

*Ballarat High School Learning Dispositions;  
Building a Growth Mindset*



***A resource to support:***  
***Goal setting***  
***Journaling***  
***Reflection & Learning***  
***conversations***

## **Cognition**

The physical things that happen in the brain during the process of gaining knowledge

## **Metacognition**

Thinking about how we gain knowledge

- A. Knowing how we gain knowledge and Specific strategies but the knowing how to apply them to different situation
- B. Actions- doing things like, setting goals, planning, monitoring, controlling, reflecting

## **Metacognitive Strategies**

Metacognitive strategies facilitate learning how to learn. You can incorporate these, as appropriate, into eLearning courses, social learning experiences, pre- and post-training activities and other formal or informal learning experiences.

- 1 **Ask Questions.** During formal courses and in post-training activities, ask questions that allow learners to reflect on their own learning processes and strategies. In collaborative learning, ask them to reflect on the role they play when problem solving in teams.
- 2 **Foster Self-reflection.** Emphasize the importance of personal reflection during and after learning experiences. Encourage learners to critically analyze their own assumptions and how this may have influenced their learning.
- 3 **Encourage Self-questioning.** Foster independent learning by asking learners to generate their own questions and answer them to enhance comprehension. The questions can be related to meeting their personal goals
- 4 **Teach Strategies Directly.** Teach appropriate metacognitive strategies as a part of a training course.
- 5 **Promote Autonomous Learning.** When learners have some domain knowledge, encourage participation in challenging learning experiences. They will then be forced to construct their own metacognitive strategies.
- 6 **Provide Access to Mentors.** Many people learn best by interacting with peers who are slightly more advanced. Promote experiences where novices can observe the proficient use of a skill and then gain access to the metacognitive strategies of their mentors.
- 7 **Solve Problems with a Team:** Cooperative problem solving can enhance metacognitive strategies by discussing possible approaches with team members and learning from each other.
- 8 **Think Aloud.** Teach learners how to think aloud and report their thoughts while performing a difficult task. A knowledgeable partner can then point out errors in thinking or the individual can use this approach for increased self-awareness during learning.
- 9 **Self-explanation.** Self-explanation in writing or speaking can help learners improve their comprehension of a difficult subject.

**Provide Opportunities for Making Errors.** When learners are given the opportunity to make errors while in training, such as during simulations, it stimulates reflection on the causes of their errors.

## Learning Mentor:

Learning Mentors provide personalised learning support and guidance to our learners. They focus on building the students understanding of the learning dispositions. These learning dispositions reflect the Ballarat High School Learning culture and are explicitly taught through our mentor program. Learning mentors assist students to develop challenging learning goals, reflect on their learning and assist with building a Growth Mindset.

### The learning mentor will help students to:

- Develop a sound understanding of how they most effectively learn
- Support and monitor learning progress
- Develop and improve learning dispositions
- Use feedback to plan future learning
- Periodically conduct learning conversations
- Create a Growth Mindset culture through language, instruction, feedback and reflection



### Students:

- Develop Action Learning Plan
- Set Learning SMART goals – (under “Goals and Reflections” in Edumate) that are growth focused
- Regularly reflect of goals in google classroom learning journal
- Understand how they learn; Creative and Critical thinking – Metacognition, Victorian Curriculum 2017
- Develop a deeper understanding of the growth mindset continuum and its impact on learning.

## Student: Learning Goals


Mentors will work with their group engaging the learner in conversations identifying areas for learning growth. The mentor will introduce the learners to the learning dispositions which will assist learners in achieving their goals.

This coaching and support strategy encourages, stretches and pushes students as learners to take responsibility to:

- Think both critically and creatively
- Understand the growth mindset continuum
- Set meaningful learning goals using the SMART Goal framework
- Become confident independent learners
- Understand and demonstrate the learning dispositions.

The SMART goal framework is to be completed through google classroom. The regular journal entries will also be in google classroom. Once the SMART goal is developed it and approved it can then be uploaded to Edumate for parents to see.





**Judgment:** is the capacity to challenge one's own personal assumptions and consider alternative explanations before coming to a conclusion. Judgment is being able to consider things from different angles and evaluate various options that are available. Flexibility in thinking is the key.

**Curiosity:** refers to the appetite for knowledge. Constantly learning more by delving into the information and engaging in new experiences. Taking opportunities to participate in new experiences. Being able to put new knowledge to work to solve challenging problems or meet learning goals.

**Creativity:** demonstrates a preference for producing new ideas and thinking outside the box. Creativity thrives in a flexible environment that provides time and space for novel ideas to be explored.

**Bravery:** Being willing to rise and confront difficult or challenging situations. For example, bravery, may help a person to persevere through a tough deadline or own up to a mistake that has been made. Bravery is feeling fear but being able to act regardless of the fear. This links well to developing a growth mindset.

**Teamwork:** refers to the sense of belonging and commitment to the team. It means being involved and making a fair contribution when working in group contexts. It is supporting the team to achieve the best outcomes.

**Leadership:** describes the ability to both organise and encourage others in order to help them accomplish group goals. You help the group to find the best pathways to take, and you're able to maintain team unity and cohesion along the way. You can inspire others to step-up and you connect to each member of the team.

**Perseverance:** is the ability to keep at the tasks set. Even though challenges will present along the way, it is the choice to keep working towards goals despite obstacles and challenges. Not only is it good to get things done it can also be pleasurable.



# Judgment

## **Judgment:**

Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly. (VIA definition)

## ***Looks Like...***

Judgement is the capacity to challenge one's own personal assumptions and consider alternative explanations before coming to a conclusion. Judgment is being able to consider things from different angles and evaluate various options that are available. Flexibility in thinking is the key.

## ***Challenged by...***

Having to make decisions with a limited time and opportunity to examine all options.

## ***What to watch for...***

Be careful not to get caught up looking for the 'perfect answer' or overwhelm yourself by asking too many questions

## ***Develop by...***

### **Seek out opposites**

- ❖ Try to find sources of information that take opposing points of view on a topic. Explore both sides of an argument before deciding on a position.

### **Weighing up your options**

- ❖ Use thinking tools to assist with exploration of ideas e.g. See, Think, Wonder

### **Playing devil's advocate**

- ❖ Have the courage to ask tough questions, especially when you think there could be more to the story or issue.

### **Making judgments**

- ❖ Set clear milestones, for when tasks need to be completed, this helps to avoid procrastination. Make sure goals are SMART.



# Curiosity

## **Curiosity:**

Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering. (VIA definition)

## ***Looks like...***

Curiosity refers to the appetite for knowledge. Constantly learning more by delving into the information and engaging in new experiences. Taking opportunities to participate in new experiences. Being able to put new knowledge to work in order to solve challenging problems or meet learning goals.

## ***Challenged by...***

Working in situations where performance is measured or monitored or given strict boundaries to adhere to. This can impede the motivation to explore and focus can be on the task completion not the freedom to learn.

## ***What to watch for...***

Becoming too fascinated with exploring ideas without taking action. Try to translate curiosity from knowledge to practice to help generate outcomes.

## **Develop by...**

### **Learning one new thing each day**

- ❖ Note something learned, from a learning moment in class or a reading or discussion of ideas. In the note identify why what was learned matters and how this knowledge can be applied.

### **Thinking in questions**

- ❖ Try to find questions that need to be asked to meet the outcome. For example, write questions related to what you are trying to learn to develop thinking.

### **Looking for alternative explanations**

- ❖ Avoid jumping to conclusions by challenging beliefs and assumptions. Get engaged in more open ended learning e.g. doing yoga to learn about the different muscle groups.



# Creativity

## **Creativity:**

Thinking of novel and productive ways to conceptualize and do things. (VIA definition)

## ***Looks like...***

Creativity demonstrates a preference for producing new ideas and thinking outside the box. Creativity thrives in a flexible environment that provides time and space for novel ideas to be explored.

## **Challenged by...**

Working in heavily constricted environments; such as those that run on strict deadlines or rely on procedures that are set in stone.

## **What to watch out for...**

Becoming so caught up in generating ideas and losing sight of the goal. It can also result in constantly tinkering with ideas that they are never finished or becoming bored with the task before it is completed.

## **Develop by...**

### **Making time for creative exploration**

- ❖ Keep creative tool such as markers, highlighters and note paper at hand. Spend time drawing or mind mapping ideas and challenges in relation to the topic of study.

### **Finding seven solutions**

- ❖ Push the brain to think more creatively by coming up with seven different solutions to problems you are trying to solve. It is common to stop at one or two try to challenge thinking to go beyond the obvious.

### **Play with your creativity**

- ❖ Download an app on a device that promotes more creative, free thinking. Allow time to explore creativity through this outlet.





## Bravery

### **Bravery:**

Not shrinking from threat, challenge, difficulty, speaking up for what's right even if there's opposition; acting on convictions even if unpopular. (VIA definition)

### ***Looks like...***

Being willing to rise and confront difficult or challenging situations. For example, bravery, may help a person to persevere through a tough deadline or own up to a mistake that has been made. Bravery is feeling fear but being able to act regardless of the fear. This links well to developing a growth mindset.

### ***Challenged by...***

Don't take unnecessary risks. Always weigh up the situation to determine whether it's more beneficial to push for the risky option or stick to a more cautious steady pathway.

### ***What to watch for...***

Be careful courage doesn't cross over into recklessness, try piloting new ideas to minimise the risks.

### **Develop by...**

#### **Stretching outside your comfort zone**

- ❖ Try to start each day by stepping outside your comfort zone, whether it's in a big or small way. Endeavour to act on one thing that you would normally put off for another time.

#### **Cultivate new partnerships**

- ❖ Each week try to interact with people that you normally wouldn't interact with but whom you think may have a positive impact on you. Have the courage to ask questions to assist your learning.

#### **Finding you heroes**

- ❖ Each day note down one person who has shown bravery by doing something challenging. This will help develop a greater understanding of what bravery looks like in action.



# Teamwork

## **Teamwork:**

Working well as a member of a group or team; being loyal to the group; doing one's share.  
(VIA definition)

### ***Looks like...***

Teamwork refers to the sense of belonging and commitment to the team. It means being involved and making a fair contribution when working in group contexts. It is supporting the team to achieve the best outcomes.

### ***Challenged by...***

Working with people who show more concern for themselves than the group. For example it may be frustrating when people don't pull their weight and rely on the rest of the team to do the work.

### ***What to watch out for...***

Don't get caught in the groupthink mindset as this can result in not being open to the ideas of people not in the team. Be willing to ask questions and take feedback from others as their ideas may well assist your team performance.

## **Develop by...**

### **Getting involved**

- ❖ Take the opportunity to get involved in teams whether within school or in extracurricular activities.

### **Offering to coach others**

- ❖ Formally or informally offer to help someone with setting and achieving their learning goals. Check in with them regularly and ensure they are progressing towards their pathway.

### **Value loyalty**

- ❖ Make sure you actively acknowledge the role that people have played in contributing to achieving the team goals.



# Leadership

## **Leadership:**

Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organising group activities and seeing that they happen. (VIA definition)

## ***Looks like...***

Leadership describes the ability to both organise and encourage others in order to help them accomplish group goals. You help the group to find the best pathways to take, and you're able to maintain team unity and cohesion along the way. You can inspire others to step-up and you connect to each member of the team.

## ***Challenged by...***

Leaders can find it hard to work in situations where they are not solely in charge or when the role underutilises their skills.

## ***What to watch for...***

Preferring the view from the front seat, it may be hard to take on the role of follower and allowing others to be in charge. It's important to remember that leadership is about bringing out the best in others not just oneself.

## **Develop by...**

### **Stepping up**

- ❖ In either formal or informal capacity, offer to be a leader. Keeping in mind that a leader needs a team, seek out people that have skills that complement the team.

### **Facilitating conversations**

- ❖ When people are finding it difficult to gather their thoughts or ideas during a group task offer to help guide the discussion.

### **Getting inspired**

- ❖ Each day savour one great example of leadership that you observe in school or out of school. Note how the leader organise, express and carry themselves.



# Perseverance

## **Perseverance:**

Finishing what one starts; persevering in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks. (VIA definition)

## ***Looks like...***

Perseverance is the ability to keep at the tasks set. Even though challenges will present along the way, it is the choice to keep working towards goals despite obstacles and challenges. Not only is it good to get things done it can also be pleasurable.

## ***Challenged by...***

Due to making significant effort to get tasks achieved it can be challenging if efforts are devalued and competence is not recognised. It can be frustrating if your hard work is not recognised.

## ***What to watch for...***

Be sure that completing task doesn't become an obsession as this can lead to burnout. Remember to balance workload.

## **Develop by:**

### **Delivering what matters most**

- ❖ Each morning set a few small goals that you will accomplish before the end of the day. Consider how you will manage your time to ensure you meet these goals.

### **Finding your rhythm**

- ❖ Due to your natural body rhythm, throughout the day you'll experience 90-100 minutes' bursts of alertness. At the end of the cycle, it's important to take a short break in order to maximise performance and avoid burnout.

### **Setting yourself a clear plan**

- ❖ Determine what you want to achieve over the next six months, and use the journal to create a week by week plan that will enable you to move from where you are now to where you want to be. Commit to implementing your plan and monitor your progress as you move from one week to the next.

## Learning Mentors' - Ratios and Groupings

**Year 12 - 17 Mentor Groups with 2 Learning Leaders**

**Year 11 - 17 Mentor Groups with 2 Learning Leaders**

**Year 10 - 15 Mentor Groups with 2 Learning Leaders**

**Year 9 - 10 Mentor Groups that include 1 Mentor with a maximum of 25 students**

**Year 8 - 10 Mentor Groups that include 1 Mentor (Core Teacher) with a maximum of 25 students per group**

**Year 7 - 10 Mentor Groups that include 1 Mentor (Core Teacher) with a maximum of 25 students per group**

## Learning Mentors' - Ratios and Groupings

- Year 7 Mentors where possible are core teachers and will progress with their group until the end of year 8.
- Year 9 Mentors are core teachers.
- Year 10 Mentors will progress with the students through to Year 12 except for VCAL students.
- Year 12 Mentors will return to Year 10 Mentor Program.
- VCAL students will remain together and will have a VCAL program teacher as their Mentor.

**This is the ideal scenario and Mentor changes can be made to the program with minimal disruption because the stability of the student grouping will remain the same**

## Timing and Timetable

Learning Mentors' will be one 48 minute session every Wednesday.

VCAL staff will be aligned with VCAL Mentor groups.

<b>BELL TIMES – Wednesday</b> <b><i>(Mentor Program Day)</i></b>	<b>SESSION</b>	<b>BELL TIMES</b> <b><i>(Non- Mentor Program Day)</i></b>
9.00 - 9.42	<b>Period 1</b>	9.00 - 9.50
9.42 - 10.24	<b>Period 2</b>	9.50 - 10.40
10.24 - 10.49		
10.49 - 11.37 <b><i>Mentor Session</i></b>	<b>Recess</b>	10.40 - 11.05
11.37 - 12.19	<b>Period 3</b>	11.05 - 11.55
12.19 - 1.01	<b>Period 4</b>	11.55 - 12.45
1.01 - 1.51	<b>Lunch</b>	12.45 - 1.35
1.51 - 2.33	<b>Period 5</b>	1.35 - 2.25
2.33 - 3.15	<b>Period 6</b>	2.25 - 3.15

## Qualities of a good Mentor

- **Genuineness** – Being genuine demonstrates your commitment to the student and the Mentor process. It means being open and honest, including providing clear, focused and detailed feedback.
- **Support** – Mentors need to take care enough to facilitate the journey for the student, but not rescue them from the challenges that come along with the learning process.
- **Empathy** – Empathy is all about understanding the student and tuning into the emotions underlying their words and actions. Empathy allows you to put yourself in the student's shoes. It is essential for ensuring you hear and understand what the student is truly saying and feeling.
- **Trustworthiness** – The presence of trust between the Mentor and the student is an essential precondition for a successful positive relationship. Without trust, the student may not feel confident to share their real thoughts and concerns and they may not accept the feedback offered by the Mentor.
- **Growth Mindset**-Teaching how to learn through failure

## Communication techniques

### Open- ended questioning

- Ask questions that are open-ended and cannot be answered with a “yes”, “no” or one word response:
  - What areas do you think you could improve on?
  - How did that affect you?
  - What impact does this have on you?
  - What makes you say that?
- Encourage the student to elaborate on the situation and their response.
- Avoid leading questions that prompt a particular point of view or suggest how a question should be answered:
  - Are you frustrated by that response?
  - You didn't prepare for the activity, did you?

### Summarising and reframing

- Summarising and re-framing can prompt further reflection from the student
- Stepping back and giving a clear summary of the situation gives the student a chance to see things differently.

### Maintaining silence

- As important as it is to ask questions, it is also as important to give the student space to answer them:
  - Give the student time to think through the reply to a challenging question.
  - Be patient. Do not anticipate the student's response by pre-empting his/her answer.
  - Remain open and demonstrate interest. Encourage the student to take his/her time



## Active listening

- Active listening is accomplished through the use of two techniques
  - Responding to underlying concerns and feelings of the student e.g. “you seem disappointed...”
  - Paraphrasing or putting what the student said into your own words without changing the basic meaning.
  - These techniques help to demonstrate in a verbal way that you have accurately heard what the student has said, as well as identifying their underlying emotions.

## Coaching Techniques

### Initiating action

- Helping the student to initiate action involves exploring options and challenging their beliefs. Real agreement on next steps is vital – without a clear action plan the student is unlikely to achieve their learning goals.
  - Ask the student to share their ideas
  - Help the student to identify and select a goal/next step among the options generated in their reflection.
- Resist the urge to tell! But do offer additional ideas
  - Another thing that might be worth trying is...
  - The options are...
  - I’ve tried this way before, could that work for you?
- Encourage the student to identify new behaviours or ways of thinking that they would like to try.
- Conclude with mutually agreed goals and action plans

## Learning Mentors' – Journal and Semester Report Reflection

### Student learning reflection journal

- Is located on google classroom
- Should be added to weekly (*it may only take 5 minutes per session*)
- Enables the goal setting process to be continuous.
- Provides valuable record of progress
- Enhances depth of report reflection at the end of semester

### Learning Intention

This routine helps students reflect on their thinking about a topic/ issue and explore how and why that thinking has changed (thus developing their metacognitive skills).

### Process

1. Explain to students that the purpose of this routine is to help them reflect on their thinking about their learning and learning goal, and how their ideas have developed over time.
2. Encourage students to think back to the start of the semester and the goals they set, remembering what they wanted to achieve. Have them write a reflection beginning with, "*I used to think...*"
3. Ask students to think about how their thinking has changed as a result of what they've been studying/reading/discussing, beginning with the phrase, "*Now, I think...*" this is a reflection on how much effort they have demonstrated toward achieving their goals.
4. Have students reflect in writing on their shifts in thinking or lack of, as a core component of their reflection

**Students should include but are not limited to:**

- Summary of their learning plan
- Comments from their learning reflection journal
- Responses to the thinking routine
- How could they improve in the future
- They locate the reflection on Edumate

UPCOMING TASKS		RECENT TASK RESULTS		ACADEMIC REPORTS	
DATE DUE	COURSE	TASK DETAILS	WEIGHT		
No tasks at present					
<a href="#">Click here to see all tasks</a>		Show all			

PERSONAL LEARNING GOALS

Select Semester: 2017 Semester 2 [Mentor Conversation](#)

My Learning Goals for Semester 2 2017:

1000 [Comment Bank](#)

My reflection on my achievements in Semester 2 2017:

1000 [Comment Bank](#)

My Learning Goals for next semester:

1000 [Comment Bank](#)

[Submit](#)

## Active Questioning

### *Possible starting points for conversations:*

- What kind of learner do you want to be?
- How do you want other students and teachers to remember you and your learning experience at Ballarat High School?
  - How would that make you feel?
- What makes a great learner? What strategies do great learners exhibit
  - What would that mean for you?

### *Possible goal related questions:*

- When you think about what kind of learner you want to be, what do you need to do to get there?
- What is currently happening in your learning that you would like to either further develop or not continue?
  - What might this change look like?
- Tell me about the possibilities for action you can see?

**Possible “act ion” questi ons to ask:**

- What actions do you need to take to reach your goal?
- What affect will completing that action have on your learning?
- Can we break it down into steps?
- What support do you need?
- Who might be able to help you?
- What might get in the way?
- What success indicators will you look for to know you have achieved your goal?

**Possible feedback and support questions:**

- What do you see as your main strengths and areas for development?
- What feedback have other teachers shared with you?
- What further support do you need from me?