

Dealing with rising to challenge. Take it steady!

Think about when and how you might:

Stop / Avoid:

- Making things too easy
- Being disappointed with students' mistakes
- Too much 'differentiation' that dilutes /eliminates challenge
- Offering /celebrating success at trivial tasks
- Helping too much, being overly supportive

Experiment with:

- Designing problem solving activities to enable content understanding without 'telling' students
- Coaching, not telling, intervening only when absolutely necessary
- Students selecting their own level of challenge
- Moving responsibility for planning to overcome challenge towards students

Start / do more of:

- Praising students overcoming challenges
- Responding more speculatively to student questions
- Supporting students to answer their own questions
- Assuming that students welcome challenge
- Reframing mistakes as learning opportunities

Start slowly:

- Injecting more challenge
- Ensuring that extension work extends and is not just more of the same
- Devising more open ended activities
- Reflecting on being challenged
- Explaining that you expect mistakes to be made