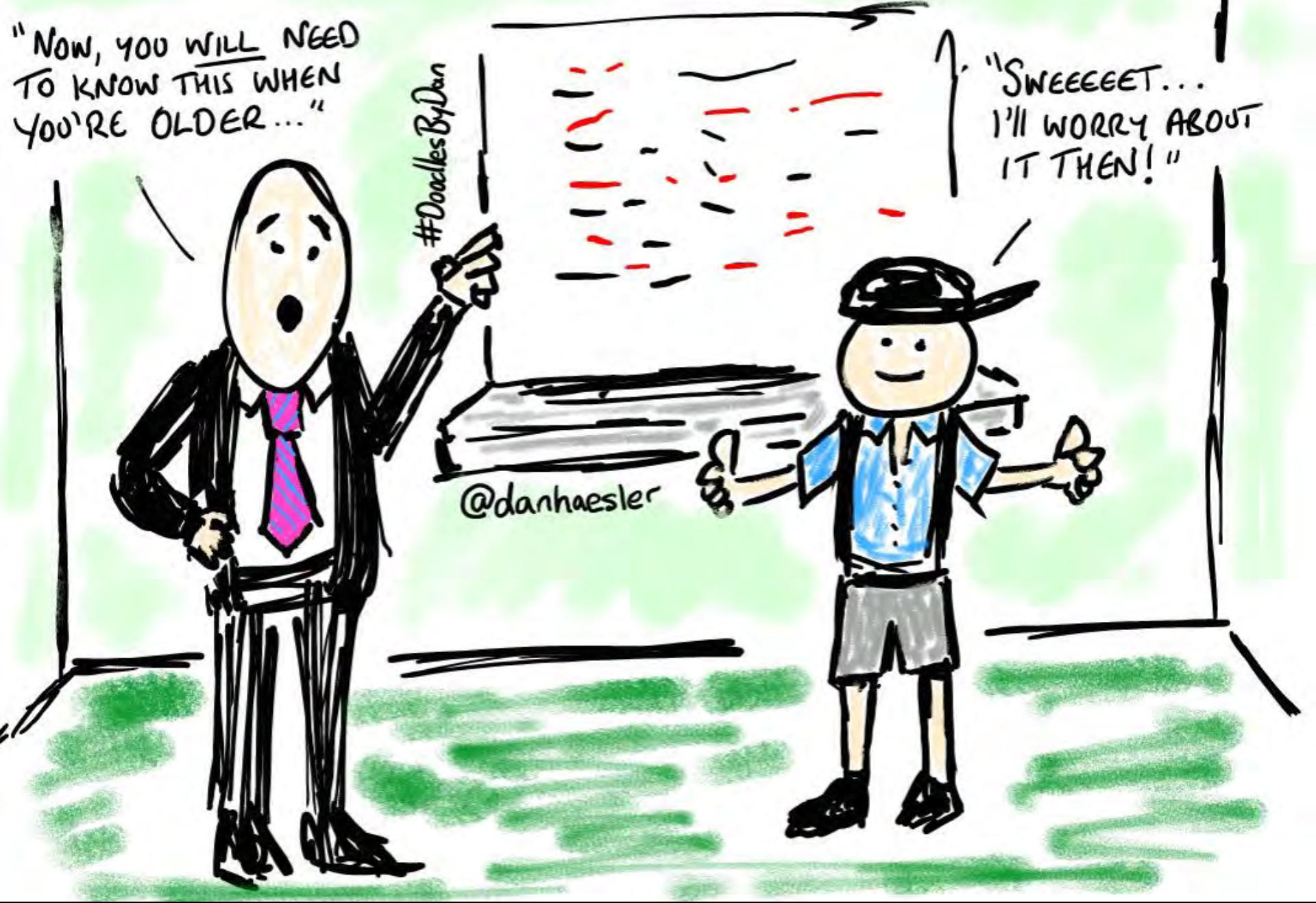


"NOW, YOU WILL NEED TO KNOW THIS WHEN YOU'RE OLDER..."

#DoodlesByDan

"SWEEEET... I'LL WORRY ABOUT IT THEN!"

@danhaesler



RECAP



FIXED MINDSET
YOU HOLD AN ENTITY THEORY OF ABILITY,
TRAITS & PERSONALITY

GROWTH MINDSET
YOU HOLD AN INCREMENTAL THEORY OF ABILITY,
TRAITS & PERSONALITY



FIXED MINDSET

TENDS TO:

AVOID CHALLENGE

GIVE UP EASILY

DISLIKE THE NEED FOR EFFORT

IGNORE USEFUL FEEDBACK/CRITIQUE

FEEL THREATENED BY THE SUCCESS OF OTHERS





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FIXED MINDSET

TENDS TO:

AVOID CHALLENGE

GIVE UP EASILY

DISLIKE THE NEED FOR EFFORT

IGNORE USEFUL FEEDBACK/CRITIQUE

FEEL THREATENED BY THE SUCCESS OF OTHERS



GROWTH MINDSET

TENDS TO:

SEEK OUT & EMBRACE CHALLENGE

PERSIST IN THE FACE OF SETBACKS

REVELS IN THE STRUGGLE

LEARNS FROM FEEDBACK & CRITIQUE

IS INSPIRED BY THE SUCCESS OF OTHERS



HOW MANY POTENTIAL ISSUES CAN YOU SPOT IN ONE SENTENCE?

In one instance, parents demanded marks be altered when two students received different sets of marks after they both allegedly plagiarised an essay wholly written by the same tutor.





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IF YOU WRITE CAREFUL DIAGNOSTIC COMMENTS
ON A STUDENT'S PIECE OF WORK

AND THEN ATTACH A GRADE...

YOU ARE **WASTING** YOUR TIME

- DYLAN WILIAM



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PERFORMANCE | COMPETITION | ANXIETY



MORE USEFUL FEEDBACK

TO ENCOURAGE LEARNING, DEVELOPMENT & GROWTH

3 WAYS TO IMPROVE

YOU CAN'T DO THIS YET



A CULTURE OF MORE USEFUL FEEDBACK



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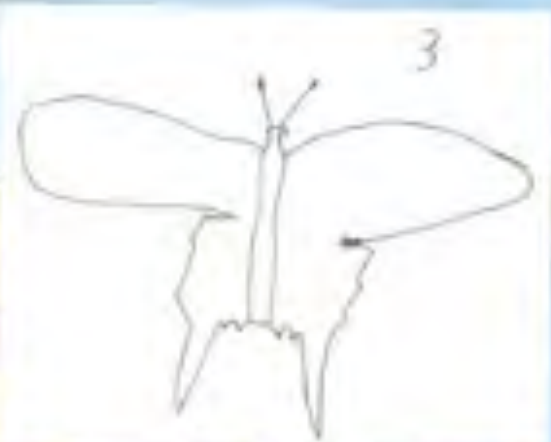
EXPEDITIONARY
LEARNING



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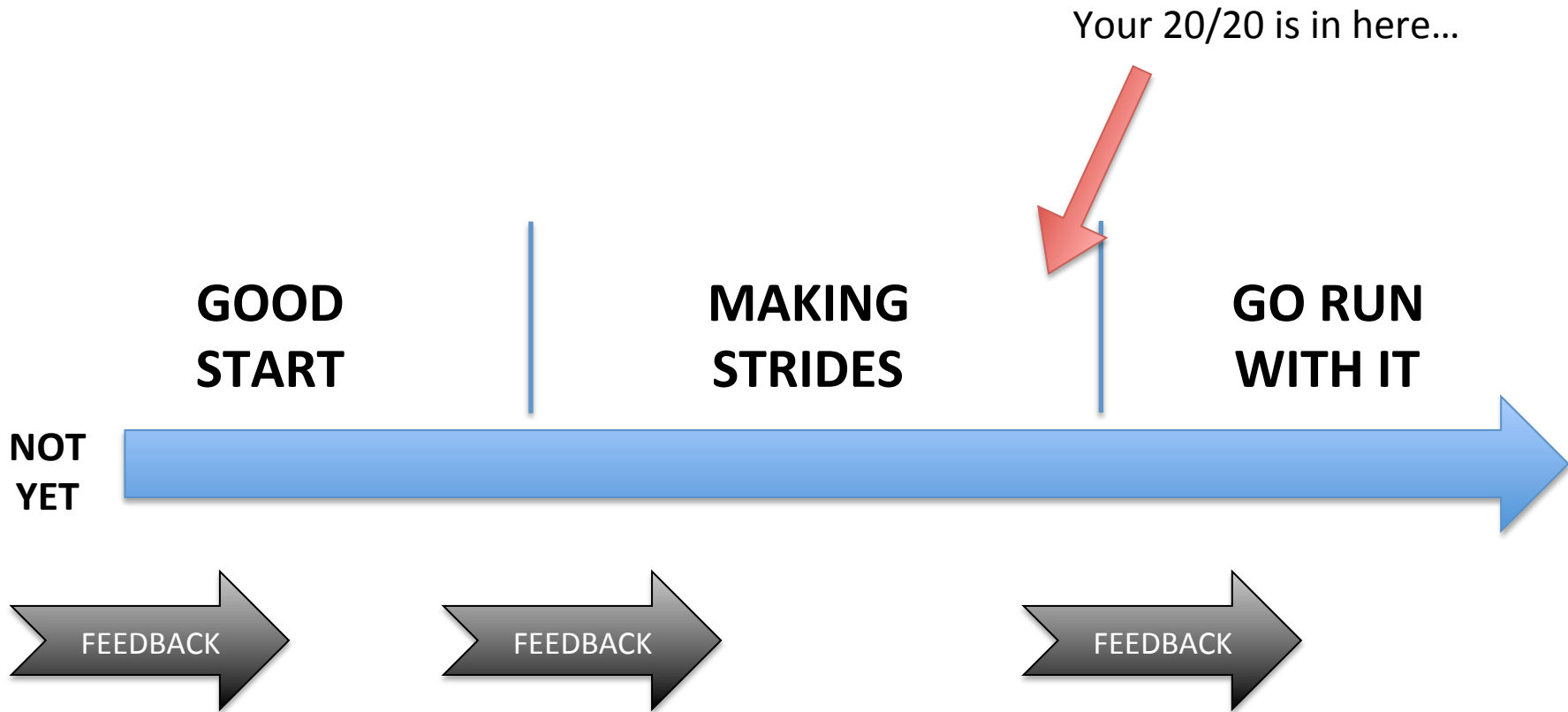
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SUCCESS CRITERIA



SOME KIDS THINK THEY DON'T
NEED TO LEARN ANY MORE

WHILST OTHERS THINK THEY
CAN'T LEARN ANY MORE



WHAT ARE STUDENTS THINKING
BEFORE THEY
GET TO
CLASS?



Place these strategies in order of Hattie's 2015 Effect Size

Include the ES for bonus marks

Classroom discussion

Teacher estimates of achievement

Teacher credibility

Collective teacher efficacy

Not labeling students

Feedback

Class size

Mastery learning

Piagetian programs



Based on your experience, what are your thoughts on how each of these impact teaching and learning?

Classroom discussion

Teacher estimates of achievement

Teacher credibility

Collective teacher efficacy

Not labeling students

Feedback

Class size

Mastery learning

Piagetian programs



ASK QUESTIONS THAT GET THEM TALKING



Place these strategies in order of Hattie's 2015 Effect Size Include the ES for bonus marks

Teacher estimates of achievement – 1.62

Collective teacher efficacy – 1.57

Piagetian programs – 1.28

Teacher credibility – 0.9

Classroom discussion – 0.82

Feedback – 0.73

Not labeling students – 0.61

Mastery learning – 0.57

Class size – 0.21



DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



TALK MORE



FACEBOOK.COM/DAN.I.HAESLER



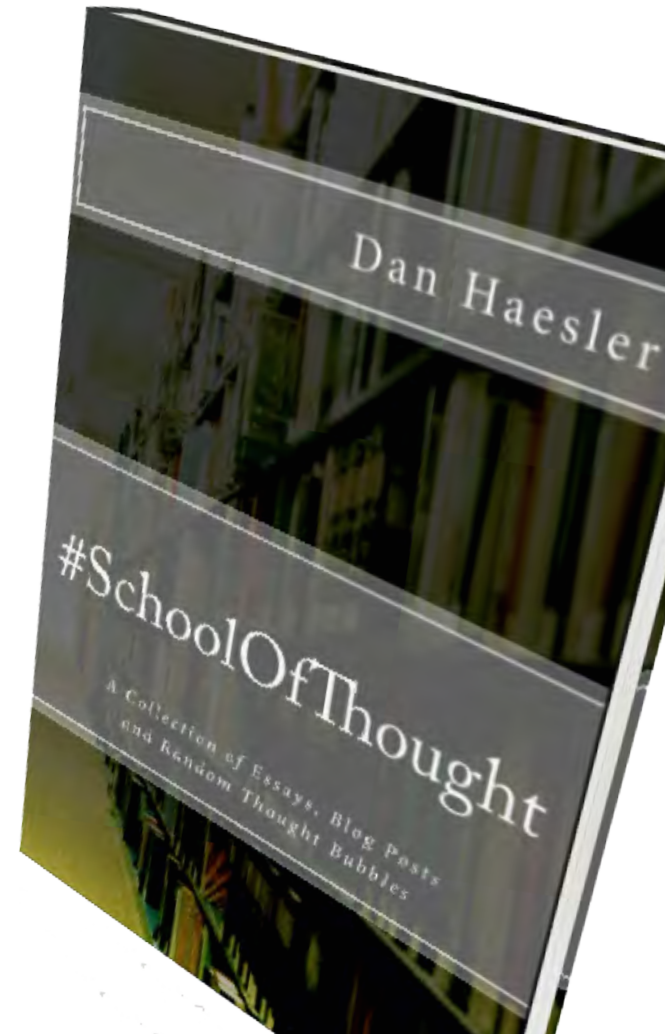
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