	Repeating, reflecting, rephrasing and extending	57
3.7	Chapter summary	58

Chapter 4: Engaging children's thinking skills **61**

4.0	Learning how to think	61
4.1	Transporter	64
4.2	Odd One Out	64
4.3	That is what I was thinking	66
4.4	The three whys (men)	67
4.5	A reasonable holiday	67
4.6	What if?	68
4.7	Storyboarding	69
4.8	Fortunately, unfortunately	70
4.9	Chapter summary	71

Chapter 5: Listening, thinking and questioning **73**

5.0	Patience for listening	73
5.1	Trust and respect	74
5.2	Listening and thinking (rather than listening and <i>talking</i>)	75
5.3	Developing questioning	76
5.4	Open-ended questions	77
5.5	Socratic questions	78
5.6	Who, what, where, when, why, how	79
5.7	Question stems	80
5.8	Thinking progress	80
5.9	Chapter summary	82

Chapter 6: Making progress **83**

6.0	Focus on progress	83
6.1	Progress in terms of the SOLO Taxonomy	91
6.2	The SOLO Taxonomy and learning	98

6.3	The SOLO Taxonomy and the Learning Challenge	99
6.4	Progress and a growth mindset	101
6.5	Mindset and praise	102
6.6	Ways to praise	104
6.7	Other ways to build a growth mindset	105
6.8	Self-efficacy	108
6.9	Chapter summary	109

Chapter 7: Feedback and Learning Intentions **111**

7.0	The impact of feedback	111
7.1	What is feedback?	112
7.2	Feedback and praise	113
7.3	Learning Intentions and feedback	113
7.4	Timing	117
7.5	Sitting beside your children	117
7.6	Encouraging the right type of feedback	118
7.7	Seven Steps to Feedback Success	121
7.8	The Seven Steps to Feedback Success: Some final thoughts	125
7.9	Chapter summary	126

Chapter 8: Early learning activities **127**

Activity 1:	What is a toy?	129
Activity 2:	People who help us	137
Activity 3:	The Gingerbread Man	145
Activity 4:	Why is Teddy feeling unwell?	157
Activity 5:	Decisions, decisions	163
Activity 6:	Shape	171
Activity 7:	Fairy tales	179
Activity 8:	Being a good friend	187

Appendix: Coded transcript relating to Section 3.6 **193**
