

Year 9 & 10 Academic Review Evening

Learning Skills
Monday 2nd March

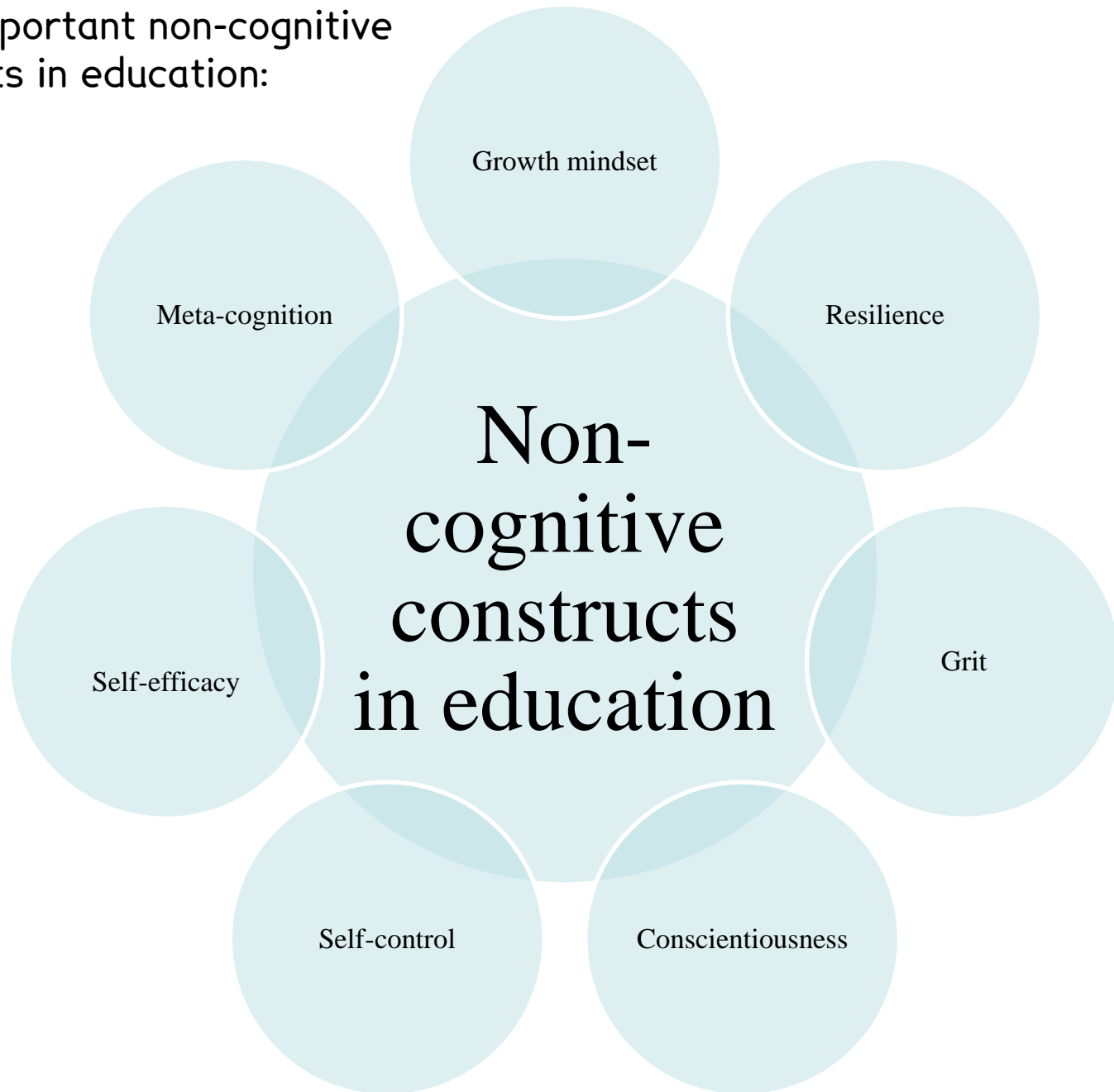


‘Numerous instances can be cited of people with high IQs who fail to achieve success in life because they lacked self-discipline and of people of low IQs who succeeded by virtue of **persistence, reliability and self-discipline**.’ Heckman and Rubinstein

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

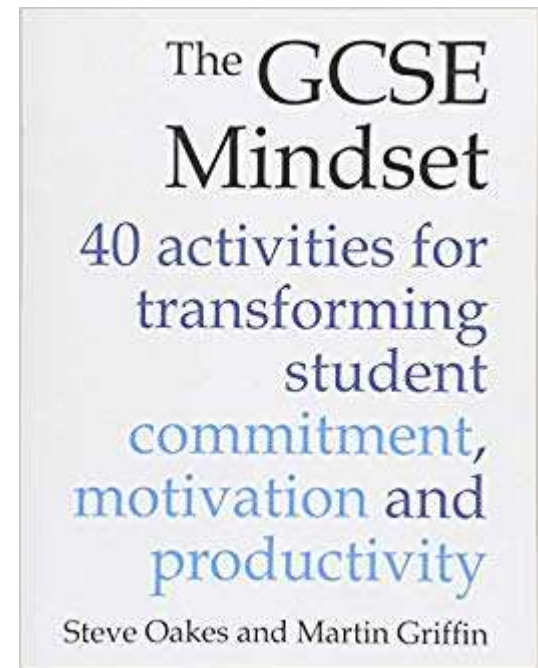
‘Good **character education** is good education...we need to take character education as seriously as we take academic education.’ Berkowitz and Bier

Seven important non-cognitive constructs in education:



V E S P A

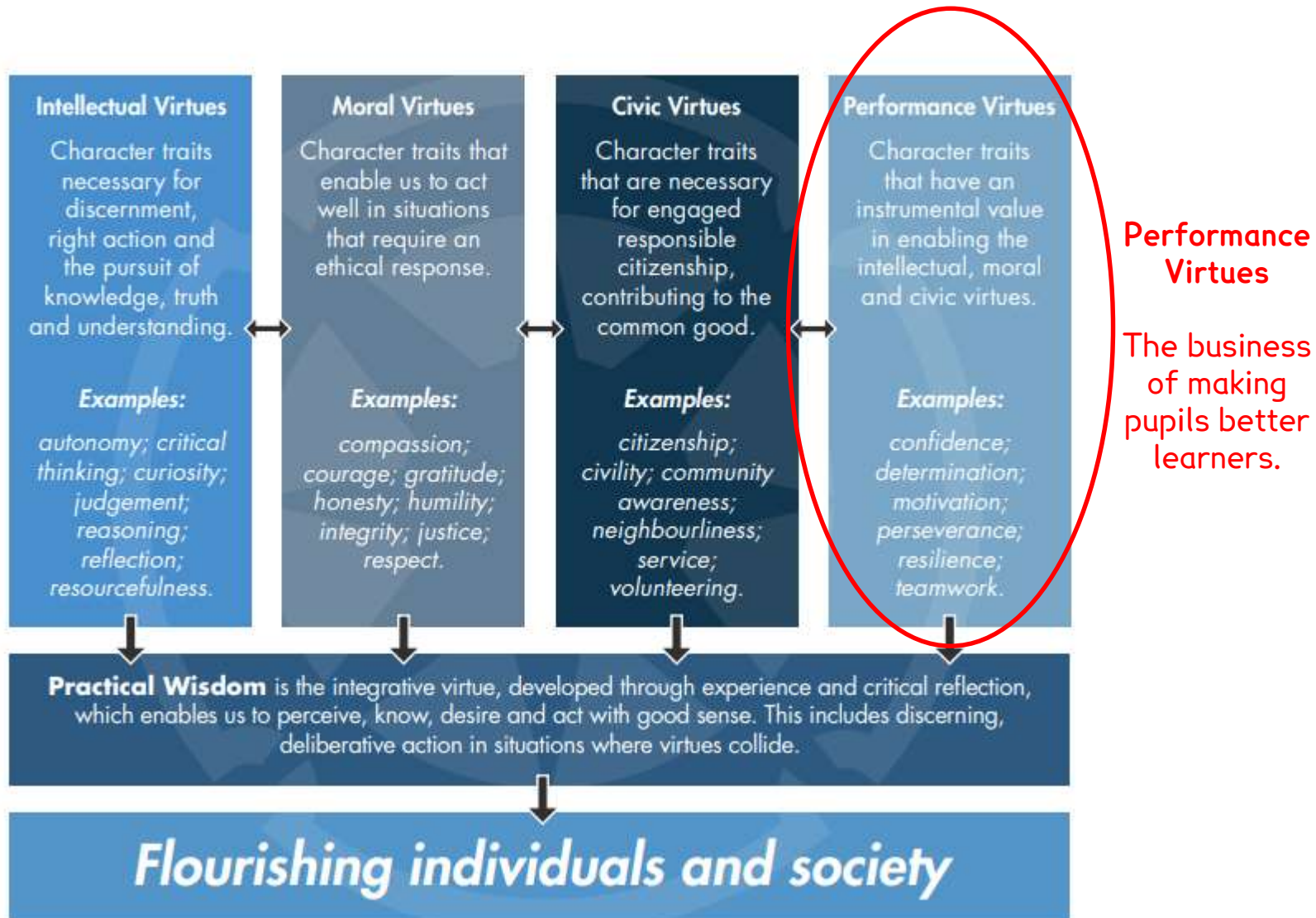
	Vision	Effort	Systems	Practice	Attitude
Grit	✓	✓			
Growth mindset		✓			✓
Resilience					✓
Meta-cognition	✓	✓	✓	✓	✓
Self-efficacy	✓				✓
Conscientiousness		✓	✓	✓	
Self-control	✓	✓			✓



Weekly Learning Skills



THE BUILDING BLOCKS OF CHARACTER



Learning Skills

OCTOBER
2016

Tutor Time

MONDAY
24
United Nations Day

Monday
Quiz
Merits
Diaries

TUESDAY
25

Princethorpe
Pupil
Challenge

WEDNESDAY
26

Learning
Skills

OCTOBER
2016

THURSDAY
27

'The Day'
Form Time
Ideas

FRIDAY
28

Assembly

SATURDAY
29

SUNDAY
30



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



A background image showing a paved road with a dashed white line down the center, receding into the distance. The road is flanked by green grass. In the far distance, there are low hills or mountains. The sky is a vibrant blue with scattered white clouds. A large, dark, semi-transparent rectangular box is centered over the image, containing 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**

QUIET PLEASE
EXAMS IN
PROGRESS





Adopt the behaviours of *breakthrough* pupils:

1. Detailed note taking

Cornell system

Chunking & trigger words

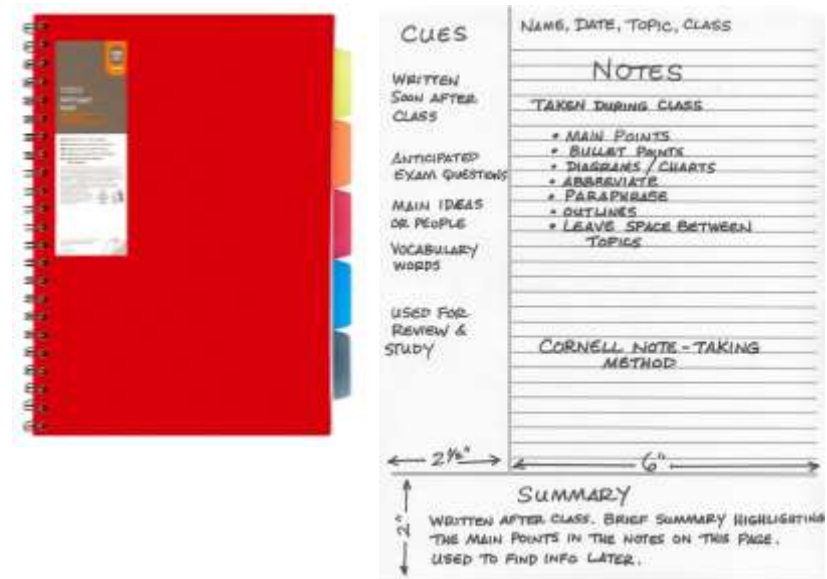
Contents page

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



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:

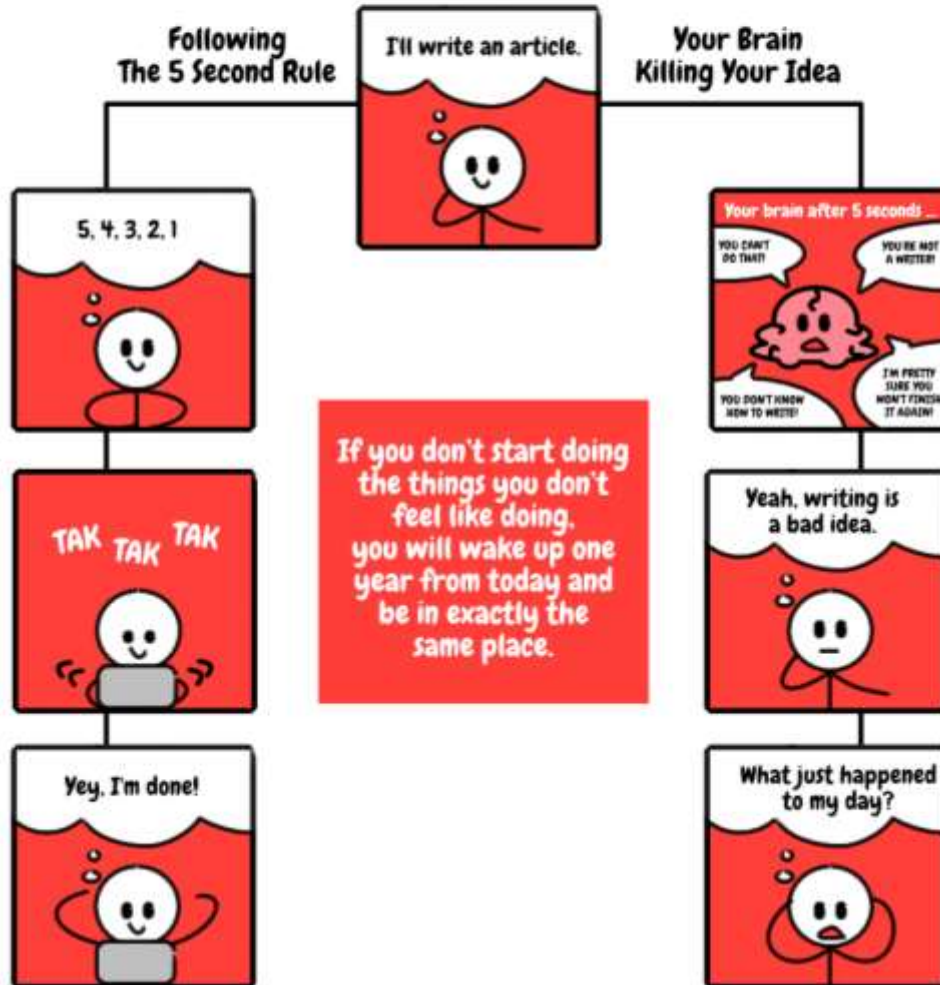
2. Tidiness and organisation of learning resources



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.

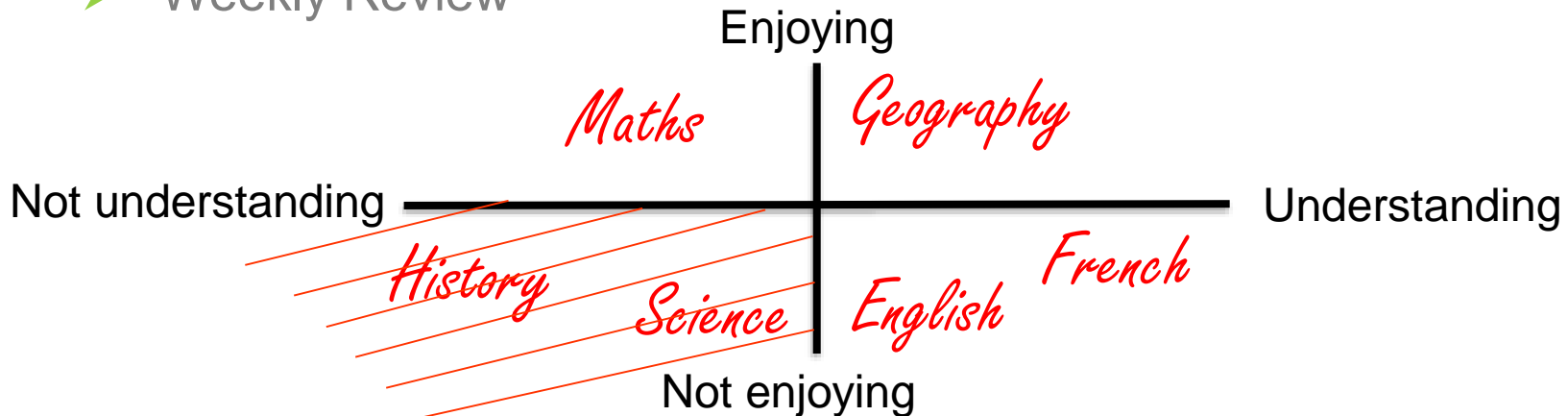




Adopt the behaviours of *breakthrough* pupils:

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?



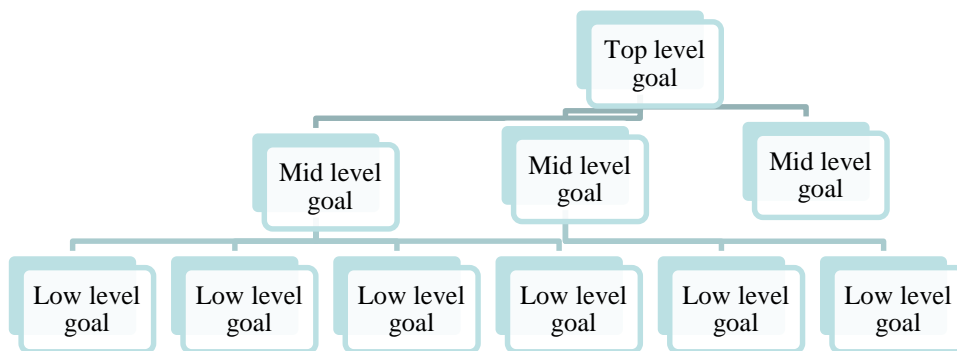
Adopt the behaviours of *breakthrough* pupils:

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.

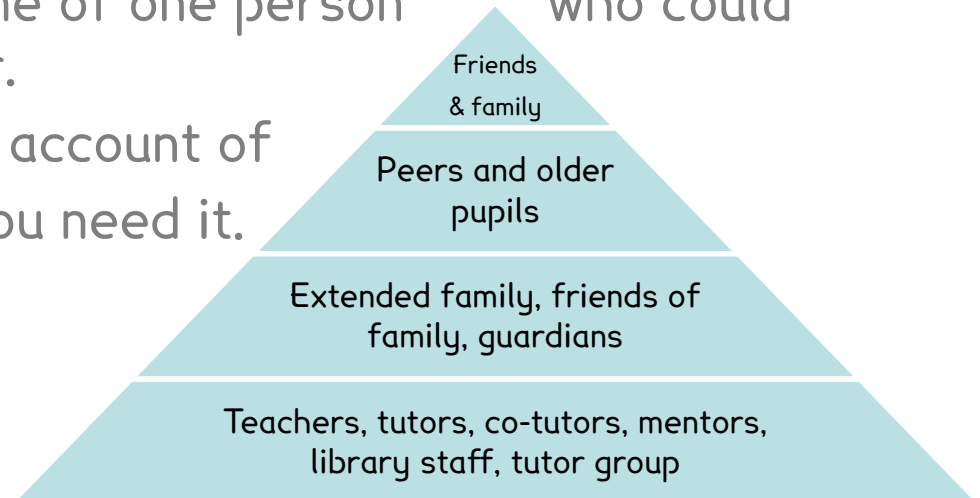




Adopt the behaviours of *breakthrough* pupils:

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.

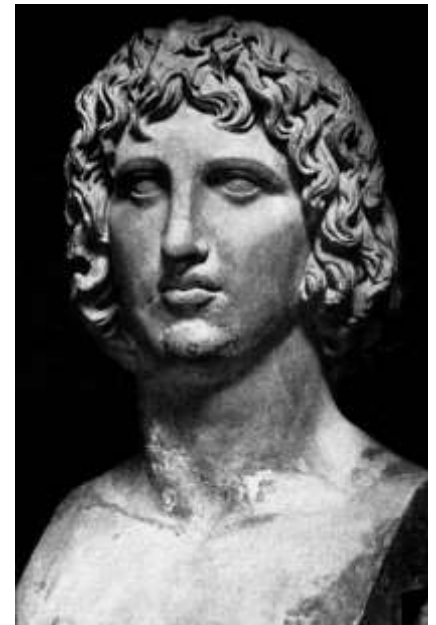


Possunt, quia posse videntur

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.

