Year 11 Academic Review Evening

Learning Skills

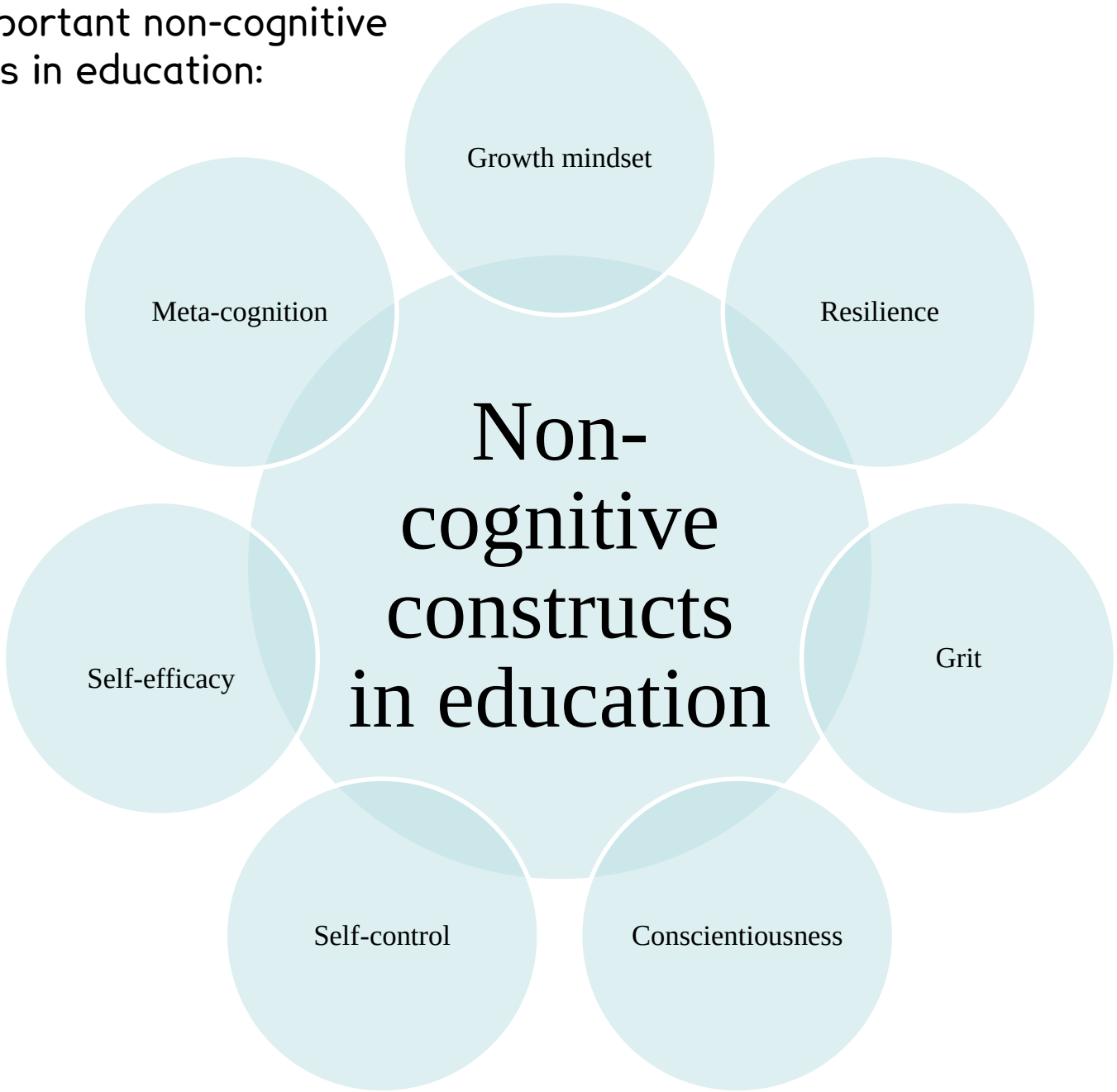
Tuesday 6th November 2018

'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

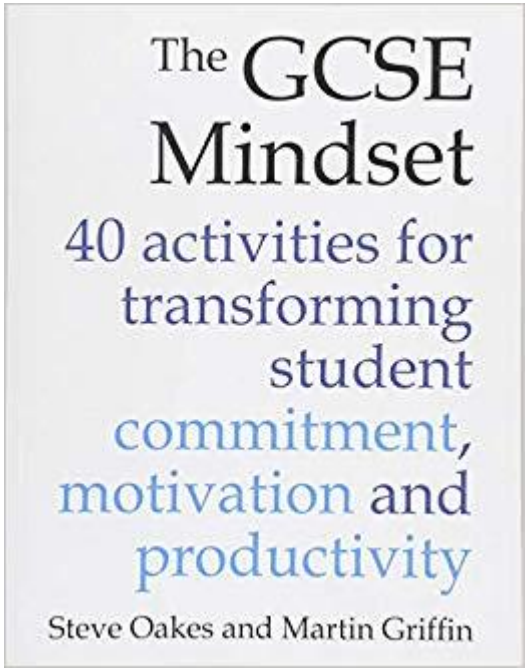
'Good character education is good education…we need to take character education as seriously as we take academic education.' Berkowitz and Bier

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

GCSE Revision Evening

THE BUILDING BLOCKS OF CHARACTER

Intellectual Virtues

Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding.

Examples:

autonomy; critical thinking; curiosity; judgement; reasoning; reflection; resourcefulness.

Moral Virtues

Character traits that enable us to act well in situations that require an ethical response.

Examples:

compassion; courage; gratitude; honesty; humility; integrity; justice; respect.

Civic Virtues

Character traits that are necessary for engaged responsible citizenship, contributing to the common good.

Examples:

citizenship; civility; community awareness; neighbourliness; service; volunteering.

Performance Virtues

Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.

Examples:

confidence; determination; motivation; perseverance; resilience; teamwork.

Practical Wisdom is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where virtues collide.

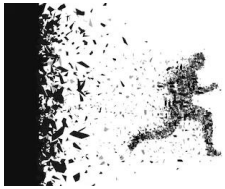
Flourishing individuals and society

Performance Virtues

The business of making pupils better learners.

Past performance ≠ future performance

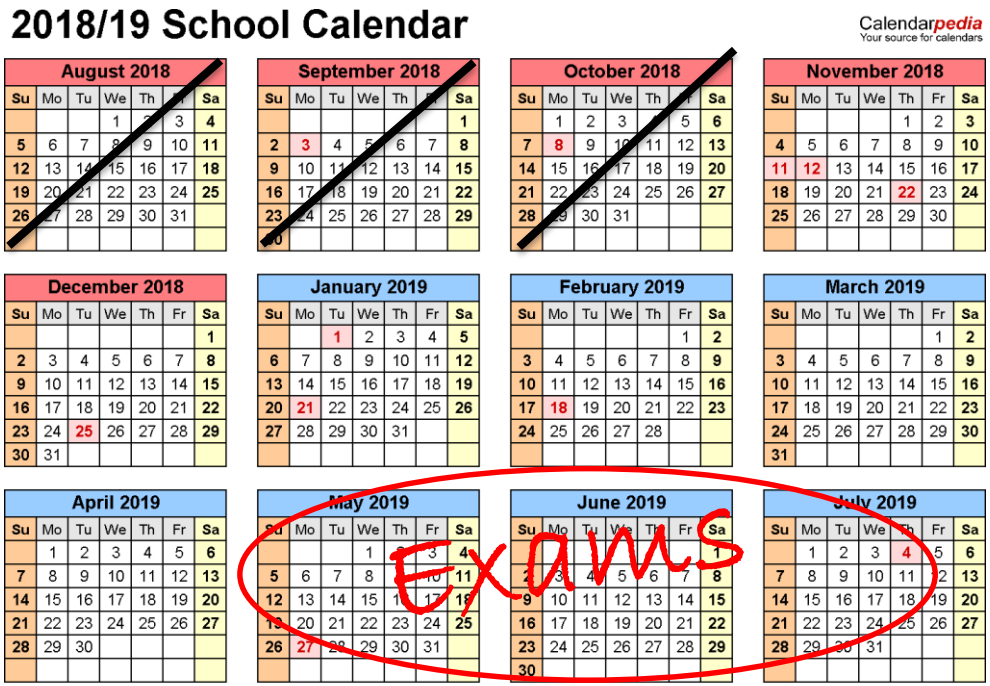
Habits, routines, attitudes and approaches to study are much better indicators of future success.



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

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



You have six months to adopt these five behaviours of breakthrough students

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.

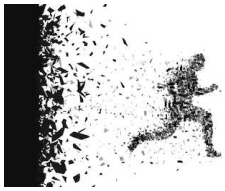
WEEK	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL
1	Rest	3 miles easy	5 miles hills	Rest	5 miles easy	3 miles easy	9 miles LSD	25 miles
2	Rest	3 miles easy	6 miles hills	Rest	6 miles easy	3 miles easy	9 miles LSD	27 miles
3	Rest	4 miles easy	6 miles hills	Rest	6 miles easy	3 miles easy	11 miles LSD	30 miles
4	Rest	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	13 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 4 miles @ MP	4 miles easy	14 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	43 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 6 x 800	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, sustaining an even 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 sprint 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 10-K 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's "equal" to your marathon time. So if your goal is a 3:45 marathon and the workout calls for "9 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 fall marathons

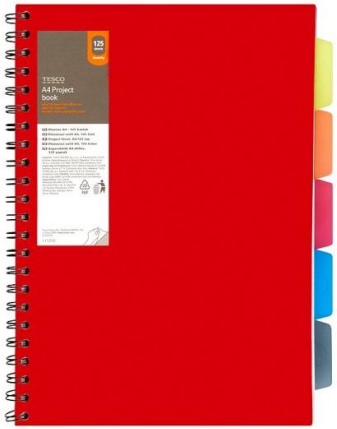
MARATHON	RACE DAY	START
Chicago	10/7	6/18
Portland	10/7	6/18
Twin Cities	10/7	6/18
Marine Corps	10/28	7/9
New York City	11/4	7/16
Philadelphia	11/18	7/30

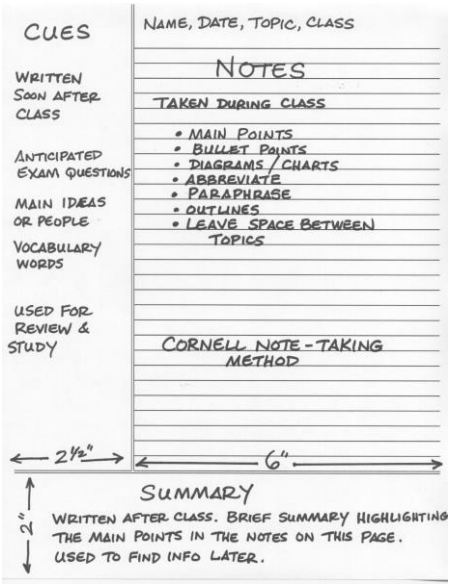


Adopt the behaviours of *breakthrough* pupils:

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

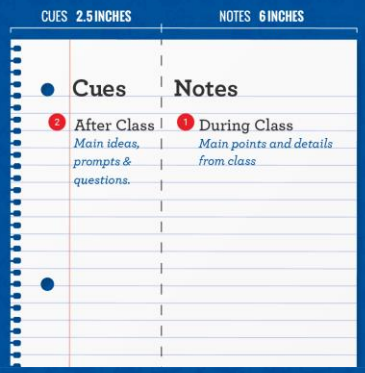




THE CORNELL NOTE TAKING METHOD

BEST FOR

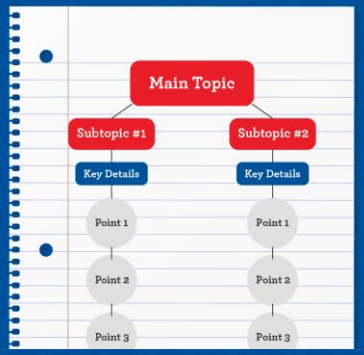
Understanding key ideas and relationships



THE MAPPING NOTE TAKING METHOD

BEST FOR

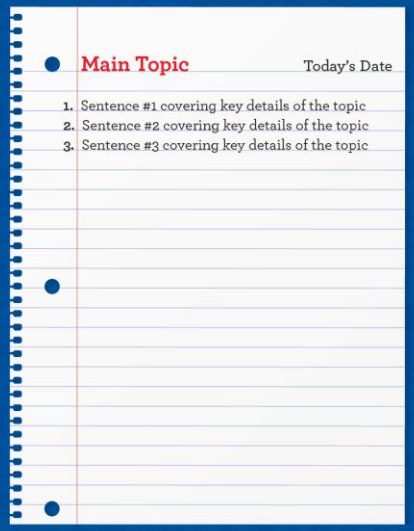
Visualizing connected topics and ideas



THE SENTENCE NOTE TAKING METHOD

BEST FOR

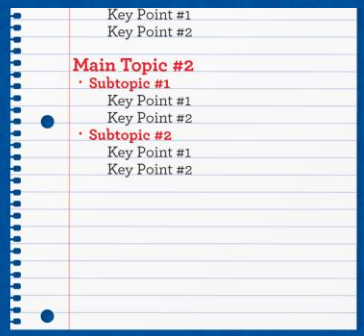
Taking quick and simple notes



THE OUTLINING NOTE TAKING METHOD

BEST FOR

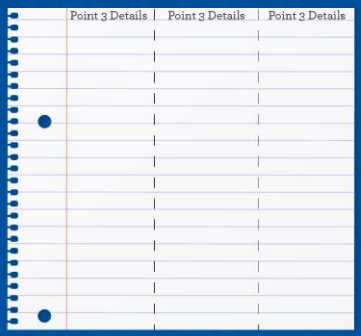
Easily creating study questions for review

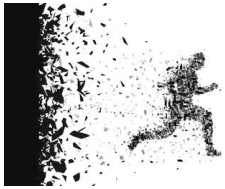


THE CHARTING NOTE TAKING METHOD

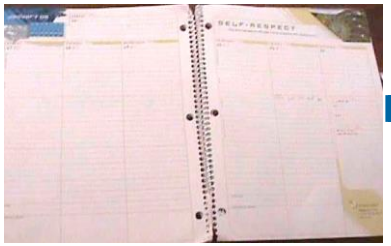
BEST FOR

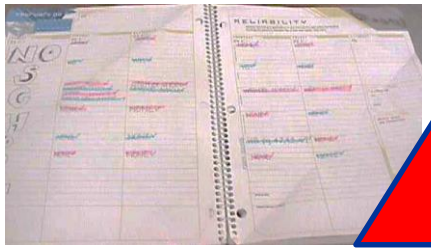
Reviewing lots of facts



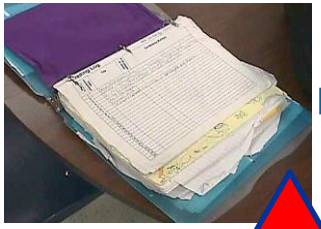


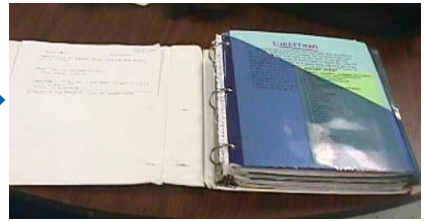
2. Tidiness and organisation of learning resources





Homework diary



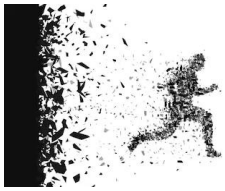


Folders

School bag

Pencil case

School locker



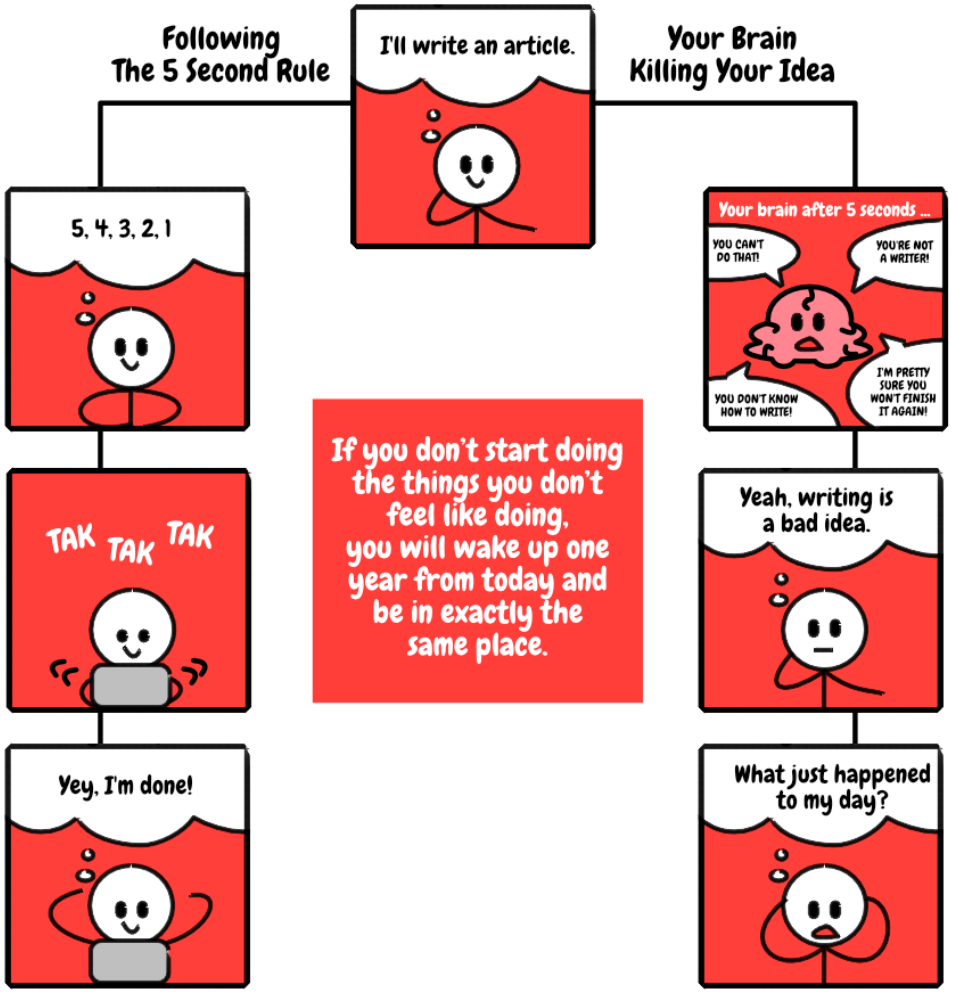
Adopt the behaviours of *breakthrough* pupils:

2. Tidiness and organisation of learning resources

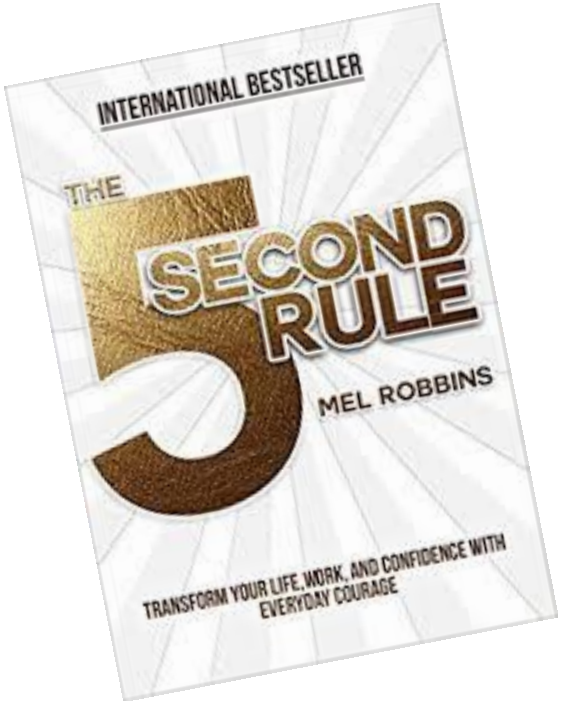
THE 5 SECOND RULE

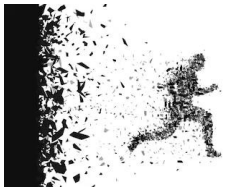
by, Mel Robbins

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



If you don't start doing the things you don't feel like doing, you will wake up one year from today and be in exactly the same place.

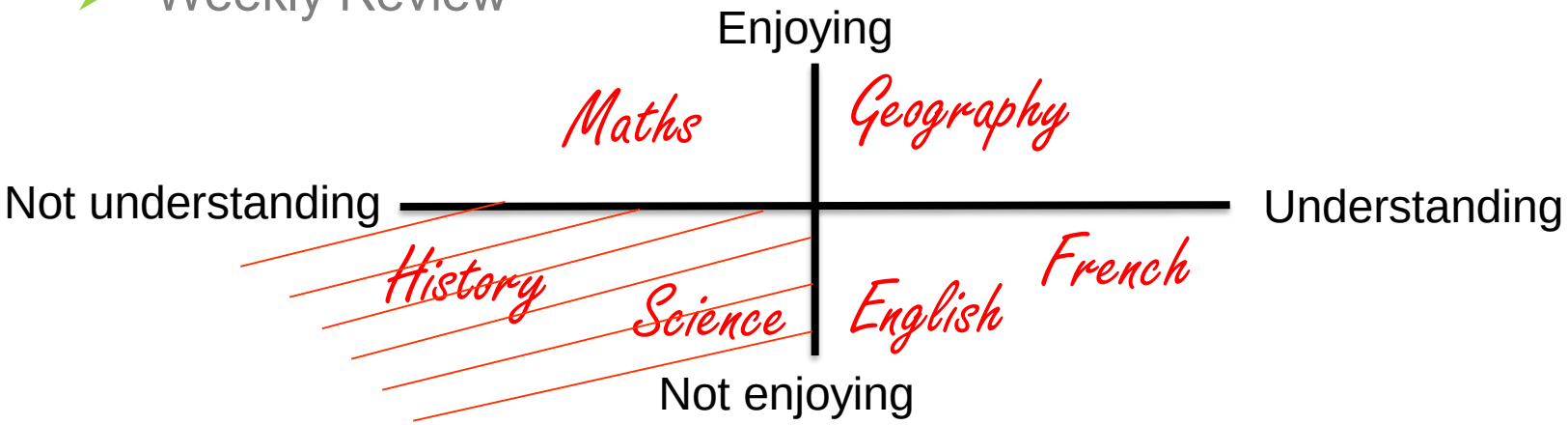


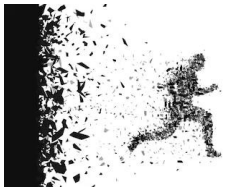


Adopt the behaviours of *breakthrough* pupils:

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'



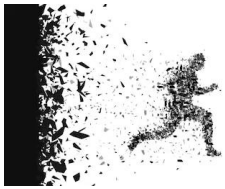


Adopt the behaviours of *breakthrough* pupils:

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)



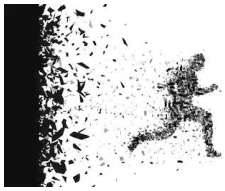
Adopt the behaviours of *breakthrough* pupils:

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

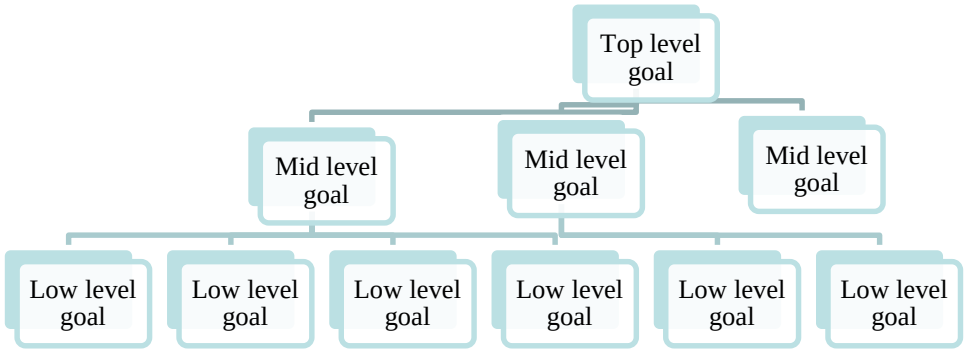
Where would you put yourself on this scale?
Are you working hard enough yet?
What things could you change to push further to the right?
Make a note of 3 or 4 pupils working harder than you. What are they doing? What adjustments could you make?



Adopt the behaviours of *breakthrough* pupils:

5. Positivity, enthusiasm and having a goal

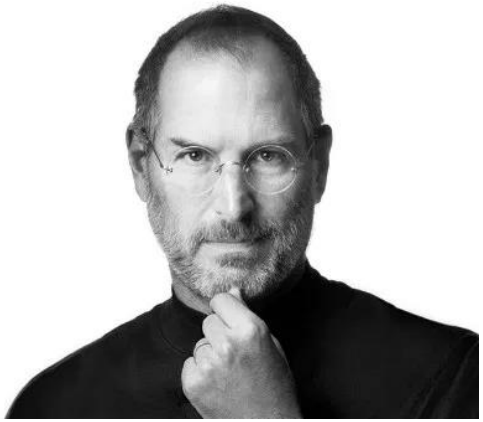
Step 1 - Decide what you want to achieve
Step 2 – Set top, mid and lower level goals to achieve this vision
Step 3 – Stick to the plan!

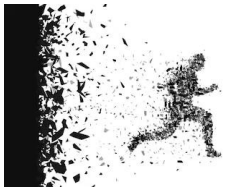


"If you are working on something exciting that you really care about, you don't have to be **pushed**.

The vision **pulls** you."

-Steve Jobs.

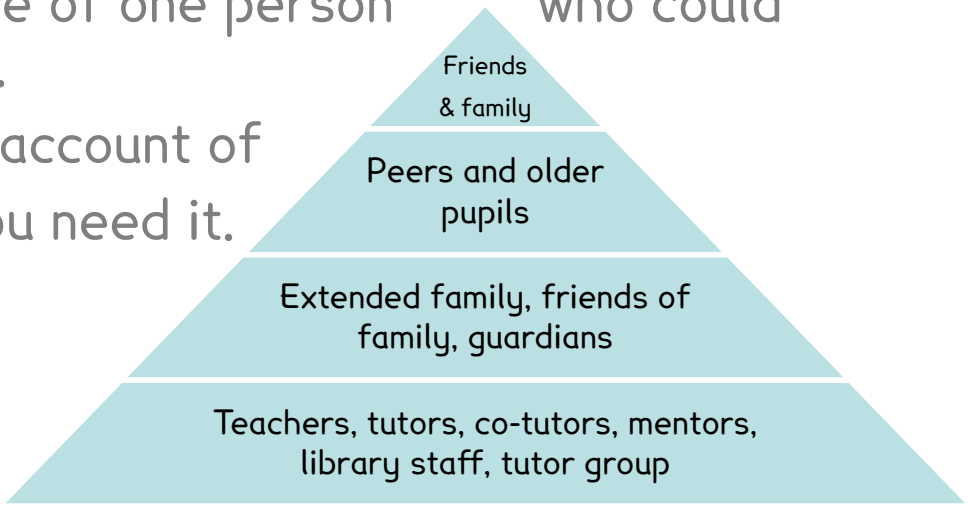




Adopt the behaviours of *breakthrough* pupils:

5. Positivity, enthusiasm and having a goal

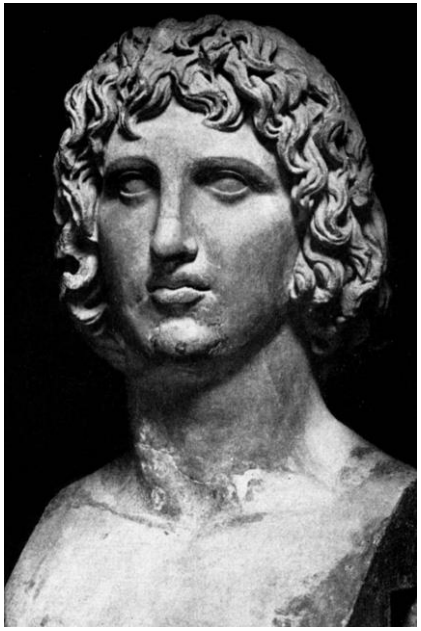
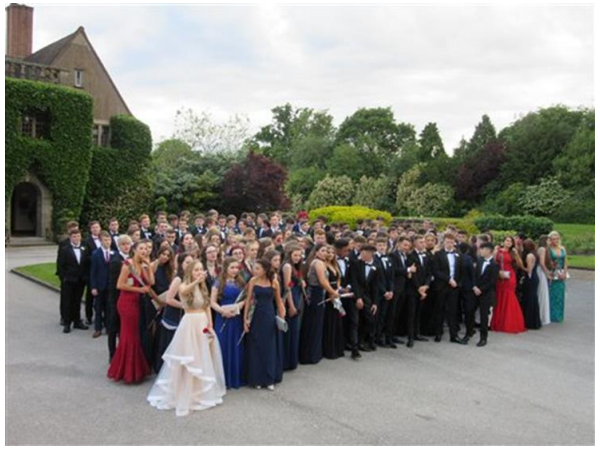
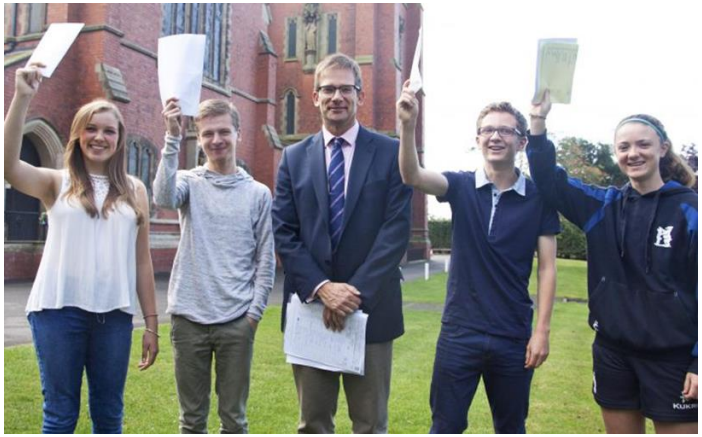
- Maintain a resilient positivity through tough times by relying on a network of friends.
- You're the dot at the top and underneath you is a team of people waiting for the chance to support you.
- List three things you need to get done this month and for each of the tasks, attach the name of one person 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.