

## Partners in Learning

### Help for parents and children working together

Welcome to what is surely a challenge for you. It must seem very strange. Familiar surroundings but needing to set up routines that will result in real learning. It is a good idea to set up an area where distractions like phones and tablets are not permitted. You may have a laptop or pc that can become your window on the classroom and major resource area. It is a good idea to break down the day with regular breaks for snacks, walks, social media, TV or music. Physical activity is important and although there will be You Tubers and Vloggers vying for attention, don't forget simple alternatives like Wii and Play Station/Xbox fitness and sporting games. They can supply fun when things seem to be too repetitive.

Parents, don't try to become teachers! Take on the role as a guide or mentor. A good thing to learn is the importance of the example set by your driving instructor back in the day. The driving instructor lets the learner continue their learning and intervenes when something is going wrong. You'll probably need as much patience. Youngsters, try to remember this is new for parents and go easy on them. They may not seem as 'smart' as teachers but they have a lot to offer and want you to succeed. You have what most teachers would call the ideal teaching ratio of one to one.

What I hope to give you if you choose to join me over the next few weeks is a course of information that will help you on your learning 'journey' (a much over-worked word but appropriate here). I won't swamp you with information but what I will offer are a number of ways that will make the learning easier. We suffer in the world at the moment from information overload that makes it easy to 'cut and paste' chunks of information and vast amounts of pictures but doesn't really inform or lead to understanding.

Let's start by agreeing on the 3 R's. In the good old days the 3 r's stood for READING, WRITING and ARITHMETIC. Can I see a puzzled look on the child's face? Yes in the day when we cared about good spelling it seems odd that only one of those subjects actually starts with an 'R'. We got over it by the fact that 'writing' sounded as if it started with an r and we called 'arithmetic' - 'rithmetic'.

For this programme I'd like you to consider this new set of 3 R's to support your learning:

**RESILIENCE** – the ability to keep going when things get tough and not throwing in the towel. If you find you already know everything you are learning nothing. Think about that for a second. It's only when you get stuck that you should say 'Hooray! I have something I need to learn!' So celebrate the times when you are struggling. You may not have learned that yet but you are determined that you will! That's resilience.

**RESOURCEFULNESS** – knowing where to go to find out something you need to know. It may be from a book, or from an adult, or from a friend, or from the internet (but be careful here as not everything on the web can be trusted to be reliable and factual).

**REMEMBERING** – with the increased emphasis on exams – you need to take advantage of the basic weakness in the exam system. It tests memory and not intelligence or understanding. We can learn techniques together that will enable you to remember any key facts not just for weeks or months but for life. It saves time to learn things once.

Ready to start? Be ready to move on to step 2 and understand the potential of 'The Big Picture' and 'The Capacity of the Brain'.