

Year 9 & 10 Academic Review Evening

Learning Skills
Tuesday 5th March



‘Numerous instances can be cited of people with high IQs who fail to achieve success in life because they lacked self-discipline and of people of low IQs who succeeded by virtue of **persistence, reliability and self-discipline.**’ Heckman and Rubinstein

‘While cognitive ability reflects what an individual *can* do, it is **non-cognitive factors** that reflect what an individual *will* do.’ McGeown

‘Good **character education** is good education...we need to take character education as seriously as we take academic education.’ Berkowitz and Bier

Learning Skills

OCTOBER
2016

Tutor Time

MONDAY
24
United Nations Day



TUESDAY
25



WEDNESDAY
26



OCTOBER
2016

THURSDAY
27



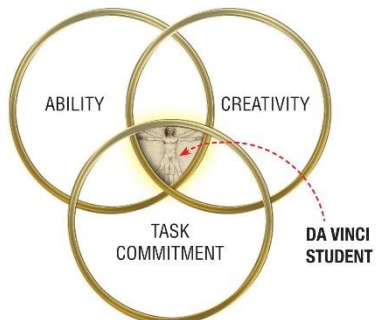
FRIDAY
28



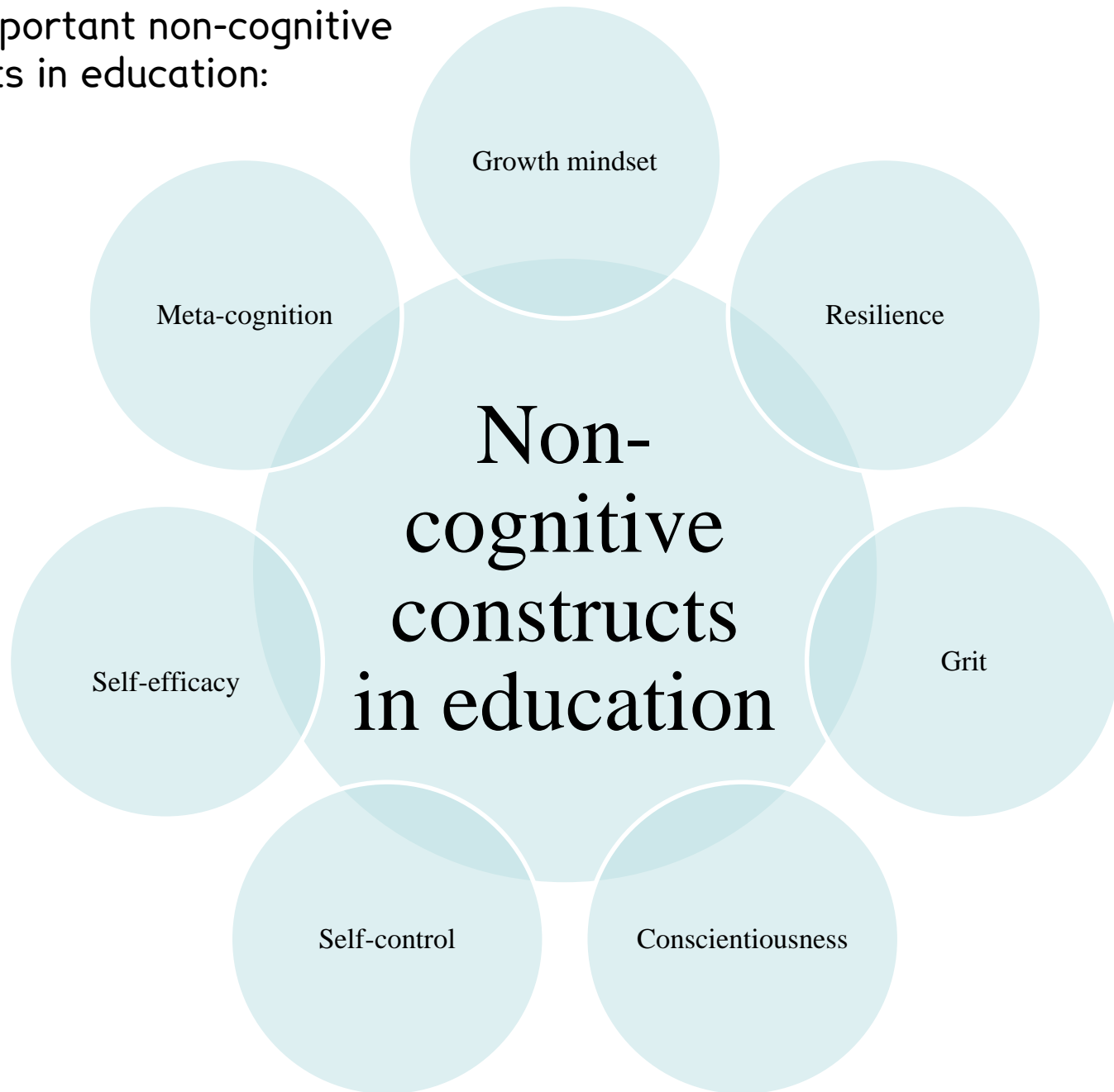
SATURDAY
29

Diwali BST ends

SUNDAY
30

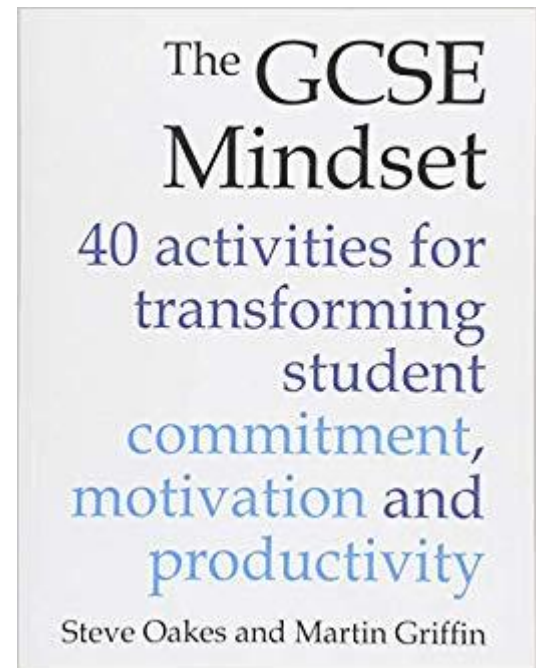


Seven important non-cognitive constructs in education:



V E S P A

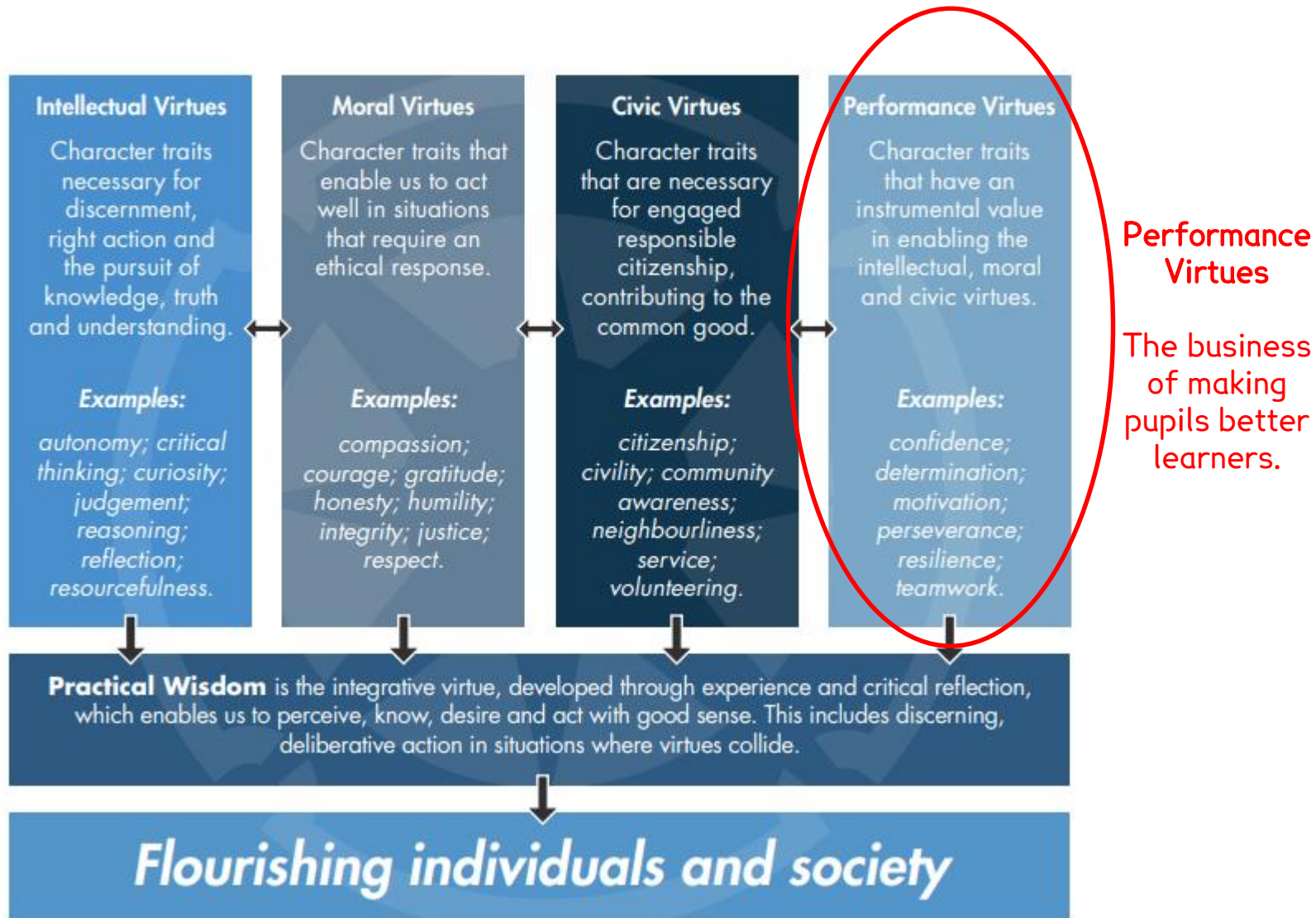
	Vision	Effort	Systems	Practice	Attitude
Grit	✓	✓			
Growth mindset		✓			✓
Resilience					✓
Meta-cognition	✓	✓	✓	✓	✓
Self-efficacy	✓				✓
Conscientiousness		✓	✓	✓	
Self-control	✓	✓			✓



Weekly Learning Skills

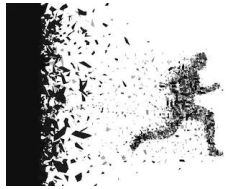


THE BUILDING BLOCKS OF CHARACTER



Past performance \neq future performance

Habits, routines, attitudes and approaches to study are much better indicators of future success.



Characteristics and behaviours of *breakthrough* pupils:

1. Detailed note taking
2. Tidiness and organisation of learning resources
3. Acknowledging and working on weaknesses
4. Commitment to independent study
5. Positivity, enthusiasm and having a goal



The background of the image is a photograph of a two-lane asphalt road that curves gently into the distance. The road is flanked by vibrant green grass. In the far distance, there are low, hazy hills or mountains. The sky above is a deep blue, filled with scattered white clouds. A large, prominent white cloud is positioned in the upper left quadrant of the sky. A semi-transparent black rectangular box is centered over the middle of the image, serving as a backdrop for the text.

GOAL SETTING:
*start with the end
in mind*

How long does it take for a routine to become a habit?

You have a good long stretch to adopt the five behaviours of breakthrough students

**Begin
with the end
in mind**





RUNNER'S WORLD CHALLENGE

Your Best Marathon Plan

An intermediate plan, developed by coach Janet Hamilton with RW experts, for those who have run a marathon and log 25 weekly miles. Find other options at runnersworld.com/trainingplans.

WEEK	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL
1	Rest	3 miles easy	5 miles hills	Rest	5 miles easy	3 miles easy	9 miles LSD	25 miles
2	Rest	3 miles easy	6 miles hills	Rest	6 miles easy	3 miles easy	9 miles LSD	27 miles
3	Rest	4 miles easy	6 miles hills	Rest	6 miles easy	3 miles easy	10 miles LSD	30 miles
4	Rest	4 miles easy	6 miles hills	Rest	6 miles easy	3 miles easy	10 miles LSD	29 miles
5	Rest	4 miles easy	7 miles hills	Rest	6 miles with 2 miles @ MP	3 miles easy	10 miles LSD	33 miles
6	Rest	4 miles easy	7 miles hills	Rest	6 miles with 3 miles @ MP	4 miles easy	14 miles LSD	35 miles
7	Rest	4 miles easy	8 miles hills	Rest	7 miles with 3 miles @ MP	4 miles easy	16 miles LSD	39 miles
8	Rest	4 miles easy	Hill Repeats: 8 miles with 8 hill repeats	Rest	7 miles with 6 miles @ MP	4 miles easy	16 miles LSD or half-marathon	37 miles
9	Rest	4 miles easy	Mile Repeats: 8 miles with 3 x 1 mile	Rest	9 miles with 6 miles @ MP	3 miles easy	18 miles LSD	42 miles
10	Rest	4 miles easy	Yasso 800s: 9 miles with 4 x 800	Rest	10 miles with 7 miles @ MP	Rest	20 miles LSD	40 miles
11	Rest	4 miles easy	9 miles easy	Rest	10 miles with 8 miles @ MP	4 miles easy	20 miles LSD	47 miles
12	Rest	4 miles easy	Mile Repeats: 9 miles with 4 x 1 mile	Rest	7 miles with 5 miles @ MP	8 miles easy	15 miles LSD	43 miles
13	Rest	5 miles easy	Yasso 800s: 10 miles with 3 x 1 mile	Rest	10 miles with 8 miles @ MP	4 miles easy	22 miles LSD	51 miles
14	Rest	5 miles easy	Mile Repeats: 9 miles with 3 x 1 mile	Rest	9 miles with 4 miles @ MP	4 miles easy	16 miles LSD	43 miles
15	Rest	4 miles easy	6 miles easy	Rest	6 miles with 3 miles @ MP	4 miles easy	12 miles LSD	32 miles
16	Rest	4 miles easy	Rest	Rest	Rest	3 miles very easy	RACE DAY	33.2 miles

KEY → Rest: No exercise at all or nonimpact cross-training, yoga, or swimming. Easy: Run at a conversational pace, rest, or cross-train with a sustained aerobic effort. Hills: Run the hilliest course you can find, use training as your effort as you climb and descend. Hill Repeats: Find a hill that takes at least two minutes to climb, mark off a short repeat halfway up from the bottom. Warm up for two miles, then run to the short mark three or four times. Jog down to recover. Then run to the top, jog down to the short mark, then repeat to the bottom (without stopping your feet). Repeat three or four times. Finish with three or four sprints up to the short mark. Cool down with two easy miles. Mile Repeats: Warm up for one mile, then run one mile at 2x pace. Jog a half-mile. Repeat as directed. Cool down with one easy mile. LSD: Long, slow distance runs build endurance. Run them at one to two minutes slower than marathon goal pace. MP: Marathon goal pace. Warm up for one mile, then run your target speed. Cool down with one easy mile. Yasso 800s: Warm up with easy running, then run 800 meters at the given time that a "Yasso" is your marathon time. Set if your goal is a 3:45 marathon and the workout calls for "3 miles with 6 x Yasso 800" run 6 x 800, and run each 800 in 3 minutes and 45 seconds. Recover with 400 meters of jogging and walking. Then repeat the cycle. Cool down with easy running.

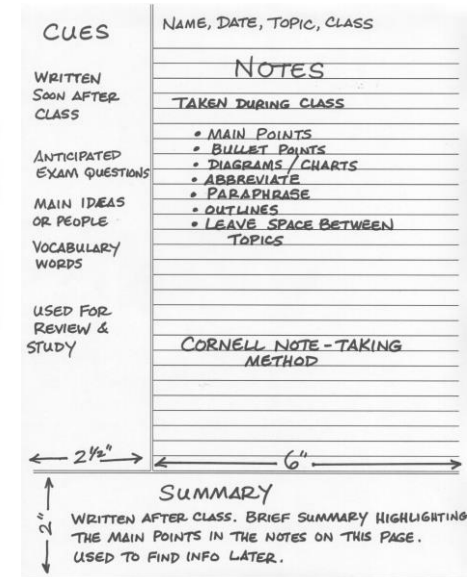
Your First Day
Here's when to begin training for one of these fast marathons

MARATHON	RACE DAY	START
Chicago	10/7	6/18
Portland	10/7	6/18
Twin Cities	10/7	6/18
Marine Corps	10/28	7/9
New York City	11/4	7/16
Philadelphia	11/18	7/30





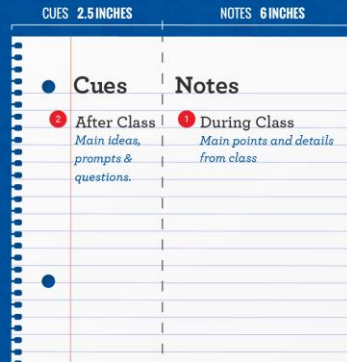
- Cornell system
- Chunking & trigger words
- Contents page
- Folders and tab dividers
- Use highlighters & Post its
- Write 'to do' lists
- Traffic light specifications



THE CORNELL NOTE TAKING METHOD

BEST FOR

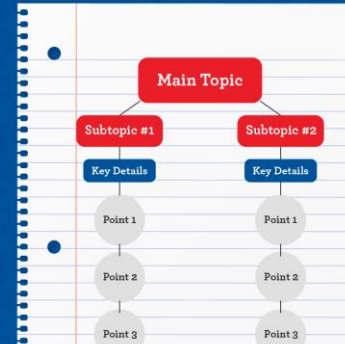
Understanding key ideas
and relationships



THE MAPPING NOTE TAKING METHOD

BEST FOR

Visualizing connected
topics and ideas

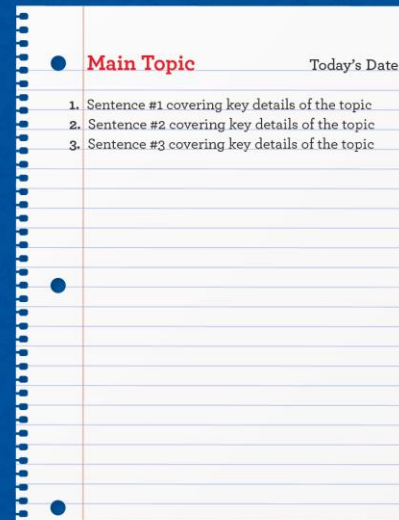


SUMI
2 INC

THE SENTENCE NOTE TAKING METHOD

BEST FOR

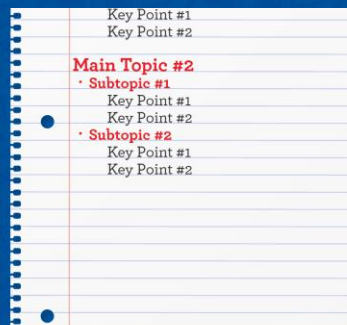
Taking quick and simple notes



THE OUTLINING NOTE TAKING METHOD

BEST FOR

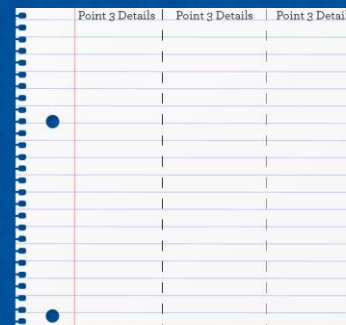
Easily creating study
questions for review

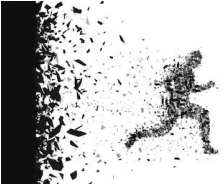


THE CHARTING NOTE TAKING METHOD

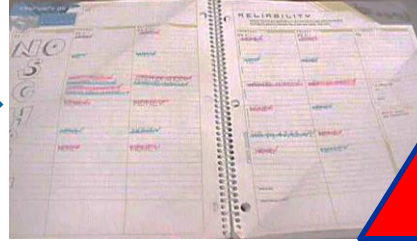
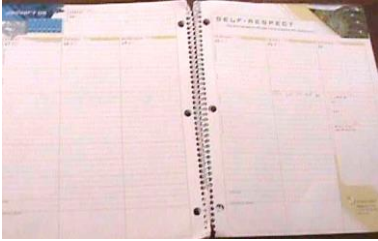
BEST FOR

Reviewing lots of facts

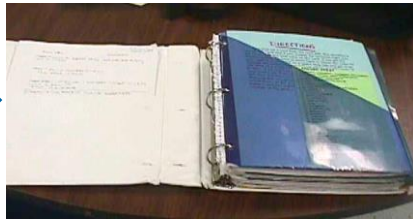
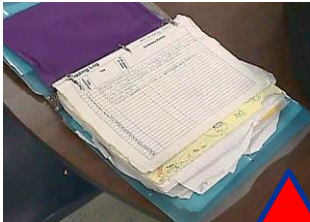




2. Tidiness and organisation of learning resources



Homework diary



Folders



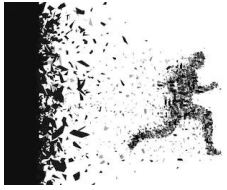
School bag



Pencil case



School locker



Adopt the behaviours of *breakthrough* pupils:

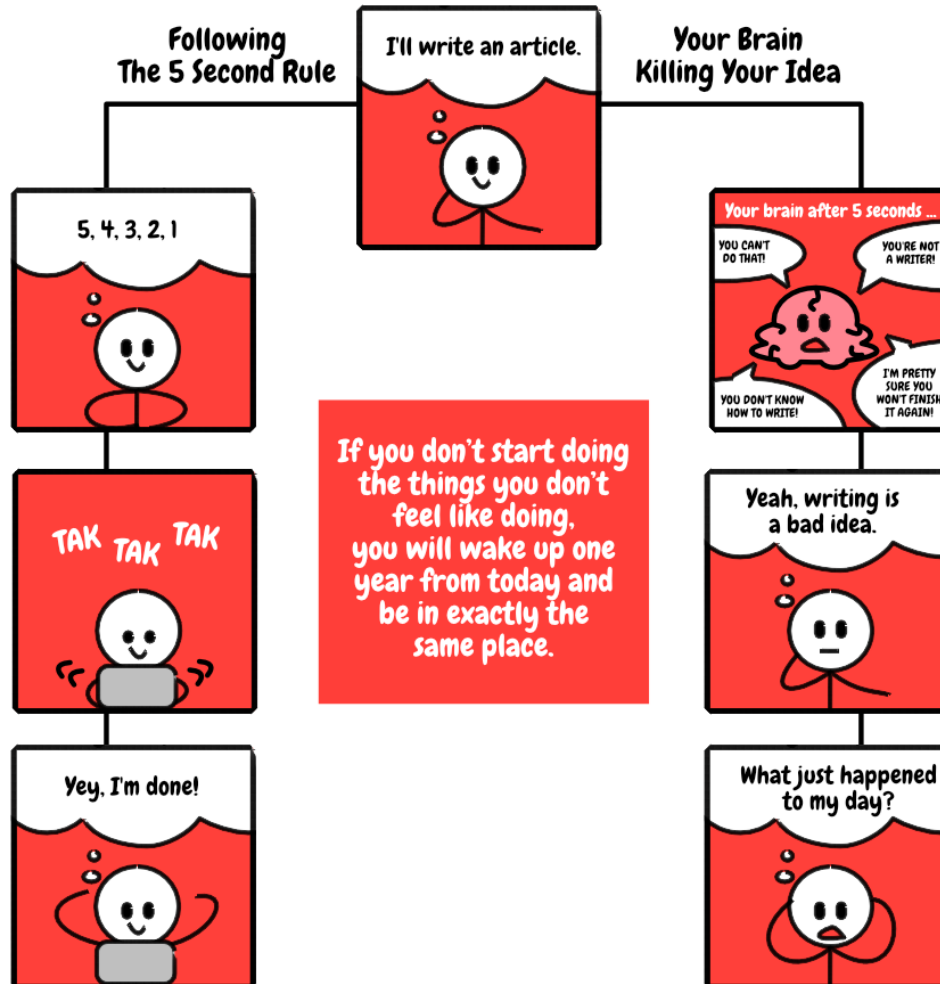
2. Tidiness and organisation of learning resources

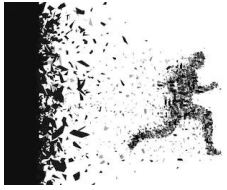


THE 5 SECOND RULE

by, Mel Robbins

If you have an impulse to act on a goal,
you must physically move within 5 seconds
or your brain will kill the idea.

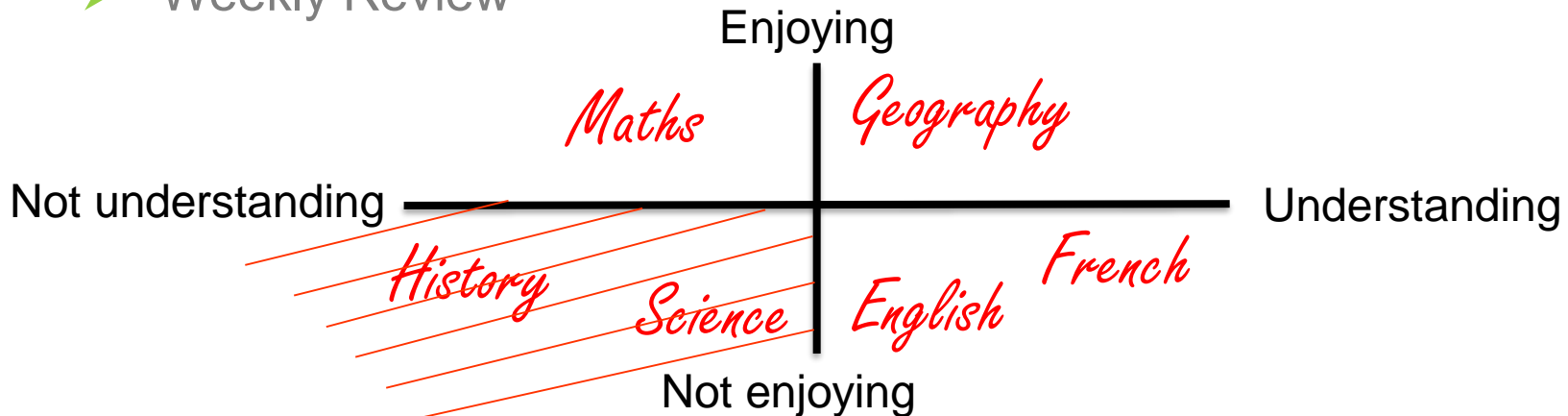


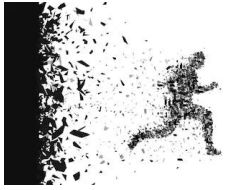


Adopt the behaviours of *breakthrough* pupils:

3. Acknowledging and working on weaknesses

- Compare your work with that of pupils who get higher grades
- Choose a specific area of difficulty and discuss it in detail with a friend, go to a clinic or stay behind after a lesson and talk it through with your teacher
- Arrange a meeting with an older student or sibling who has done the course before
- Learn, forget, relearn
- 'Weekly Review'



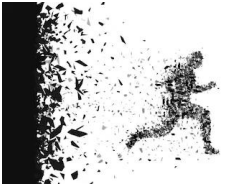


Adopt the behaviours of *breakthrough* pupils:

4. Commitment to independent study

Passive  active learners

- Reactive (homework) AND proactive (self-set) work
- Review your notes after each lesson, recasting them in some way
- Put a regular number of proactive study hours in each week
- Find spaces in which you can do *deep* work and reach some version of a *flow* state
- Read around your subjects (watch a YouTube video, read a book, do some online research)



Adopt the behaviours of *breakthrough* pupils:

- 4. Commitment to independent study
 - Perceptions of effort are relative
 - Low effort pupils don't know they're low effort pupils
 - **The Three Rs of Habit:** Reminder, Routine, Reward
 - Rate yourself:

Reactive

Proactive

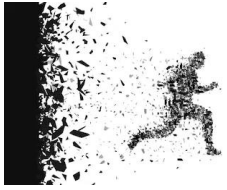


Where would you put yourself on this scale?

Are you working hard enough yet?

What things could you change to push further to the right?

Make a note of 3 or 4 pupils working harder than you. What are they doing? What adjustments could you make?



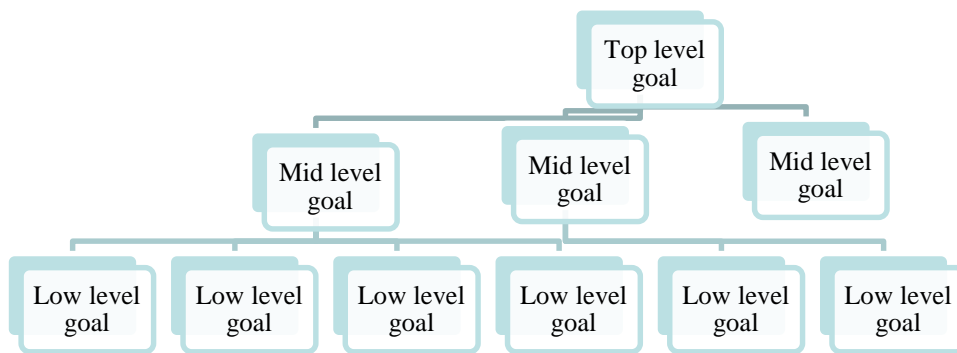
Adopt the behaviours of *breakthrough* pupils:

5. Positivity, enthusiasm and having a goal

Step 1 - Decide what you want to achieve

Step 2 - Set top, mid and lower level goals to achieve this vision

Step 3 - Stick to the plan!

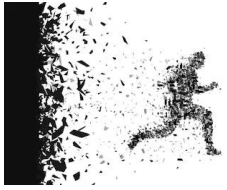


"If you are working on something exciting that you really care about, you don't have to be **pushed**."

The vision **pulls** you."

-Steve Jobs.

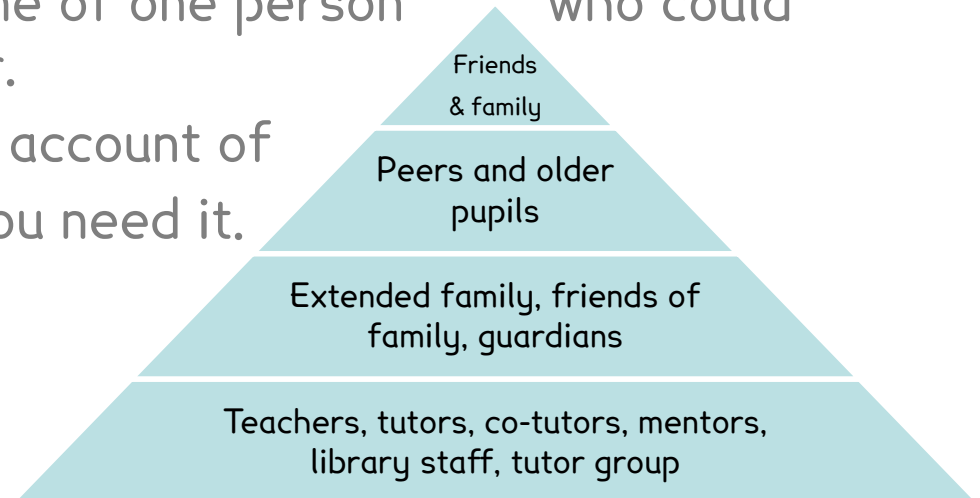




Adopt the behaviours of *breakthrough* pupils:

5. Positivity, enthusiasm and having a goal

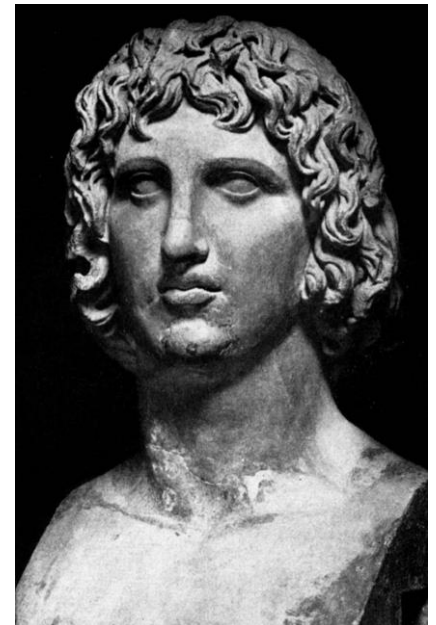
- Maintain a resilient positivity through tough times by relying on a network of friends.
- You're the dot at the top and underneath you is a team of people waiting for the chance to support you.
- List three things you need to get done this month and for each of the tasks, attach the name of one person who could help you get it done quicker.
- Help others and build up an account of goodwill to draw on when you need it.



Possunt, quia posse videntur They can because they think they can.

Virgil, Aeneid: Book V.

- Self-efficacy (SE) has been recognised as a pervasive mechanism of human agency influencing motivation, performance and well-being.





You can if you think you can.

