

# How we learn in St. Oliver's.

Growth Mindset.  
Challenge.  
Mistakes.  
Learning Powers



What does good learning look like?  
Learning from each other.

- We often learn with our **learning partners**. We share ideas, plan our next learning steps, and reflect on our learning together. We change partners so that we get to learn with different classmates. This helps us to cooperate and share good ideas. We also learn in **groups with other pupils** and sometimes in **groups with our teacher or our class support teacher**.
- Our teachers often use the **interactive whiteboard** and the **visualiser** to show us what good learning looks like and to show our own learning. Teachers also randomly select pupils to share their ideas. Some teachers use **lolly sticks** with our names.
- In some lessons we decide on **success criteria** – the things we need to do to show **good learning** – so that we can answer these questions.  
*What are we aiming for? Where am I now? What are my next steps?*
- Our teachers don't mark every piece of learning we do. We are taking **more responsibility** by using the success criteria and help from our learning partners to **take charge of our own learning**.
- We use many **classroom resources** to help with learning. **Textbooks** are just one resource we use. We don't have to "finish" every textbook and in some subjects we may not have any textbook.
- **Play** and **outdoor learning** help to develop our language and social skills as well as our physical and emotional development.
- It is important to **include** all of us when we are **learning** and **playing**.

- Pupils and teachers try to develop a **Growth Mindset**.

<b>Fixed Mindset</b>	<b>Growth Mindset</b>
<i>Our brains are fixed. I must look clever!</i>	<i>Our brains can grow. I want to learn more!</i>
Avoids challenges	Embraces challenges
Gives up easily	Keeps at it
Effort is pointless	Effort is the key to progress
Ignores feedback	Learns from feedback
↓	↓
<i>Likely to achieve less than full potential</i>	<i>Likely to reach ever-higher levels of achievement</i>

- **The power of YET!** We change “I can’t do this” to “I can’t do this **YET**”.
- **Marvellous Mistakes.** If we are challenging ourselves we will make mistakes. We celebrate mistakes because they help us understand how we are learning and how to improve. Our brains make new connections when we learn from our mistakes.
- **Feedback** is information that helps us to take the next steps in our learning. We can give feedback to ourselves by checking the success criteria. We can give and get feedback from our learning partners and other pupils. We get feedback from our teachers when they make suggestions and when they mark our learning. Teachers get feedback from us! Feedback is best when:

*It is focussed on the learning objective and success criteria.*

*It is given during the learning or immediately after.*

*It helps us to take the next steps in our learning.*

To ask about my day at school, ask me what feedback I got about my learning today!

- We are developing our **Learning Powers**.

**Sticking at it.** **Thinking hard.**



**Open to challenges.** **Learning from mistakes.** **Involving others.**

**Versatile in our learning strategies.** **Enjoying our learning.**

**Responsible for our learning.** **Showing curiosity.**

## Talking to your child about learning success!



Parents have a powerful role in developing character by helping their children with:

- **self-regulation** – to regulate emotions and to be resilient so as to survive reasonable setbacks.
- **empathy** – seeing things from another person's perspective.
- **persistence** – sticking at things when they are hard

### Six parenting tools to develop powerful learners!

1. Use the **If .....then ...** tool to help your child achieve a goal. *"If you want to \_\_\_\_\_, then you need to \_\_\_\_\_."*
2. Be a **story-teller**. Tell your child about how you used a Growth Mindset approach to help you learn in the past or in your own work and learning today. If you hear your child tell a story about their learning which has a fixed mindset message, try to rephrase it. *"I'll never get any better at this,"* can be changed to *"I need help understanding this."*
3. **Praise effort**. *"You really persisted with your Maths. Well done."*  
*"I like the way you tried a different strategy when you got stuck."*  
*"You used some really interesting words in your story ."*
4. **Share strategies**. Talk to you child about the strategies you use in your daily life and how you sometimes need to change to a different strategy. Ask your child's teacher about the learning strategies used in school.
5. **Rebrand mistakes**. Mistakes are good opportunities for learning.
6. **Focus on *how* rather than *what***. How your child engages in learning can be as important as what they produce. Ask your child about how they did a task, the ideas they have in their heads, how they are thinking about a problem, how they could tweak something to make it even better.

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