



Structural Learning

Think. Talk. Link.

Why is Structural Learning important for Schools?

- Understand and manage students thinking and learning (Metacognition).
- Improve memory of factual information.
- Develop intellectual character with well constructed classroom talk.

What is the strategy?

- The strategy uncomplicates abstract ideas with visual representations and sustained stretches of talk.
- Structural Learning promotes conceptual understanding that strengthens memory.
- Structural Learning comprises of planning tools so teachers can create their own subject-specific thinking processes.
- The Method also breaks down complex learning processes into manageable cognitive tasks. These 'cognitive stepping stones' ensure that no student gets left behind.

What does it do?



It helps students understand lesson content by teaching them how to organise their thoughts.



It puts learners in a position to think critically and creatively by visualising important connections.



It helps learners achieve a greater 'depth' of understanding.



How do we use it?

Thinking with your hands.

How does it work?

The use of Structural Learning encourages students to see information as components of systems, rather than as isolated facts. When these representational constructions are being built, students notice important connections and patterns.

Benefits to Learners

- Develops: Comprehension, Creativity and Critical Thinking.
- Makes learning: Cooperative, Engaging and Meaningful.
- Great for: Developing groups and Interpersonal skills.

Curriculum Applications

There are numerous cross-phase, cross-subject applications. Most of the content we teach as knowledge are 'thought objects' that are interconnected. Within English, the Sciences and Humanities there are multiple opportunities to connect and structure ideas. Grammatical concepts and written work can also be scaffolded yielding opportunities to develop the technical skills of literacy ([Download the Primary Map here](#)).

What year groups is this for?

From Early Years up to Key Stage 5.

Why Bricks?

Building is a collaborative exercise that encourages learning conversations and the sharing of ideas.



What is the Research Program?

An opportunity to host or commission your own project

An Evidence-Informed Approach

The Structural Learning Innovation program investigates how the development of cognitive abilities and intellectual character enhance attainment. Underpinned by psychological theory, this professional development program aims to achieve a deeper understanding of the process and mechanisms that underlie learning with the goal of improving educational practice and learning outcomes.

How is it delivered?

This collaborative approach is delivered over four sessions in an academic year. The timescales fit around the design and facilitation of the individual classroom research projects. Each member of staff receives a classroom kit, planning resources and a stunning research journal (View it here).

What if we have never done research before?

Classroom practitioners are often put off developing research projects due to time pressures and the perception of the process being too complicated. The teachers research journal simplifies the enquiry methodology providing a back bone for the project. By the end of the academic year, teachers will have developed effective strategies and gained valuable insights into the process of learning.

How much capacity do we need to run this?

This model enables your organisation to deliver engaging (and manageable) evidence informed professional learning. We provide all the resources and support the participants throughout the process. If this new concept resonates with your educational values, please do get in touch.

Please contact **Paul Main** on the details below to discuss your ideas.