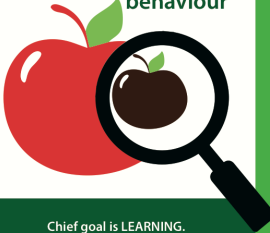



Expectations

Expectations

Recognising how our beliefs shape our behaviour



Chief goal is LEARNING.



Source: Creating Cultures of Thinking - Ron Ritchhart
Infographic © SpectrumEducation 2018

1 Focus Students on the Learning vs Work

Focus on learning, not completion. Provide choice and options for assignments. Teachers "listen to the learning".
"Tell me what you have done so far?"
"What questions are surfacing for you?"
"What does that tell you?"
Mistakes are opportunities to learn, to grow, to rethink. To provide descriptive feedback that informs learning.

Must focus on learning, not completion of work or grades.

One gets smarter through one's efforts.

3 Encouraging Deep vs Surface Learning

Being able to apply learning at different levels of complexity.

2 Teaching for Understanding vs Knowledge

KNOWLEDGE: Accumulation and storage of facts, procedures and skills.

UNDERSTANDING: "Go beyond the information" to "figure it out" depends on richly integrated and connected knowledge.

1. Generative topics: Big idea
2. Specific goals for understanding
3. Performance tasks and require students to use skills + knowledge
4. Ongoing feedback - to improve performance


4 Encouraging Independence vs Dependence

Internally motivated to be reflective, resourceful and effective learners who can accept challenge.

5 Developing a Growth vs Fixed Mindset

Mindset can vary. - Carol Dweck

Embrace challenges + mistakes.



What are 3 key understandings you want your students to know this year?

- ❖ How to talk about learning
- ❖ What is learning
- ❖ How to learn
- ❖ Learn and research-check + be critical + apply
- ❖ Self-management/control/awareness
- ❖ Growth mindset- It's okay to fail.
- ❖ Next steps
- ❖ Reflecting
- ❖ What they are learning and why
- ❖ Persistence
- ❖ You don't always learn from the teachers- teachers as facilitator
- ❖ It's okay to make mistakes
- ❖ Values-how to have fun while learning
- ❖ Own their learning
- ❖ Key competencies
- ❖ Innovations
- ❖ Good values
- ❖ Working independently
- ❖ Learning is supposed to be challenging
- ❖ Strategies to get out of the learning pits
- ❖ Making connections
- ❖ Mistakes are okay
- ❖ Have power to choose learning for themselves
- ❖ To want to learn, attitude to learn
- ❖ Dispositions/independence to learn- produce independence
- ❖ Be able to research more (skills)
- ❖ How to get out of the pit
- ❖ Recognise the pit
- ❖ To know that learning can be hard
- ❖ Where you expected to be by the end of...and live up to the expectation
- ❖ Learn tenacity
- ❖ You can be anything you want to be
- ❖ I believe in you
- ❖ Perseverance gains honor
- ❖ When things are tricky you know you're learning
- ❖ Learning is forever
- ❖ To get to easy you get through hard
- ❖ Deeper learning skills-think time

Expectations

- ❖ Self-independence
- ❖ Permissions to make mistakes to learn-know that mistakes are part of the process
- ❖ Be a risk taker
- ❖ Learning takes effort
- ❖ Explain their learnings-using different medium and platforms making it “visible”
- ❖ How to use their learning-on going process
- ❖ Knowing where they are and what they're doing
- ❖ Seeing connections between learning-integrated
- ❖ Learning pit concept-requires effort, perseverance, stamina
- ❖ It's okay to F.A.I.L.
- ❖ Growth mindset
- ❖ Life-long learners
- ❖ Critical thinking everyone is a learner (teacher student)
- ❖ Use variety of tools... talk about their emotions etc.
- ❖ Language of learning
- ❖ Understand the learning journey
- ❖ Take risk/problem solving/perseverance
- ❖ Be proud of achievements
- ❖ Celebrating differences
- ❖ Sense of pride in achieving
- ❖ Expectation of excellence
- ❖ Your intelligence is not fixed-you get smarter by putting in work and effort
- ❖ Don't compare your level of achievement's with others-focus on your own progress
- ❖ Go through the hard before it gets easy
- ❖ There a variety of intelligence-i.e. sports, cultural etc.(we're all good at something)
- ❖ Failure is learning
- ❖ Every learner has something to offer
- ❖ Everyone learns differently
- ❖ How does my brain work and what parts are in
- ❖ Knowing and understanding how we learn



- ❖ Strong connections to environment/classroom environment
- ❖ Building confidence to ask questions for understanding
- ❖ Celebration of diversity
- ❖ Expectations to succeed
- ❖ Thinking to problem solve
- ❖ Embrace challenges
- ❖ Learning at own pace
- ❖ Kids know themselves as learners
- ❖ Kids know what they need to learn next
- ❖ They will meet our expectation as we will help them
- ❖ Teachers are learners too
- ❖ Everyone is on a learning journey
- ❖ Expectations go both ways-students to teachers and teachers to students
- ❖ Focus on learning not completion
- ❖ Evaluate information for quality and worthiness
- ❖ Learning to learn and think
- ❖ I am responsible for my learning
- ❖ Alone I am but one drop of water together we're ocean
- ❖ Quality not quantity

Expectations

Describe some of the ways you could encourage independence this year...

- ❖ Teach + model self-direction management
- ❖ Students selected goals
- ❖ Know what to do when I'm stuck (C3 B4 ME)
- ❖ Practice independence
- ❖ Don't give up
- ❖ Give choices in environment/learning
- ❖ Choice and voice about learning
- ❖ Follow their interest/inquiry
- ❖ Self/pair evaluation and assessment
- ❖ Give time to apply the learning
- ❖ Giving good feedback, chunking the learning into sizeable bits
- ❖ Knowing the learner
- ❖ Actions station
- ❖ Routines
- ❖ Task boards
- ❖ Project-based learning
- ❖ Teach dispositions (resilience, reflective)
- ❖ Trust
- ❖ Children create own timetables
- ❖ Co-construct the learning
- ❖ Learn at their pace
- ❖ Self-selected projects
- ❖ Empowering them what to do
- ❖ Answer a question with a question
- ❖ It's okay to make mistakes
- ❖ Creating students who inquire
- ❖ Appropriate buddy system
- ❖ Busy work= tasks to experiment with independence
- ❖ Setting up routines early
- ❖ Manage your own distraction
- ❖ Teach/model skills like self-control, responsibility and self-management
- ❖ Safe learners space
- ❖ Completing the process
- ❖ Opportunities to be independent-link to routines
 - leadership opportunities
 - stretching comfort zones
- ❖ Learning menu's
- ❖ Praising effort + reflective practice
- ❖ Independence of own learning, ownership-responsibility
- ❖ Persistence, consistency
- ❖ Self- reflection
- ❖ Taking responsibility for self
- ❖ Student's agency locus of control
- ❖ Take risk
- ❖ Safe environment
- ❖ Student's driven learning/classroom
- ❖ Relationship's
- ❖ Empowerment/building self-esteem
- ❖ Modelling and clear expectations
- ❖ Routines
- ❖ Opportunities-language to express
- ❖ Integrating prior knowledge-build on strengths and weaknesses
- ❖ Problem-solving-develop initiative
- ❖ Duties + job opportunities
- ❖ Visual prompts + reminders
- ❖ Buddies or expert
- ❖ Urgency
- ❖ Having parents on board
- ❖ Encourage perseverance and questioning
- ❖ Innovative programing
- ❖ Meaningful topics
- ❖ Accountability logs
- ❖ Negotiated deadlines + consequences
- ❖ Scaffolding juniors to become independent

Expectations

- ❖ Having sources available
- ❖ Promote desired expectations (independence) through use of positive language frequently
- ❖ Ensuring they know the tasks and requirements
- ❖ Student buddy system
- ❖ Pre-load for next week learning- “prep for learning”
- ❖ Student expert teaching/working with others
- ❖ Giving time
- ❖ Stepping back
- ❖ Having clear learning
- ❖ Giving the students the choice of what to learn
- ❖ Educate parents that kids can do it themselves
- ❖ Self-awareness
- ❖ Give opportunities to take risk
- ❖ Explicit teaching of routines and practices
- ❖ Consciously stepping back as a teacher
- ❖ Allow individuality
- ❖ Enabling more collaborative activities for children
- ❖ Offering choice-child initiated
- ❖ Acknowledging the journey not just the destination
- ❖ Celebrating the attempts made
- ❖ Develop confidence to go back and reattempt the error-success
- ❖ High trust model
- ❖ Must Do and Can Do’s
- ❖ Passport to the door (encouraging work and learning)
- ❖ Fast finishers board
- ❖ “stuck” board- things to do when not sure what to do
- ❖ Teaching to accept mistakes

- ❖ Scaffolding
- ❖ Using mistakes to learn more
- ❖ Learning conferences
- ❖ Giving them responsibilities
- ❖ Opportunities to problem solve –try again – improve
- ❖ Model thinking before asking
- ❖ Opportunities for time managing independently
- ❖ Providing place where children feel safe
- ❖ Providing rich challenging tasks
- ❖ More personalized teaching
- ❖ Unpacking what independence is
- ❖ Informing parents so they can encourage support
- ❖ Letting the children having a go
- ❖ Giving a ‘hard’ problem, talking about failure
- ❖ The culture of failure is okay
- ❖ Teacher’s make mistakes too
- ❖ Rewarding those who try regardless
- ❖ Children choosing what they want to learn with
- ❖ Children choosing how to share or demonstrate their learning
- ❖ 20% genius projects
- ❖ Standing back, letting kids fail
- ❖ Finding out what drives them
- ❖ Get the parents on board
- ❖ What makes learning successful- SC process

