

Dealing with being stuck. Take it steady!

Think about when and how you might:

Stop / Avoid:

- Giving all the answers
- Making things too easy
- Ever implying the stuck is a bad place to be
- Trivialising being stuck
- Encouraging learned helplessness by doing it for them
- Intervening too early

Experiment with:

- Planning to get students stuck
- 'Support to continue' coaching talk
- Written feedback that points to the right approach but does not do it for them
- Looking for patterns in being stuck
- Celebrating stuckness, difficulty and uncertainty

Start / do more of:

- Developing stuck prompts
- Talking positively about being stuck
- Modelling your own emotions as you wrestle with a problem
- Getting students to explain why they are stuck
- Getting curious about common stuck points in the curriculum
- Resisting the temptation to help 'too much'

Start slowly:

- Reflecting on being stuck, developing further unsticking strategies
- Using C3B4Me to foreground the stuck prompts
- Withdrawing some of the scaffolding
- Allowing students to fail – in safety
- Encouraging student curiosity in the mistakes they make