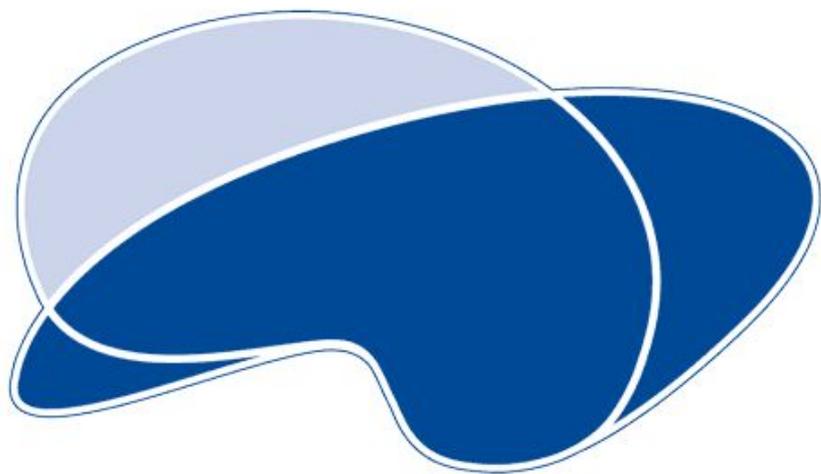


# Welcome to Building Better Learners

## Session 1 Your supple learning mind





**Building  
Learning Power**

# What we are trying to achieve in session 1

## Outcomes

- Aware of key learning behaviours
- Aware of why they are useful
- Understanding how they grow

## Learning behaviours you will need to contribute!

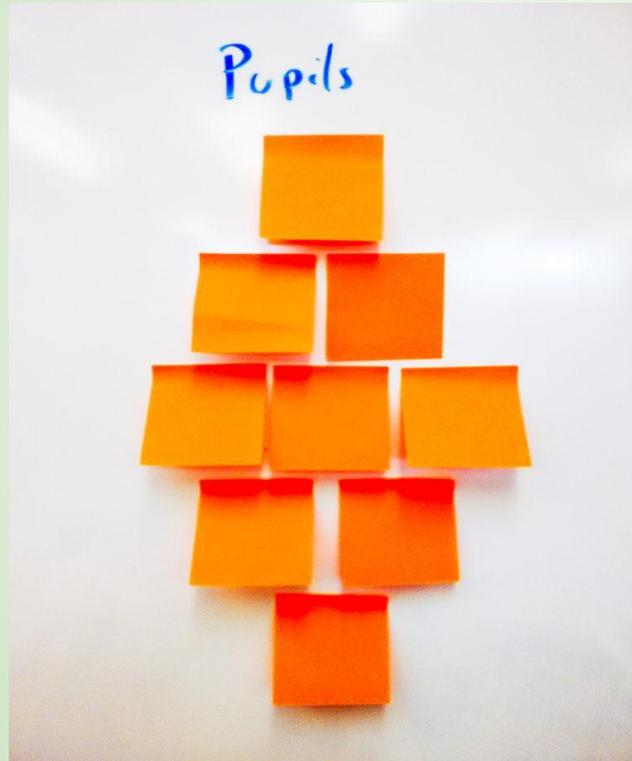
- Noticing
  - The key points
- Collaborating
  - Drawing from each other
- Imagining
  - How this might work?
- Persevering
  - Tolerating uncertainty

# Outcome 1

## Becoming aware of key learning behaviours

# What learners think good learners do

## Diamond 9



- 2 groups
- What would your pupils say good learners do?
- Arrange as a diamond 9
- Most popular at the top
- 5 mins

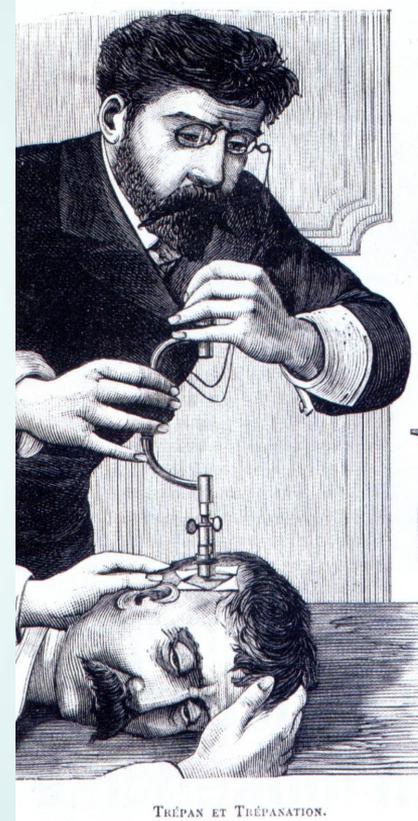
## What teachers think good learners do



- Using your professional know-how
- What do good learners do?
- Most important at top
- 5mins

# Ideas about learning and your brain

- Is Learning Learnable?
- Old idea
  - intelligence is fixed
- Research into the brain
  - mind is improvable
- Intelligence is
  - 'the sum total of **habits** of mind'
  - Resnick
- Habits can be changed and developed
- Intelligence is
  - 'knowing what to do when you don't know what to do'
  - Piaget
- **Getting stuck is the liberating point, when learning begins**



# What is Learning Power?

A person's learning power

- determines
- even dictates
- their propensity to change

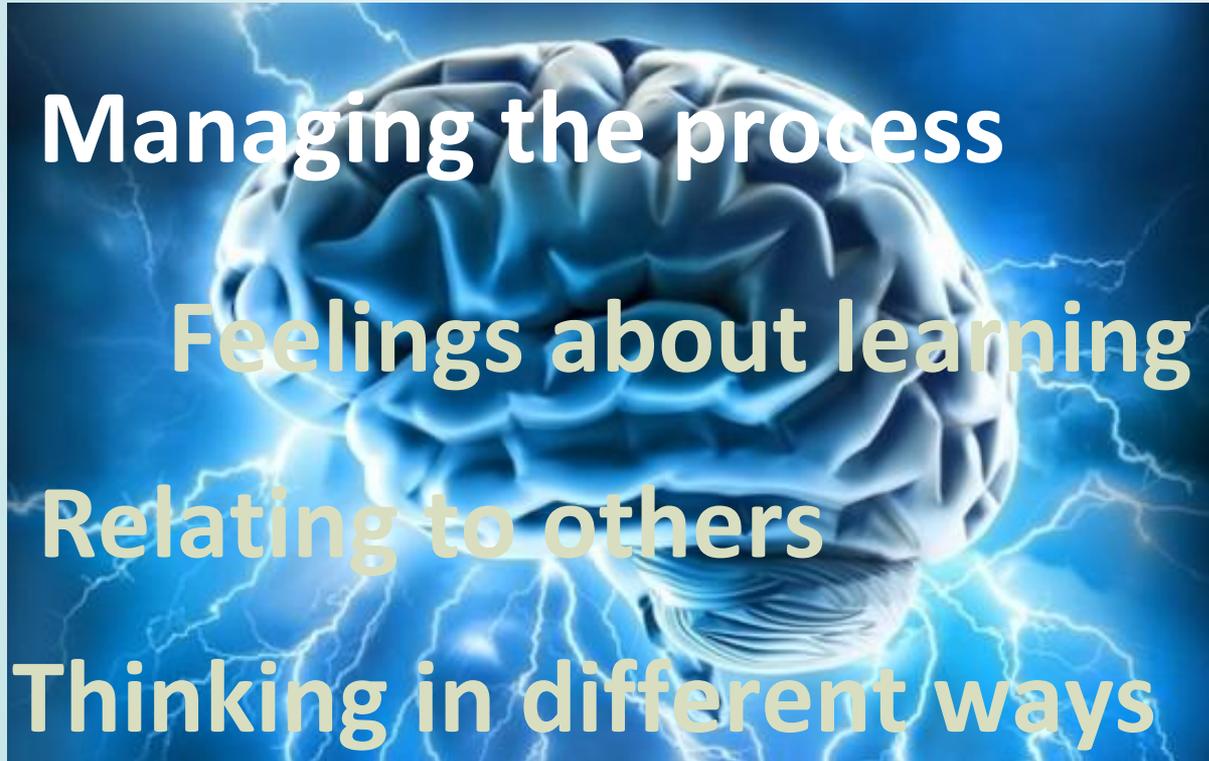
It directs those behaviours that influence and underpin performance throughout life

Researchers set about discovering the key psychological characteristics judged to be of the highest value in helping students to thrive in a complex world.

**Think...**

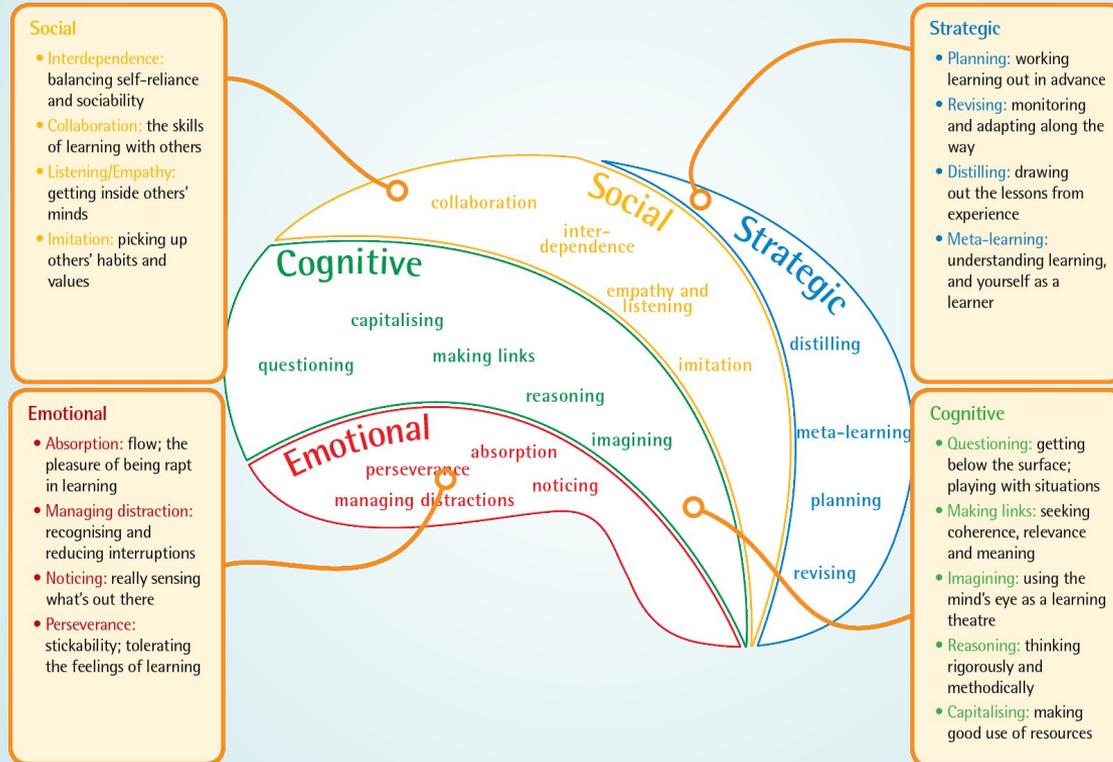
- Dispositions
- Habits
- Energies
- Behaviours
- Learning muscles
- Inclination to learn
- **Not** 'can do'
- **But** 'do do'

BLP is about helping students to understand how they learn



- Their feelings
- Their ways of thinking
- How they learn together
- How they manage the process

# The Supple Learning Mind framework



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# Gap Task 1...getting your head round behaviours

- A task to make the behaviours come alive for you.
- Pages 4-7 in your Resource Book
- **Think** about the learning behaviours
- **Puzzle** over what it means to be without these learning behaviours. How **not having them gets** in the way of learning
- **Explore** and record the names of students who appear to use **or** don't use each behaviour

Understanding learning

Think

The BIG one: Emotional engagement

- Become absorbed
  - Being rapt and attentive
- Overcome distraction
  - Creating your own best learning environment
- Notice assemblies
  - Perceiving subtle nuances and patterns
- Persevere:
  - Keep going despite difficulty, tolerate feeling of learning

Puzzle

When emotional control is missing

- Despair when an answer is not immediately clear
- Hesitancy of getting things wrong
- Want to do things quickly – to get rid of it
- Easily distracted
- Unaware of different strategies to try
- Avoid learning too easy
- Giveable to non-challenging tasks

Explore

Emotionally engaged

- \_\_\_\_\_ likes a challenge
- \_\_\_\_\_ is not afraid of finding things hard
- \_\_\_\_\_ gets 'lost' in learning
- \_\_\_\_\_ makes accurate descriptions and observations
- \_\_\_\_\_ minimises negative distractions
- \_\_\_\_\_ sticks at things despite difficulties

Explore

Emotionally engaged

- \_\_\_\_\_ doesn't like a challenge
- \_\_\_\_\_ is afraid of finding things hard
- \_\_\_\_\_ doesn't get 'lost' in learning
- \_\_\_\_\_ never makes accurate descriptions and observations
- \_\_\_\_\_ often distracted
- \_\_\_\_\_ doesn't stick at things

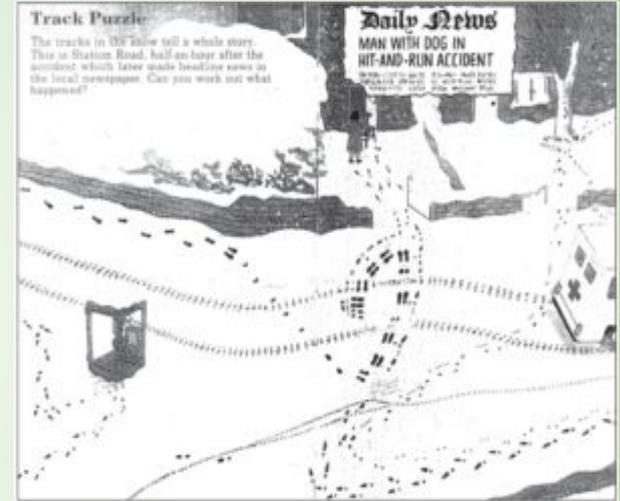
4 Copyright © TLO Limited 2018 | The Supple Learning Mind, Building Learning Power | Supple Learning, MBSC-Resource, Book\_V2 | 11/09/18 |

# Outcome 2

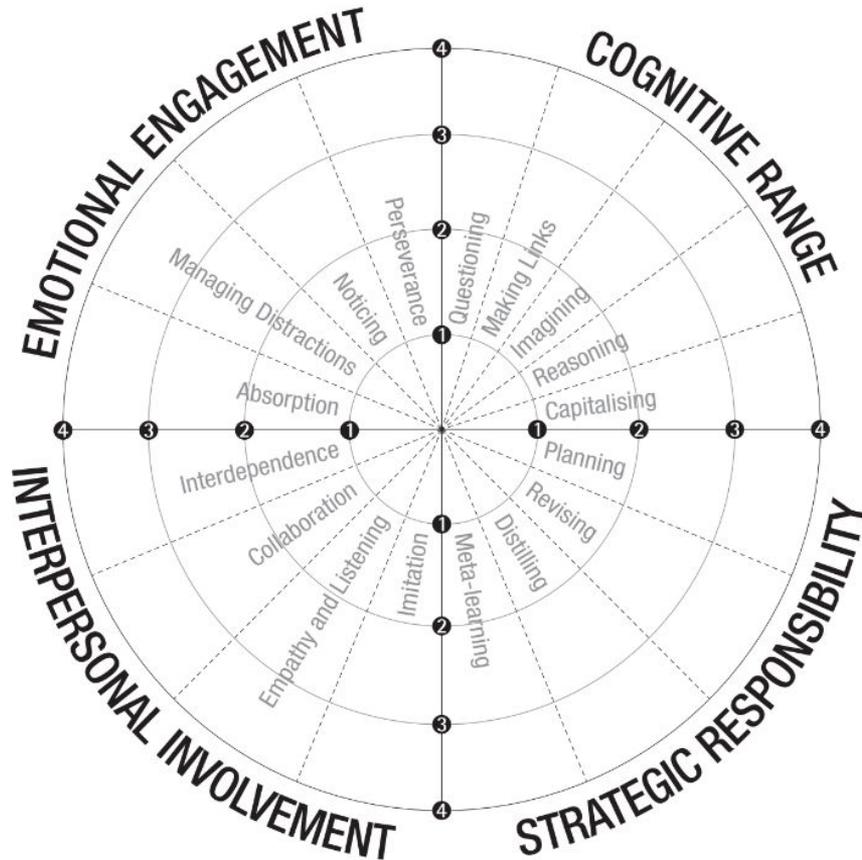
## Becoming aware of why learning behaviours are useful

# Spot the learning behaviours

- Groups of 5
- 3 people to tackle the challenge
- 2 to observe
- Challenge – Work out what's happened
- 5 mins
- Observers – which learning power behaviours are being used to solve the challenge?



Rating the learning stretch

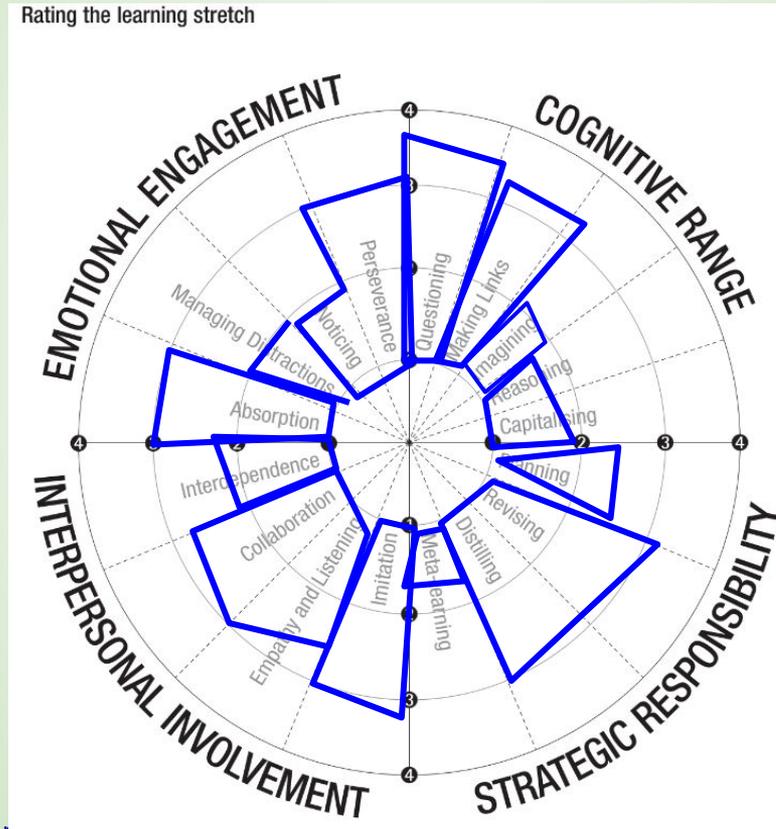


# Spot the learning behaviours being used . . .

- Resource Book P 9
- Colour learning behaviours being used
- The more used the more you colour toward the edge of the circle.
- Which learning behaviour was used most?

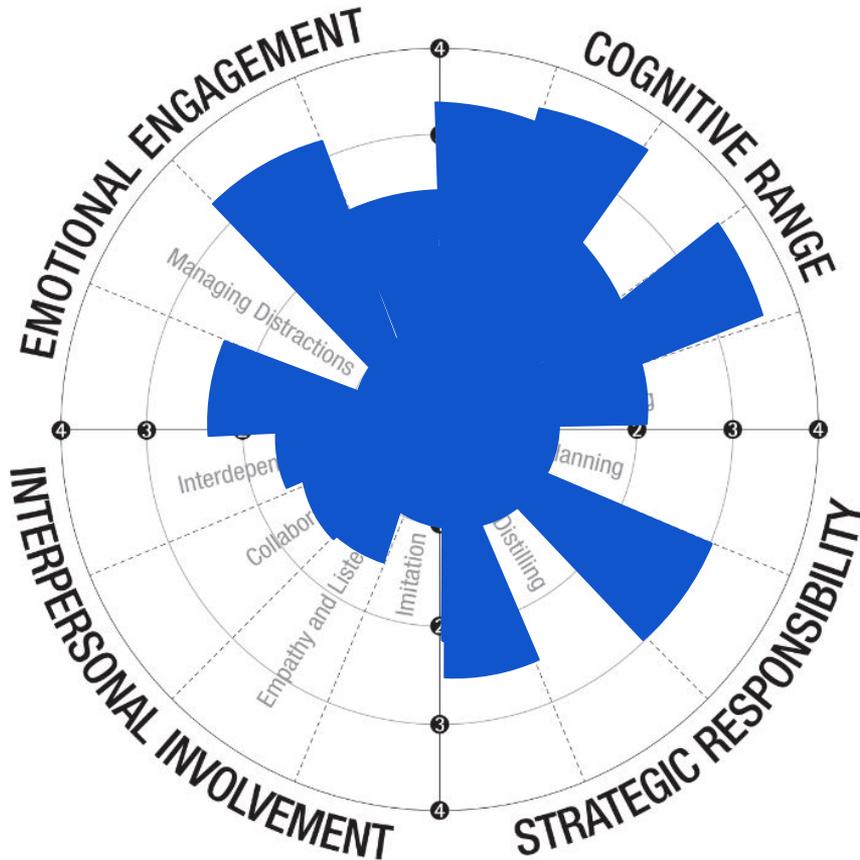
# Spot the learning behaviours being used

## Rating wheel



- Colour learning behaviours being used
- The more used the more you colour toward the edge of the circle.
- Which learning behaviour was used most?

Rating the learning stretch



# Does it look like...

- High emotional engagement. Noticing
- Very high cognitive. Questioning, Linking, Reasoning
- Lots of Revising
- Some Listening and Collaborating

# Learning: poles apart

**Fragile**, dependent, **risk averse**, weak perseverance



Absorbed, attentive, **hang in there** despite toughness, give it a go

**Emotional engagement**

**Rule bound**, like only tried and tested, **fragmented** info, **passive**, uncritical



**Curious**, rich understandings, **imaginative**, logical

**Cognitive range**

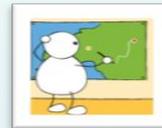
Isolated and **dependent**, lack of engagement with others.



**Collaborative**, listen empathise, Learn with and from others

**Social interaction**

Little self awareness, **robotic**, can't explain reasons for what/why they do things



Plan, revise, **know themselves as learners**. Like to take responsibility for own learning

**Strategic responsibility**

# And the answer is...

The tracks coming from the right are those of a man walking his dog.

The dog sees a cat at the top right and dashes off, dragging it's lead.

The cat climbs a tree and the dog waits below.

Meanwhile, the man darts into the road after the dog, and is hit by a motorcycle.

The motorcyclist rides off.

The man at top left runs to help the injured man to a chair brought by a lady from the house, middle top.

Man coming from bottom left runs to telephone box to call an ambulance.

Ambulance arrives.

Injured man is helped into it by first helper, who climbs in with him

Both drive off in ambulance

# Outcome 3

## Understanding how learning behaviours grow

# It's the building that matters.

- Building perseverance
- with a different sort of scaffolding



# The complete perseverance chart

| Persevering      | 1) Dealing with 'stuckness'   | 2) Managing the learning environment  | 3) Self talk   | 4) Dealing with challenge  | 5) Orientation to goals  |
|------------------|---|---|--|--|--|
| <b>Embodies</b>  | 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 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.  |
| <b>Organises</b> | 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. |
| <b>Values</b>    | 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.      |
| <b>Responds</b>  | 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 doable goals.                        |
| <b>Receives</b>  | 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.                              |
| <b>Lacks</b>     | No coping strategies.   | Prone to be distracted. Put off by lack of resources. Sensitive to                    | "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   | Little sense of ends or goals or working towards something purposefully                                    |

What does perseverance consist of?

# Perseverance: what it consists of

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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, knows strategies to get it. | 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.  |
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Dealing with  
'stuckness'

- Reacting to stuckness
-

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| <b>Receives</b>  | Uses suggested prompts and resources to get unstuck.  |   | "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.                              |
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Maintaining focus.

Managing distraction

Managing the learning environment

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

# Perseverance: what it consists of

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| <b>Organises</b> | 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."                                      | <div style="border: 2px solid red; padding: 10px; font-size: 2em; font-weight: bold;">Dealing with challenge</div> | Sees current goals in a wider/long term context. Willing to change immediate goals in the face of setback. |
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- Excited or afraid, embrace or give up.

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- Why bother with something in the first place?
- Pursuing our own goals

# Have a guess



- Guesstimate where your students are on the perseverance chart



| Persevering                   | 1) Dealing with "stuckness"   | 2) Managing environment  | 3) Self talk  | 4) Dealing with challenge   | 5) Orientation to goals   |
|-------------------------------|---|--|---|---|---|
| Embodies; "I can't not."      | 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 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                                    |
| Organizes; "I make sure."     |   |  |   |   |   |
| Values; "I see why."          |   |  |   |   |   |
| Responds; "I'll try."         |   |  |   |   |   |
| Receives; "Show me. Tell me." |   |  |   |   |   |
| Lacks; "I can't. I won't."    | No coping strategies.   | Prono to be distracted. Put off by lack of resources. Sensitive to negativity        | "I don't like being wrong. What's the point of effort if 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

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- Negative behaviour Things to turn around

- I can't.

- I won't

# Perseverance: how it grows

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| <b>Lacks</b>     | 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.                                   |

- Do it because I'm told to.

- Show me
- Tell me

# Perseverance: how it grows

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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  |
|------------------|---|---|--|--|--|
| <b>Embodies</b>  | 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 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.  |
| <b>Organises</b> | 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. |
| <b>Values</b>    | 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.      |
| <b>Responds</b>  | <b>Responds</b>   |   |  |  |  |
| <b>Receives</b>  | 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.                              |
| <b>Lacks</b>     | 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.                                   |

- Do it willingly

- I'll try

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|------------------|---|---|--|--|--|
| <b>Embodies</b>  | 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 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.  |
| <b>Organises</b> | 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. |
| <b>Values</b>    | <h1>Values</h1>   |   |  |  |  |
| <b>Responds</b>  | 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 doable goals.                        |
| <b>Receives</b>  | 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.                              |
| <b>Lacks</b>     | 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.                                   |

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

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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   |
|------------------|--|---|--|--|---|
| <b>Embodies</b>  | 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 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.   |
| <b>Organises</b> | <b>Organises</b>   |   |  |  |   |
| <b>Values</b>    | 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. |
| <b>Responds</b>  | 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 doable goals.                   |
| <b>Receives</b>  | 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.                         |
| <b>Lacks</b>     | 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.                              |

- Organised to do it.

- I make sure I do

# Perseverance: how it grows

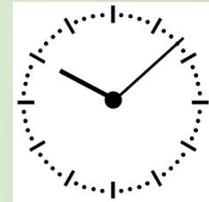
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| Persevering      | 1) Dealing with 'stuckness'   | 2) Managing the learning environment   | 3) Self talk   | 4) Dealing with challenge   | 5) Orientation to goals  |
|------------------|---|--|--|---|--|
| <b>Embodies</b>  | <b>Embodies</b>   |  |  |   |  |
| <b>Organises</b> | 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. |
| <b>Values</b>    | 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.      |
| <b>Responds</b>  | 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 doable goals.                        |
| <b>Receives</b>  | 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.                              |
| <b>Lacks</b>     | 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.                                   |

- Characterised by it. Part of them.
- I can't not do it

# More detail

- Re-think your estimate against the completed perseverance chart.
- Where are your students secure?
- What is this telling you?



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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   |
|------------------|--|--|---|---|---|
| <b>Endures</b>   | Unphased by being stuck, knowing that there are strategies to overcome it.                             | Manages own learning environment using a positive learning-value system.       | "I look out for new strategies to help me learn/understand."                            | Stays on and relates to things which look difficult but are not. Skills and emotions to make them successful. | Sets and amends long term life goals.   |
| <b>Organises</b> | Sees risks underpinned by relevant strategies. Analyzes failures and makes plans to better understand. | Overcomes and manages any external discouragement, negativity, peer pressure.  | "I get organised to ensure everything gets done."                                       | Systematically plans longer term/structural projects.   | Sees current goals in a meaningful term context, willing to change immediate goals in the face of setbacks. |
| <b>Values</b>    | Is curious about mistakes. Uses written and verbal feedback effectively.                               | Has worked out ways to help them through the hard bits of practice.            | "I keep going because I'm interested in this goal. I know I can overcome this."         | Uses relevant strategies to deal with progress and outcomes. Uses planning tools to avoid setbacks.           | Makes given goals their own. Creates clear, achievable and goals. Thinks of setbacks as part goals.         |
| <b>Responds</b>  | Identifies own prompts to get unstuck. Maximises positive emotions. Knows why they are stuck.          | Manages distractions positively. Knows what to avoid.                          | "I stay positive even when it's hard."  | Anticipates the risks of more challenging activities.   | Anticipates external sources of goals. Focus on achievement. "Time with realistic goals."                   |
| <b>Recovers</b>  | Has 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 feel things hard. I have the pull effort in." | Resists the inclination to stick with easy, can-do activities.  | Has a sense of what they want something to look like. Visualises and reflects.                              |
| <b>Lacks</b>     | No coping strategies.  | Prone to be distracted. Put off by lack of resources. Sensitive to negativity. | "I don't like being wrong. Maybe I'm over it after. I think learning is easy."          | Over-reliance on things that are easy. Giving up by having too much to do.                                    | Little sense of ends or goals or working towards something purposefully.                                    |

# How high could they go?

## Remember

- many adults do not reach the later phases on all the columns
- which phase might you reasonably hope most of your students could reach by the time they leave your school?

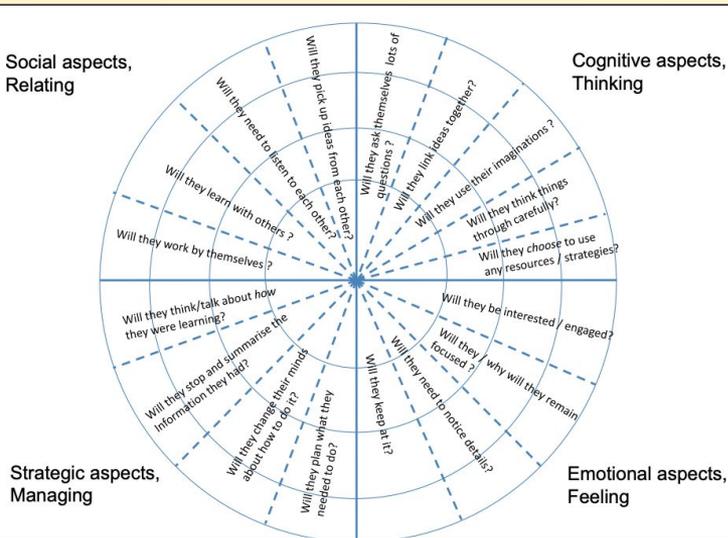
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| Persevering      | 1) Dealing with 'easiness'   | 2) Managing the learning environment   | 3) Self talk  | 4) Dealing with challenge   | 5) Orientation to goals  |
|------------------|--|--|---|---|--|
| <b>Enjoies</b>   | Unphased by being stuck knowing they have the strategies to overcome it                                      | Manages own learning environment independently with a positive learning-value system | I look out for new strategies to help me learn/understand                           | Enjoies out and embraces challenging activities knowing that love the skills and emotions to make them successful | Sets and amends long term goals  |
| <b>Organises</b> | Takes risks underpinned by relevant strategies. Analyzes failure and changes positively to better understand | Discusses and manages any external factors (support, negative, peer pressure)        | I get organised to ensure everything gets done                                      | Systematically plans longer term/abstract projects  | Sets current goals in a working term context. Willing to change important goals in the face of setback |
| <b>Values</b>    | Is curious about mistakes. Does not seek avoid feedback effectively  | Has worked out ways to get through the hard step of practice                         | I keep going because I'm interested in this goal. I know I can overcome this        | Uses relevant strategies to do hard tasks or projects not outcomes. Uses planning tools to avoid setbacks         | Makes given goals their own. Checks progress towards the goals. Thinks of challenges as their goals    |
| <b>Responds</b>  | Infants how prompts to get unstuck. Maintains positive emotions. Knows why they are stuck                    | Uses debarkation positively. Knows what to avoid                                     | I stay positive even when it's hard   | Anticipates the risks of new challenging activities   | Factors external sources of goals (from teachers/parents). Uses with double goals                      |
| <b>Receives</b>  | 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 nice to feel things hard. I have the put effort in | Resists the inclination to stick with easy, can do activities   | Has a sense of what they need resources to 'stick like. Mistakes and results                           |
| <b>Lacks</b>     | Has coping strategies. Finds to be distracted. Put off by lack of resources. Sensitive to negative           |  | I don't like being wrong. What's the point of effort if I'm not getting it right?   | Strives to do easy. Chooses to avoid support. Put off by 'not getting too much to do'                             | Lacks sense of ends or goals or working towards something purposefully                                 |

| Persevering   | 1) Dealing with 'stuckness'   | 2) Managing environment   | 3) Self talk   | 4) Dealing with challenge  | 5) Orientation to goals  |
|---|---|---|--|--|--|
| <b>Embodies; "I can't not."</b>   | 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 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.  |
| <b>Organises; "I make sure."</b>  | 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. |
|  |   |   |  |  |  |
| <b>Values; "I see why."</b>   | 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.      |
|  |   |   |  |  |  |
| <b>Responds; "I'll try."</b>  | 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 doable goals.                        |
|  |   |   |  |  |  |
| <b>Receives; "Show me. Tell me."</b>  | 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.                              |
|  |   |   |  |  |  |
| <b>Lacks; "I can't. I won't."</b>   | 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.                                   |

## Working between the lines

# Gap task 2...becoming aware of your planning



- When planning your next few lessons use the wheel to remind you of the learning behaviours. Ask yourself:
  - a. Which behaviours will students be using, albeit without knowing it, by doing the activities I'm planning?
  - b. Which ones seem to be getting most/least use?
- Why do you think this might be?

# What did you make of it? Let me know.



**Things I really liked**



**Things I might use**



**Things I didn't like**