

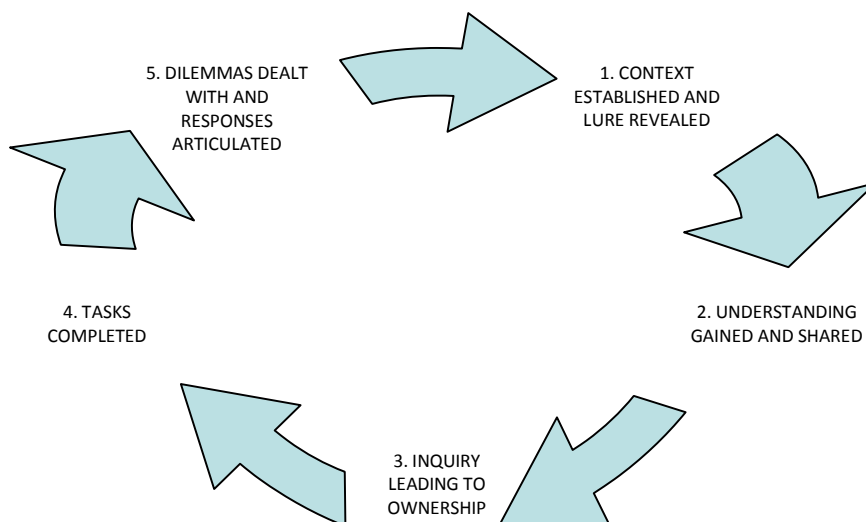
The Lure Process

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The Lure Process is one that encourages learner voice. It uses a lure or a *fascinator* to grip children so that learning can take place within a given context. The context is the fiction that surrounds the lure itself which the teacher can develop in line with their own aims and objectives. The Lure Process invites learners to share their own view of the world and their place within it by promoting inquiry, questioning, problem-solving, empathy and empowerment.

In creating a Lure Process the teacher needs to begin with the curriculum. What learning is required by my class? What skills do my learners need to achieve my objective? What do I want the learning to look like in my environment? When these points have been addressed, a Lure can be established.

In establishing a lure, it is important to choose something that will grip a class - something that will ignite curiosity and inquisition. Through skilled application, the lure can become a vessel of deep learning and open up various opportunities for learners to articulate responses. These responses could be written, spoken, drawn or sung – the key to the response is that it will be human and authentic.



The representation above simplifies the process. Below is a case study of how the Lure Process has been applied.

Case Study: Primary School, Tameside

Year 5

The Lure Process was adopted in order to engage learner voice. The teacher wished to find a route for enabling her learners to articulate how they felt about themselves as learners. The class are mixed ability and the teacher has a background in Drama.

1. CONTEXT ESTABLISHED AND LURE REVEALED

A colleague in role as a secretive government official brings a letter to the class and shares it. This is the **lure**. It reveals that the government has plans to replace all teachers with androids and the views of the learners are being canvassed. After the initial excitement, the questions begin. The official, known as Mr X, then asks the learners to 'sign' an official secrets act. They do this by placing their thumb print on a piece of paper passed around the room. One question asked is "Can I tell my Mum and Dad?" Mr X replies, "They already know."

2. UNDERSTANDING GAINED AND SHARED

Mr X is challenged by the teacher as to why this particular class has been chosen and he responds that it is because they are brilliant. The class are then invited to construct a list of questions that they wish to ask Mr X before he has to leave. They are directed away from low level questions and are challenged to get to the root of why human teachers are being disposed of. The thought of losing their real teacher is disturbing for some learners although there is an obvious undercurrent of playfulness.

3. INQUIRY LEADING TO OWNERSHIP

By play time the class have been successfully lured into the fiction and have feelings of being special – chosen. They are taking it seriously and feel that whatever is going on belongs to them. The interview exercise has deepened the fiction and has enabled a task to be set:

What skills and attributes do the androids need to enable you to be great learners?

The question itself is operating on a relatively high level and it is one that the teacher supports the learners through in terms of understanding. The task requires the learners to work in groups towards a presentation in response to the question, as well as the overall context within which they are learning.

4. TASKS COMPLETED

Following Mr X's departure (*where the 'fiction' was revealed as just that*), the teacher facilitates the construction of the presentations, but not the content. Essentially the students are gaining an understanding of what good teaching and learning look like through their perspective. The teacher is seeing this during the development of the presentations.

5. DILEMMAS DEALT WITH AND RESPONSES ARTICULATED

On leaving, Mr X said he would return in a few days with Professor Y, the inventor of the androids. This will be the day the presentations are showcased. Through the week, the

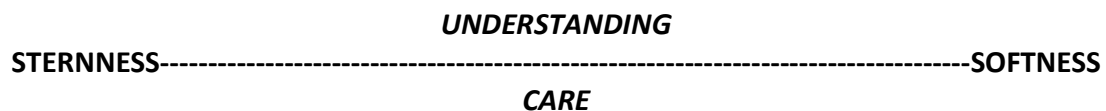
learners are challenged by the deadline but the key thing is, they also start making their minds up about things. They don't want androids as teachers. They realise they need to voice this to Mr X. When X and Y arrive, the presentations happen. All learners speak, participate and share. Perhaps even more important than the presentations were the discussions facilitated by the adults that took place afterwards.

As you can see, the process in this case study involved the participation of up to 3 adults. If this scenario were to be replicated, it would be easy to adapt and recreate. Mr X simply gave a voice to the lure of the letter itself but there would be nothing stopping the teacher presenting it differently. It is the lure itself that captures the imagination.

What the learning looked like:

- High order questioning
- 'Passenger' learners speaking up and voicing thoughts
- Group work
- Shared responsibilities and roles
- Creative
- Inclusive
- Thinking time

In all, the response to the key question was essentially: we don't want android teachers, but **this** is what we want our teachers to be like. We want real people who are knowledgeable, caring, happy, firm and *unprogrammed*! During discussions with the class, this spectrum was created:



The class want their teachers to always treat them with care and understanding which offers an overriding consistency; there is a shared understanding that teachers will veer or shift on the sliding scale between being stern (*firm*) and being soft (*gentle*).

This is the result of a fictional context influencing the real world – the world of the child.

In conclusion, the fiction-based process creates an authentic model that makes learning real.

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