

TIPS FOR TEACHERS

Success = Capability + Effort + Resilience

Praise:	
<p>for effort “you are so hard working, persistent, determined....”</p> <ul style="list-style-type: none"> • links approval to an attribute of the child over which they have control - they can grow, develop and improve • assessment becomes a measure of progress, an opportunity to learn 	<p>for ability “you are so smart, talented, intelligent....”</p> <ul style="list-style-type: none"> • links approval to an attribute of the child over which they have no control - they can't grow, develop or improve • assessment becomes a critical judgement, an opportunity to fail

- **if students do well** we can praise them for the work they did to get there, the effort they put in, the determination and resolution they demonstrated and the growth, the changes they have made in improving so much.

- and **if students do badly** we can ask them to think about the process they used to get that result, the amount of effort they put in – and ask them what they would change if they had another chance, what will they do differently next time.

Resilience is influenced by external factors.....

- Families that are caring, secure and cohesive with an absence of conflict, that are well structured with clear rules and consistent discipline, that hold high moral, academic and social expectations
- A close connection with at least one committed, concerned, totally supportive adult
- Peers with high expectations, positive outlook, dreams, goals and plans
- Exposure to adversity

.....and characterised by internal factors:

Resilience =

Efficacy – building the self-belief that success in learning is possible for them:

- role models – make newsworthy positive role models of success through learning
- self confidence – measure them against themselves
- intrinsic motivation – help them to follow interests, develop passions, 100% effort
- help them develop resilient reactions to challenges and setbacks

Agency – learning the skills, techniques and strategies of effective learning:

- all students need to be taught, and practice, the skills of:
 - Self-motivation

- Concentration
 - Taking good notes
 - Applying effort
 - Developing a flexible learning style
- Make sure that the main points in *every lesson* are presented as:
 - something to see
 - something to hear *and*
 - something to do
 - Get students to keep a process log of learning success and learning failure
 - Engaging both sides of the brain
 - Reviewing and remembering content
 - Start *every* lesson with a closed book preview of the previous lesson – “what did we do last time?”
 - Finish *every* lesson with a closed book review of that lesson – “what did we just do?”
 - At the *end of each week* have students create a summary of the content covered in that week – open book
 - At the *end of each month* have them put their weekly summaries together into a one month summary
 - Key word summarising
 - Self assessment
 - Self correction
 - Researching
 - Independent learning

Action – learning how to learn from failure:

"The most significant difference between the high achievers and the underachievers was that the high achievers had learned how to *fail well*"

Reactions to failure	
<i>Failing Well</i>	<i>Failing Badly</i>
<ul style="list-style-type: none"> • Acknowledging failure, taking responsibility for own actions, analysing process used, making changes, having another go 	<ul style="list-style-type: none"> • shifting blame • ignoring/denying failure • catastrophising • expecting failure • avoiding any activity that could result in failure • universalising failure

For more information email: taolearn@xtra.co.nz
For course information go to www.taolearn.com
To measure your resilience go to www.gnostates.com