

Chalkface. Growing learning habits.

See, think, wonder



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It's the building that matters.

- Building perseverance
- with a different sort of scaffolding




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Persevering	1) Dealing with 'stuckness'	2) Managing the learning environment	3) Self talk	4) Dealing with challenge	5) Orientation to goals
Embodies	Unphased by being stuck knowing they have the strategies to overcome.	Manages own learning environment independently with a positive learning-value system.	"I look out for new strategies to help me learn/understand."	Seeks out and relishes challenging activities, knowing they have the skills and emotions to make them successful.	Sets and amends long term life goals.
Organises	Takes risks as defined by relevant goals. Analyses fail and mistakes positively to better understand.	Overcomes and manages any external discouragement, negativity, peer pressure.	"I get organised to ensure everything gets done."	Systematically plans longer term/substantial projects.	Sees current goals in a wider learning term context. Willing to change immediate goals in the face of setback.
Values	Is curious about setbacks. Uses written verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Creates clear achievable and goals. Thinks of challenges as their goals.
Responds	Initiates own attempts to get unstuck. Seeks positive support. Knows why they are stuck.	Uses distractions positively. Knows what to avoid.	"I stay positive even when it's hard."	Anticipates the risks of more challenging activities.	Accepts external sources of goals (from teachers/parents). Tries with realistic goals.
Receives	Uses suggestions, prompts and resources to get unstuck.	Aware of what distracts them and tries to control it.	"Learning can be a struggle. It's okay to find things hard. I have the patience to work through it."	Resists the inclination to stick with easy, cardio activities.	Has a sense of what they want something to look like. Visualises and results.
Lacks	No coping strategies. Feels stuck.	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.	"I don't like being wrong. What's the point of effort? I think learning is easy."	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Little sense of ends or goals or working towards something purposefully.

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Perseverance
What it consists of:
How it grows

Reacting to stuckness



The threads that link these slides together:
 Understanding progression is key to building better learners;
 Progression enhances and deepens the school's learning language.
 Teachers can intervene in order to build perseverance

Aim of the discussion: To consider/explore the nature of progression in relation to perseverance.

Objectives: By the end of the discussion participants will have explored:

- The progression chart for perseverance
- Where their students are secure in relation to the chart
- Whether students are becoming increasingly perseverant as they move through the school;
- Ideas to use in the classroom that build student perseverance.

The Key message(s) on this slide:

It's not enough to get them 'doing it', whether the 'it' is persevering, asking questions, thinking ahead or whatever.
 We need to get them 'doing it better' over time.
 But first, we need to understand what 'getting better' really means.

Detail:
 We are going to focus on perseverance here because it is the leaning behaviour that teachers tell us is most in need of improvement.
 We could, of course, chosen any other learning behaviour and treated it in the same way, but that is for the future - it is the focus of the phase 2 online modules in both Stepping Stones and Nutshells.

The Key message(s) on this slide and the next 4 slides

Perseverance is a complex blend of a number of factors

Detail:

How we deal with being stuck, the way in which we react when stuck, the strategies we have for overcoming it, our curiosity about the mistakes we make and how we can learn from them.

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Organises	Takes risks underpinned by relevant strategies. Analyses failures and mistakes positively to better understand	Overcomes and manages any external discouragement, negativity, peer pressure	"I get organised to ensure everything gets done"	Systematically plans longer term/substantial projects	Sees current goals in a wider learning context. Willing to change immediate goals in the face of setback
Values	"I cut back about mistakes. Uses written and verbal feedback effectively"	"Has worked out ways to help them through the hard slog of practice"	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify their purposes and outcomes. Uses planning tools to avoid obstacles	Makes given goals their own. Creates clear achievable and goals. Thinks of challenges as their goals
Responds	Initiates own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck	Uses distractions positively. Knows what to avoid	"I stay positive even when it's hard"	Anticipates the risks of more challenging activities	Accepts external sources of goals (from teachers/parents). Tries with double goals
Receives	Uses suggested prompts and resources to get unstuck	Aware of what distracts them and tries to control it	"Learning can be a struggle. It's okay to find things hard. I have the patience"	Resists the inclination to stick with easy, can-do activities	Has a sense of what they want something to look like. Visualise end results
Lacks	No coping strategies	Prone to be distracted. Put off by lack of resources. Sensitive to negativity	"I don't like being wrong. What's the point of effort? I think learning is easy"	Gives up readily. Craves constant support. Put off by having 'too much to do'	Little sense of ends or goals or working towards something purposefully

Perseverance
What it consists of:
How it grows

Maintaining focus.

Managing distraction

Managing the learning environment

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Perseverance
What it consists of:
How it grows

Maintaining focus.
Managing distraction
Managing the learning environment



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Detail:

How adept we are at maintaining focus, the extent to which we can manage our own learning climate, ignore or manage distractions, regain focus if lost.

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Perseverance

How it grows

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What we think of, or say to ourselves as a learner.

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Perseverance
How it grows

What we think of, or say to ourselves as a learner.



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Detail:

How we talk to ourselves. How emotionally tough we are, whether we really believe that learning is learnable, that effort will pay off in time, that learning ought to be taxing, and how we retain optimism when doing the hard yards.

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Perseverance
How it grows

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**Excited or afraid,
brave or give up.**

Dealing with challenge

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Perseverance
How it grows

Excited or afraid, embrace or give up.



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Detail:

The relationship we have with challenge, are we more excited by the prospect of triumphing over challenge, or more afraid of failing when faced with difficulty ?

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Perseverance

How it grows

Why bother with something in the first place?

Pursuing our own goals

Orientation to goals

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Perseverance
How it grows

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Detail:

The extent to which we are goal orientated how we design and pursue our own challenging goals with tenacity and independence

Why bother with something in the first place?

Pursuing our own goals



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Perseverance
How it grows

Negative
behaviours. Things
to turn around

I can't.
I won't

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Perseverance
How it grows

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The Key message(s) on this slide and the next 5 slides:

There are 5 stages in the growth of perseverance

Detail:

How do these aspects of perseverance GROW?

[NB THE SCALE IS DERIVED FROM BLOOM'S TAXONOMY OF THE AFFECTIVE DOMAIN.]

The grey row:

LACKS Minded to seek to stay in their comfort zone In this phase pupils have made a big leap from having a negative mindset to a neutral one. Here they are inclined to play it safe, staying within their own comfort zone to ensure success and avoid perceived failure. They still need adult support to maintain focus and optimism when tackling tasks they perceive as difficult, but beginning to show willing to take more responsibility.

Negative behaviours. Things to turn around

I can't.
I won't



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Perseverance
How it grows

Do it because I'm told to.

Show me
Tell me

Received

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Perseverance
How it grows

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Detail:

The purple row

RECEIVES. Minded to seek to stay in their comfort zone In this phase pupils have made a big leap from having a negative mindset to a neutral one. Here they are inclined to play it safe, staying within their own comfort zone to ensure success and avoid perceived failure. They still need adult support to maintain focus and optimism when tackling tasks they perceive as difficult, but beginning to show willing to take more responsibility.

Do it because I'm told to.

Show me
Tell me



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Perseverance
How it grows

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Do it willingly

I'll try

Responses

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Perseverance
How it grows

10

Do it willingly

I'll try

Responds



Detail:

The blue row

RESPONDS. Minded to be willing to believe that effort will pay off. In this phase pupils develop greater independence and are motivated by trying to reach achievable goals. They are realising that fear, the need for adult support and distractiveness can be overcome by having/using more coping strategies and practical ideas to get them unstuck.

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Perseverance How it grows

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I see the point. I value it. I win by doing it

I see why.

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Perseverance
How it grows

11

I see the point. I value it. I win by doing it

I see why.

Values



Detail:

The green row

VALUES. Minded to value persevering on learning. In this phase the pupil has developed a strong belief that they can get better at learning. They become curious about mistakes and care about the goals they are trying to reach. They develop and use many practical strategies to assist them in dealing with challenge, stuckness and the learning environment.

NB This is a breakthrough point. In the purple and blue rows learners are heavily dependent on their teachers to make it happen. In the green row, learners come to believe that behaving in this way has pay-off for them. Increasingly from here onwards, they become less reliant on teacher support and more willing and able to do it for themselves.

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Perseverance
How it grows

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Organised to do it.

I make sure I
do

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Perseverance
How it grows

12

Organised to do it.

I make sure I do

Organises



Detail:

The Yellow Row

ORGANISES. Minded to relish open ended challenge. In this phase the pupil organises themselves to get the job/task problem done. Risk taking is underpinned by sound strategies. Failures are analysed for greater understanding. They have accepted responsibility for their behaviour.

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Lacks	No coping strategies.	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.	"I don't like being wrong. What's the point of effort? I think learning is easy."	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Little sense of ends or goals or working towards something purposefully.

Perseverance
How it grows

13

Detail:

The orange row

Embodies. Minded to internalise the value of perseverance. In this phase pupils’ behaviour is pervasive and consistent, predictable and importantly characteristic of the learner. Perseverance is part of their character.

Characterised by it.
Part of them.

I can't not do it

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Persevering	1) Dealing with 'stuckness'	2) Managing the learning environment	3) Self talk	4) Dealing with challenge	5) Orientation to goal
Embodies	Unphased by being stuck, knowing they have the strategies to overcome it.	Manages own learning environment independently with a positive learning-value system.	"I look out for new challenges to help me learn/understand."	Seeks out and relates challenging activities knowing they have the skills and emotions to make them successful.	Sets and amends long term life goals.
Organises	Takes risks underpinned by relevant strategies. Analyses failures and mistakes positively to better understand.	Overcomes and manages any external discouragement, negativity, peer pressure.	"I get organised to ensure everything gets done."	Systematically plans longer term/substantial projects.	Sees current goals in a wider/long term context. Willing to change immediate goals in the face of setback.
Values	Is curious about mistakes. Uses written and verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Creates clear achievable end goals. Thinks of challenges as their goals.
Responds	Initiates own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck.	Uses distractions positively. Knows what to avoid.	"I stay positive even when it's hard."	Anticipates the risks of more challenging activities.	Accepts external source of goals (from teachers/parents). Tries with double goals.
Receives	Uses suggested prompts and resources to get unstuck.	Aware of what distracts them and tries to control it.	"Learning can be a struggle. It's okay to find things hard. I have the put effort in."	Resists the inclination to stick with easy, can-do activities.	Has a sense of what they want something to look like. Visualises end results.
Lacks	No coping strategies.	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.	"I don't like being wrong. What's the point of effort? I think learning is easy."	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Little sense of ends or goals or working toward something purposefully.

The complete
perseverance chart

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The Key message(s) on this slide:

Putting it all together produces a progression chart for Perseverance like this.

Detail:

Give time to look at this chart - it is a lot to take in !
Movement upwards is not inevitable
Many adults do not reach the top of this chart
A lifetime of growth is detailed here
The chart is a ‘professional document’ written in professional language - do not be tempted to use it with students - they will have no idea what it is talking about !!!
However, re-drafting the purple and blue cells in pupil-speak would be an interesting activity.

Remember - there are two breakthrough points:
Going from Grey to Purple requires changing a negative outlook (Grey) into a neutral outlook (Purple)
Going from Blue to Green is where students start to do it for themselves, when teachers can step back, intervene less, and allow learners to do it for themselves.

Have a think...

Where do you estimate most of your students to be secure on the perseverance chart?








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The Key message(s) on this slide:

We can use the chart as a lens through which we can view our students as perseverers.

Detail:

There are exceptional perseverers who are well towards the top of the chart.
And there are others who barely get onto the bottom rung.
Ignore these outliers for a moment - think about the vast majority of learners in your class.
Which colour best describes them ?

In terms of running this reflective activity, it is best done in phase teams (in the primary school).
Give time for teams to agree an answer. Typically they will say things like ‘Purple with a bit of Blue’.
Collect answers, starting with your youngest learners and moving up through the school.

What generally emerges is that everybody says largely the same.
Or, put another way, our learners are not growing significantly in perseverance as they move through the school. And that is despite all of the good advice about ‘not giving up’ and ‘trying hard’ that they are given.

Implementing the ideas in your classroom

Creative questions. Ask yourself what if ?



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The threads that link these slides together:

There are small changes that teachers can adopt to 'nudge' students to move up the chart
The changes need to be appropriate to their starting points

Aim of the discussion: To consider/explore teaching ideas that could help students to become better at persevering

Objectives: By the end of the discussion participants will have explored:

- A range of possible perseverance related strategies
- Which strategies might work with their students at this phase of their development
- Decided to adopt a strategy or two to trial in their classroom.

Implementing the ideas

VTR Creative questions. How would it be different if...?



Look at the ideas about improving perseverance on the set of cards (also in your resource book). Work together to decide...

If I do XXX will it... improve/develop/enhance/ help move... my pupils from xxx to yyy on the perseverance chart.....



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The Key message(s) on this slide:

This slide sets up the card sort activity

Detail:

Download and print sufficient sets of the cards.

In small groups, invite teachers to talk through them one by one

Some ideas will immediately appeal and be well-matched to where their learners are
Some will appeal, but students are not yet ready for it
Some will appeal, but teachers are uncertain how they might do it
And some will not appeal or seem relevant.

You might want to use the following slide to support the sorting exercise:

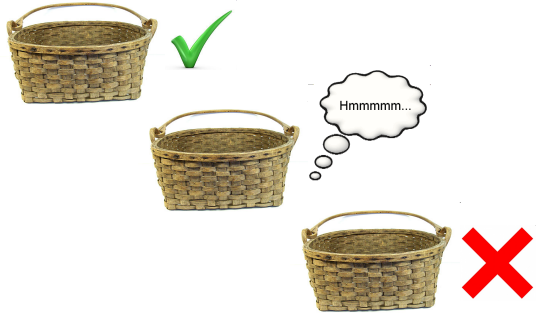
Imagine three baskets

Place the cards, one by one, into the 3 baskets.

Basket 1 is 'I like the idea and I fancy trying it with my students'

Activity: Imagine three baskets . . .





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See notes on the previous slide

Allow plenty of time for this

Listen to the conversations

You may want to get groups to share particularly interesting discussions

(The slides towards the end of this presentation show the cards they have been sorting. No need to talk through these slides, they are just here so that you can put one up on the screen while it is discussed)

You might consider getting some people to visit other groups to hear which cards have ended up in which basket and why.

VTR Creative questions. How would it be different if...?

- Where, between the lines of the progression chart, would it fit?
- Put the ideas you want to use on the between the lines chart.

The Key message(s) on this slide:

Detail:

Refer to the 'between the lines' chart (it is in the downloadable resource, and also shown on the next slide)

Using just the cards in the 'I fancy doing this' pile, invite teachers to place the ideas on the 'between the lines' chart.

After a while, ask the question:

Is where you are putting the cards consistent with where you guesstimated your learners to be?

[For example, if you think that you students are mostly purple, are the ideas you are considering falling in the Purple to Blue gap?]

[Look at the other cards in a similar way if time permits]

Powering	1) Dealing with "drinking"	2) Managing environment	3) Self talk	4) Dealing with a challenge	5) Orientations to goals
Emboldens: I can do it!	Engaged in, happy, energized, confident, and motivated	Environment is healthy, comfortable, and energizing	I look at the situation and I know I can do it	Challenges are useful, motivating, and fun (I know I can do them successfully)	Goals are meaningful and worth pursuing
Organizes: I know I can make "sure"	Organized, efficient, and effective in achieving goals	Environment is healthy and energizing	I go prepared to give it my best shot	Challenges are fun, motivating, and useful (I know I can do them successfully)	Goals are meaningful and worth pursuing
↑					
Values: I see why	Is active about obstacles, finds better and more effective efficiency	Worked out, relaxed, has been through hard days of practice	I bring goals to work and I know I can do it	Challenges are fun, motivating, and useful (I know I can do them successfully)	Goals are meaningful and worth pursuing
↑					
Responds: "I'll try"	Initiates new strategies, plans, attempts	Stress, distractions, fatigue, tiredness and pain	I'm positive about it	Anticipates the risks of challenges	Accepts realistic risks of achieving goals
↑					
Reveals: I can tell "me"	Has engaged in goals, plans, attempts	Stress of fatigue, tiredness and pain	Learning to cope with it, trying to keep it going. That's the goal	Perceives the relevance to goals	Seeks a sense of meaning and purpose. Motivation and results
↑					
Lacks: I can't tell "me"	No training attempts	Stress to be tolerated, to be distracted, to be exhausted	I quit the best young of my life	Overestimates risks, doesn't see the relevance to goals by trying to keep it going	Little sense of meaning and purpose

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Between the lines.

The Key message(s) on this slide:

See notes for previous slide

The Key message(s) on this slide:

Committing to action

Detail:

In light of the session, what will you do, do more of, do less of, keep doing

This could initially be an individual reflection activity

It could be followed by teachers putting their key changes on to a large version of the pentagon as a public expression of what they are all seeking to do.

Card sort activity

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BLP
Building
Learning Power

The Key message(s) on this slide:

These are the 15 cards in the card sort activity on slide 17

Detail:

This is not included as a slide to be shown, unless the discussion arising from the card sort means that you want to illustrate which card you or they are talking about.