

LEARNING SKILL

WHAT IS IT IMPORTANT FOR?

STRATEGIES TO BUILD LEARNING SKILL



ENGAGEMENT

Explaining the objectives and success criteria of the task/lesson.

Engagement with learning is essential to academic progress, because engagement is connected to greater effort, enthusiasm, more strategic thinking and the active contribution to learning plans.

- Giving students agency and providing choice
- Meaningful, authentic, challenging but achievable tasks and activities
- Ensuring students experience success in their learning
- Pressing students to justify and explain answers
- Feedback



GROWTH MINDSET

The belief that abilities and intelligence are malleable and can be developed and improved through perseverance, good strategies, and support from others.

Growth mindsets are positively linked to effective learning strategies, help-seeking behaviours, perseverance, and self-efficacy. Growth mindsets can narrow achievement gaps and increase achievement for lower-ability students.

- Teaching students how the brain works and develops
- Providing challenging activities with an appropriate level of difficulty
- Valuing having-a-go, diverse strategies, mistakes and confusion
- Establishing classroom expectations for struggle and effort
- Reflection



INTRINSIC MOTIVATION

Motivation to engage in learning comes from within the individual because it is naturally satisfying to them

Students with the highest levels of motivation attain the highest performance levels. Intrinsic motivation leads to all kinds of positive learning behaviours, including positive engagement, persistence, cognitive flexibility, preference for challenge, adaptive coping strategies and problem-solving, and greater conceptual learning and memory.

- Sense of membership and belonging
- Giving students autonomy and responsibility
- Strong relationships and opportunities for co-operative learning
- Making tasks interesting and meaningful to individual students
- Setting meaningful individual goals
- Feedback and rewards



PERSEVERANCE

Mindsets and behaviours that allows people to sustain effort and engagement in challenging situations

Students with higher ability often show high levels of perseverance and passion for achieving their goals. Perseverance might even compensate for ability in some cases. Perseverance involves self-control, high self-efficacy, and motivation alongside goal-striving, tenacity and a capacity for delayed gratification.

- Interesting and purposeful tasks
- Giving students autonomy and responsibility
- Cooperative learning
- Teaching help-seeking behaviours
- Tasks that demand prolonged engagement
- Teaching skills and strategies for perseverance



RESILIENCE

The capacity for adapting well in the face of adversity, challenge, or stress

Resilience enables students to interpret challenge in a positive and beneficial way, meaning resilient students are less vulnerable to the potentially negative impact of failure.

- Building agency and self-determination
- Strong, positive and supportive relationships between students and teachers and students and peers
- Teaching coping strategies



SELF-EFFICACY

The judgement that a person makes about their own capability to achieve a task and to experience success in learning

Self-efficacy influences which activities students choose or avoid, how much effort they put in, how much resilience they have, and how long they persist with a task. Students with high self-efficacy enjoy challenges and tolerate failure, set higher goals and expend more effort towards their achievement, and persist longer and use more cognitive and metacognitive strategies.

- Ensuring students accomplish tasks and experience success
- Students modelling strategies (peer models)
- Goal-setting and feedback
- Self-assessment
- Problem-solving tasks and strategies
- Student affirmation
- Teacher self-efficacy



SELF-REGULATION

The ability to manage and regulate one's own learning processes.

Self-regulating students both pursue and persist with learning. They effectively manage information, resources, time and feedback, in order to gain and process new knowledge and skills as well as identify and harness new opportunities.

- See personal goals as motivation for learning
- Forethought: defining the task, setting goals and making plans
- Self-instruction
- Self-monitoring
- Reflection