

WHEN LEARNING IS IN THE “EXCELLENT ZONE”

	For Learners	Key Thinkers	Implications for Classrooms
CONFIDENT LEARNERS: <i>Embrace the discomfort of challenging learning and conceptual stretch.</i>	<ul style="list-style-type: none"> Embrace ambitious learning activities and undertake more difficult tasks Will “have a go” with new learning, and bounce back from missteps Increasingly independent when negotiating tasks and applying tools Share strategies and guide others. 	<ul style="list-style-type: none"> Angela Duckworth, “Grit – The Power and Passion of Perseverance”. Carol Dweck, “Mindset, New Psychology of Success”. James Nottingham, “The Learning Challenge”. Jo Boaler, “Mathematical Mindsets” Doug Fisher and Nancy Frey, “Better Learning Through Structured Teaching” 	<ul style="list-style-type: none"> Effort and perseverance add value to innate ability and can greatly strengthen achievement – avoid rescue It is powerful when teachers and students model their own mistakes and establish how to correct them “Real-life” learning activities should include practical disruptions to be anticipated and overcome Learners start from a strong instructional base and gradually released to progress towards independence Brainstorming ways to solve a particular problem can model strategic thinking skills and solutions to “the learning pit”.
AGILE LEARNERS: <i>Use “complexity thinking” to look deeply into contexts and apply innovative approaches.</i>	<ul style="list-style-type: none"> Increasingly adept in qualitative and quantitative analytical skills Ask questions within global, societal and personal contexts Build a suite of tools to respond to challenges and opportunities Reflect upon and learn from successful achievement and failure. 	<ul style="list-style-type: none"> Susan Brookhart, “How To Assess Higher Order Thinking Skills” Brent Davis, “Engaging Minds: Cultures of Education and Practices of Teaching”. David Kolb, “Experiential Learning: Experience as the Source of Learning”. Ron Ritchart, “Creating Cultures of Thinking”. Young Zhou, “World Class Learners”. 	<ul style="list-style-type: none"> Strong foundations in literacy and numeracy skills are crucial for the development of advanced analytical skills Most “complexity thinking” skills relate to cross- curriculum skills and abilities, and “futures thinking” skills An inquiry question located within a relevant context is very useful to frame learning and assessment activities Effective learners can choose between a range of thinking tools depending on context and/or purpose Learner reflection should include considerations of what worked, what didn’t work and what they’d do next time.
REFLECTIVE LEARNERS: <i>Describe what quality looks like in their endeavours, gauge their progress and be open to feedback.</i>	<ul style="list-style-type: none"> Fluent in the language of learning intentions and success criteria Self-aware and use reflective practices to regulate their learning Engage actively with assessment feedback from teachers and others Monitor their progress against learning standards over time, and set goals accordingly. 	<ul style="list-style-type: none"> Heidi Andrade, “Powerful Learning: What We Know About Teaching for Understanding” Susan Brookhart, “How To Give Effective Feedback to you Students” Shirley Clarke, “Outstanding Formative Assessment” Doug Fisher (et al), “The Teacher Clarity Playbook K-12: A Hands-On Guide” Dylan William, “Embedding Formative Assessment” 	<ul style="list-style-type: none"> Learning intentions and success criteria are most effective when deconstructed, then ultimately co-constructed Assessment tasks must provide students with the opportunity to demonstrate their learning achievements in full Learners can consider the quality of their work against benchmark at any point in an assessment process Feedback should be framed in ways that confirm achievement and allow learners to consider “what next”? Learning goals work best when learners understand that they are tied to a learning continuum.