

**4 STRATEGIES TO HELP
DEVELOP GROWTH MINDSETS
IN YOUR LEARNERS**

WHAT DID YOU LEARN ABOUT YOURSELF AT

SCHOOL?



ASK QUESTIONS THAT GET THEM TALKING



STRATEGY ONE



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

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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





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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



HOW MANY POTENTIAL ISSUES CAN YOU SPOT IN JUST 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.



MORE USEFUL FEEDBACK

LIMIT THE USE OF GRADES
OFFER 3 WAYS TO IMPROVE
ALLOW (ENCOURAGE) RESUBMISSION

STRATEGY TWO



A CULTURE OF MORE USEFUL FEEDBACK



E

EXPEDITIONARY
LEARNING



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PEER CRITIQUE

CRITIQUE IS OBJECTIVE

BASED ON LEARNING INTENTIONS
& SUCCESS CRITERIA

YOU'LL NEED TO TEACH THIS

STRATEGY THREE



ACTIVITY



TASK (12mins)

LEARNERS: You will have 12 minutes to design & make two different designs for paper airplanes that can fly at least 5 metres carrying at least five 5 cent coins.

DOCUMENTERS: Please observe with the following question in mind:

What do you notice about the individuals' and group's process of building knowledge and what can you point to that makes you say that?

Watch for interesting and important moments or shifts in the ways ideas are being developed. Afterward, describe and interpret how those moments advanced the knowledge building of the group.

Document your observations individually.

You can document in any way you wish – jot down bits of conversation, take pictures with your mobile phone, write short descriptive notes, or draw pictures or diagrams – but you must document in some way!



DE-BRIEF (10mins)

Documenters: Share with the learners selected observations and documentation about the individuals' and group's process of building knowledge. Try to identify interesting or important moments or shifts in the ways ideas were being developed and offer an interpretation of how they advanced the learning process.

Learners: Share your responses to the documenters' observations and interpretations as well as your own reflections regarding interesting or important moments or shifts in the learning process and what you learned about aerodynamics.

As a small group: Choose one thing you learned about the principles of aerodynamics and one thing you learned about individual and group learning or the process of documentation to share with the whole group. Feel free to walk around and look at the designs of other groups.



MORE CHAT...

Small groups each report one thing they learned about aerodynamics and one thing they learned about individual and group learning or the process of documentation.

(From Mara Krechevsky, Ben Mardell, Melissa Rivard, Daniel Wilson. (2013). Visible Learners: Promoting Reggio-inspired approaches in all schools. San Francisco: Jossey-Bass)



DOCUMENTATION

REFLECTIVE JOURNALS

PROTOTYPES

WORKSHOP OR GALLERY?

STRATEGY FOUR



TALK MORE



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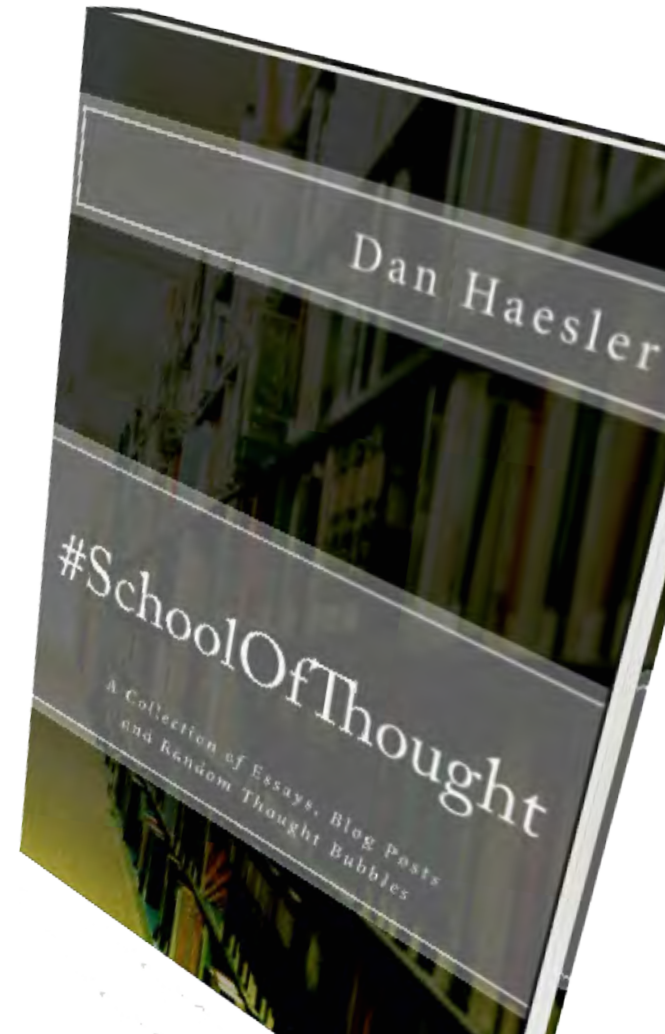
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