

# Graduate to Proficient

Day 2

Nicola Davidson and Sam Wynne





Meet the Team – Inclusive Education

Developing a Growth mindset –in yourself and your students

Meet the Team – Curriculum

The First 6 Weeks of School

Communicating with parents

The Road Ahead

Previous Grads tell their stories

The Top Ten Tips for Early Career Teachers – Penny Crosslands – All Saints' College

# Meet The AISWA Team

Inclusive Education

Rebecca Delaney

# Developing a Growth Mindset

In You and Your Students

Research into Practice

Sam Wynne 1 hour 15 minutes

Bad news, there's  
something called  
'Lifelong learning'



"Failure is an  
opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude  
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try  
new things"

"Failure is the  
limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like  
to be challenged"

"I can either do it,  
or I can't"

"My potential is predetermined"

"When I'm frustrated,  
I give up"

"Feedback and criticism  
are personal"

"I stick to what I know"



# The Theoretical Base

- Alfred Binet – French Psychologist and creator of the IQ test – 1904
- Gilbert Gottlieb – Neuroscientist – Epigenic Theory
- Robert Sternberg - Psychologist and Psychometrician – Triarchic theory on Intelligence
- Howard Gardener – Multiple Intelligences



Three Core Concepts in Early Development



## Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY





# Howard Gardner Multiple Intelligences





## Fixed Mindset

- Fixed traits
- Proving that you are talented/smart
- Validating yourself
- Failure is a set-back
- Effort is bad – if you are smart or talented you don't need it.

## Growth Mindset

- Changing qualities
- Stretching yourself to learn
- Failure is growth
- Effort is what makes you smarter.



We are born wired to learn ...





# Think about your own mindset?

- When you feel smart?
  - When you are flawless or when you are learning?
- What do you tell yourself about failure?
- Where did you learn that from?





# Other Mindset Studies and Their Results

- Mindset and School Achievement
- Low Effort Syndrome

“The worst student we had, the worst I ever encountered, who was, in his life outside of the classroom as mature, intelligent and interesting a person as anyone at the school.

What went wrong? .....

Somewhere along the line his intelligence became disconnected from his learning”

John Holt

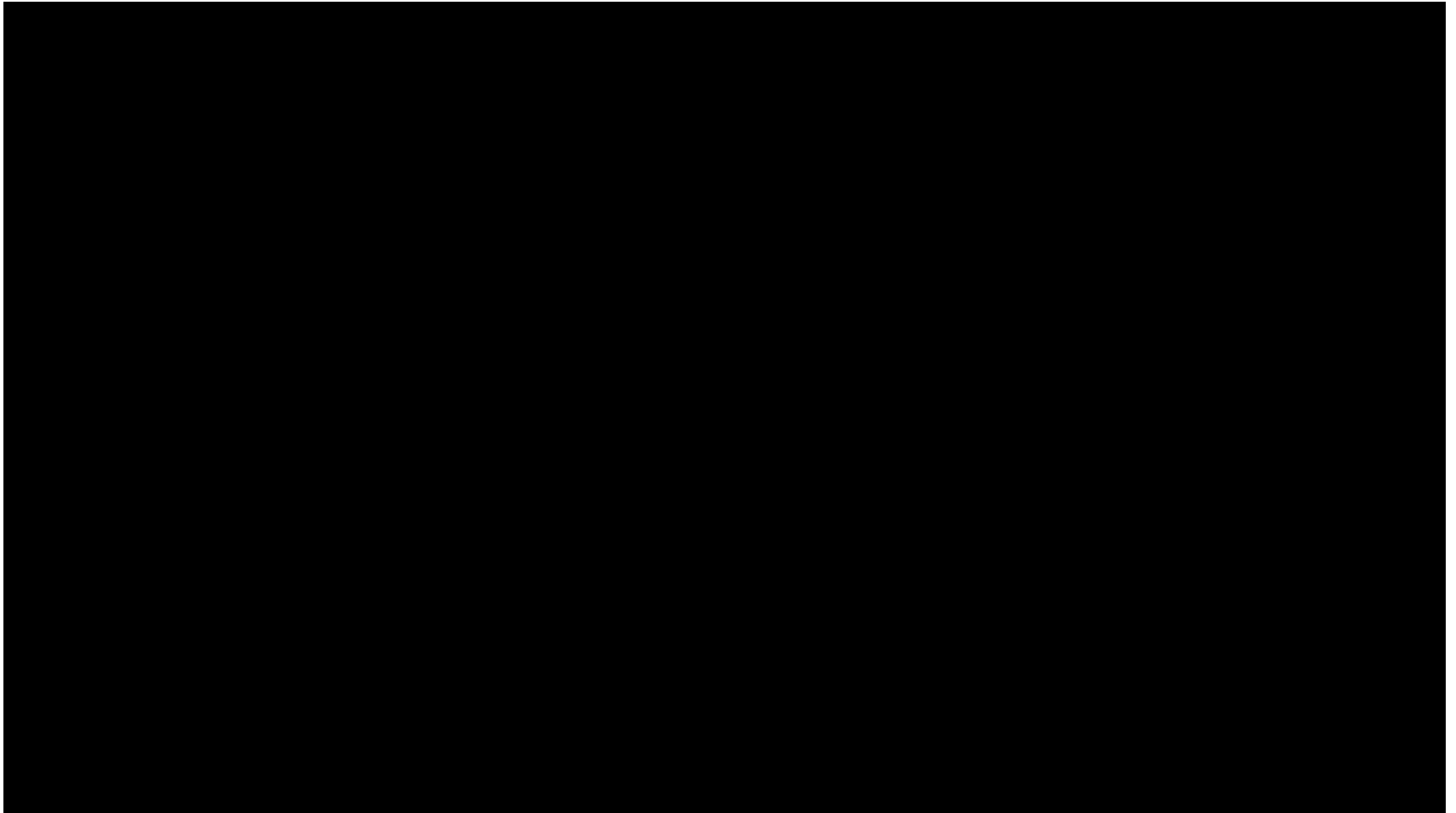


## Benjamin Bloom

“After forty years of intense research on school learning in the United States as well as abroad, my major conclusion is: What any person in the world can learn, **almost** all persons can learn, **if** provided with the appropriate prior and current conditions of learning”



# Carol Dweck – Mindsets





*Our studies have shown that teaching people to have a “growth mind-set” which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life.*

Carol S Dweck



# Beware of negative label and stereotypes

PUGH



*'It's all your fault,  
dad – terrible genes'*



We need to think about school and classroom cultures





# We need to redefine success and failure





# How to re-message success





## Send messages about process and growth

“The best thing we can do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, seek new strategies and keep on learning. That way they don’t have to be slaves of praise. They will have a lifetime to build and repair their own confidence.”



## How to re-message failure







“The great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning”

Carol Dweck - Mindset





# Who are Growth Mindset teachers???

“There is an assumption that school’s are for students learning. Well, why aren’t they as much for teacher’s learning.”

Seymour Sarason



Be More Dog



# Meet the AISWA Team

## Curriculum Consultants



# The First Six Weeks of School

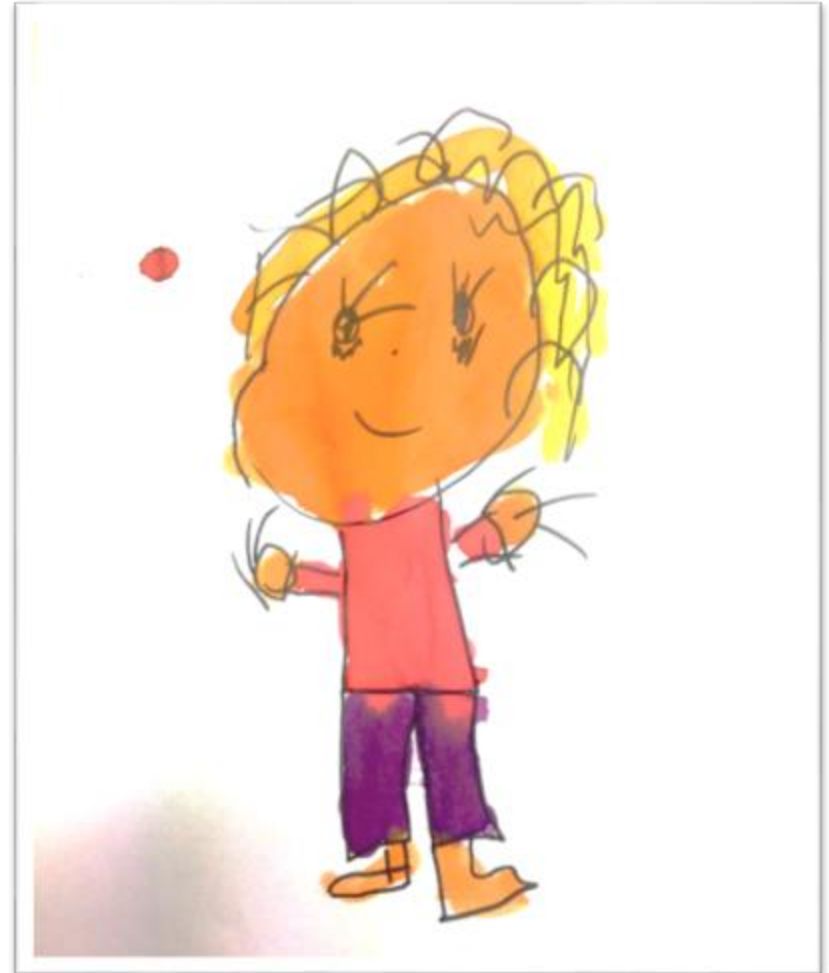
Sam Wynne



# The Promise of a New Year

The first six weeks of school provide us with a wonderful opportunity to help children transition smoothly back into the school routines and to start to connect to us and each other.

The First Six Weeks of School



A I S W A



# Establishment Phase – the first 6 weeks

- Start as you intend to go on
- It is easier to learn something than unlearn it
- Consistency is important ... most of the time
- Beginnings and endings matter ...
  - Develop your routines early
- Don't rely on your voice
  - Have a signal for gaining attention



# Goals for the First Six Weeks

To create a warm,  
inclusive  
classroom  
environment.





# Goals for the First Six Weeks

To teach routines  
and behaviour  
expectations.



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# Goals for the First Six Weeks

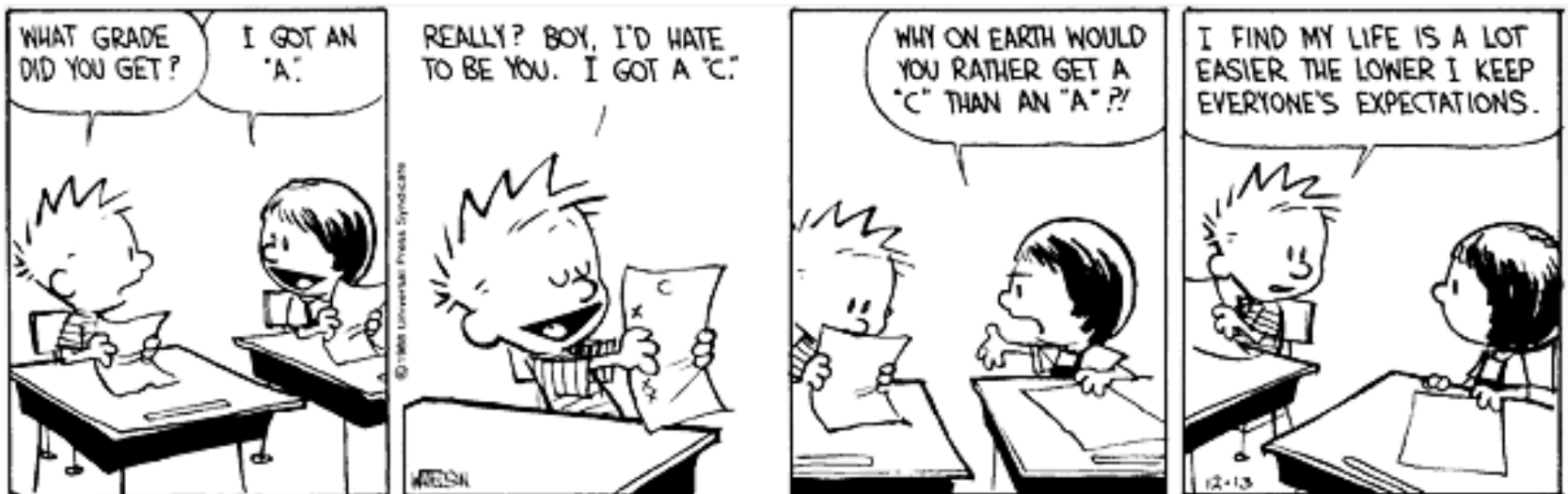
Help students get to know and care for their classroom and school environment.





# Goals for the First Six Weeks

Establish  
expectations for  
academic work.





“I’ve learnt that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”

Maya Angelou



# Key to the first 6 weeks

- Learn students names
  - Then start making personal connections
- Build a positive classroom culture
  - Collaborative and inclusive
- Practice the key routines regularly
  - Start with the daily routines then the learning routines
- Foster a sense of excitement and competence about the academic work and learning
  - Identify learning goals



# Establishing Routines



# Starting out Right

## Getting to know your Students

- Check in with last years teacher
- Review your students records
- Talk to other school staff
- Review the developmental characteristics of the age you are going to teach



# Communicating with Parents

- Parent Night
- Newsletter
- Email parents
- Create a class blog or newsletter for regular contact
- Have a notice board to communicate with parents
- Parent teacher interviews





## Think About ...

- The physical layout of your room – does it have
  - Opportunities for small group work
  - A space to come together as a group
  - All of the supplies you are going to need on a daily basis
  - Think about what you walls say





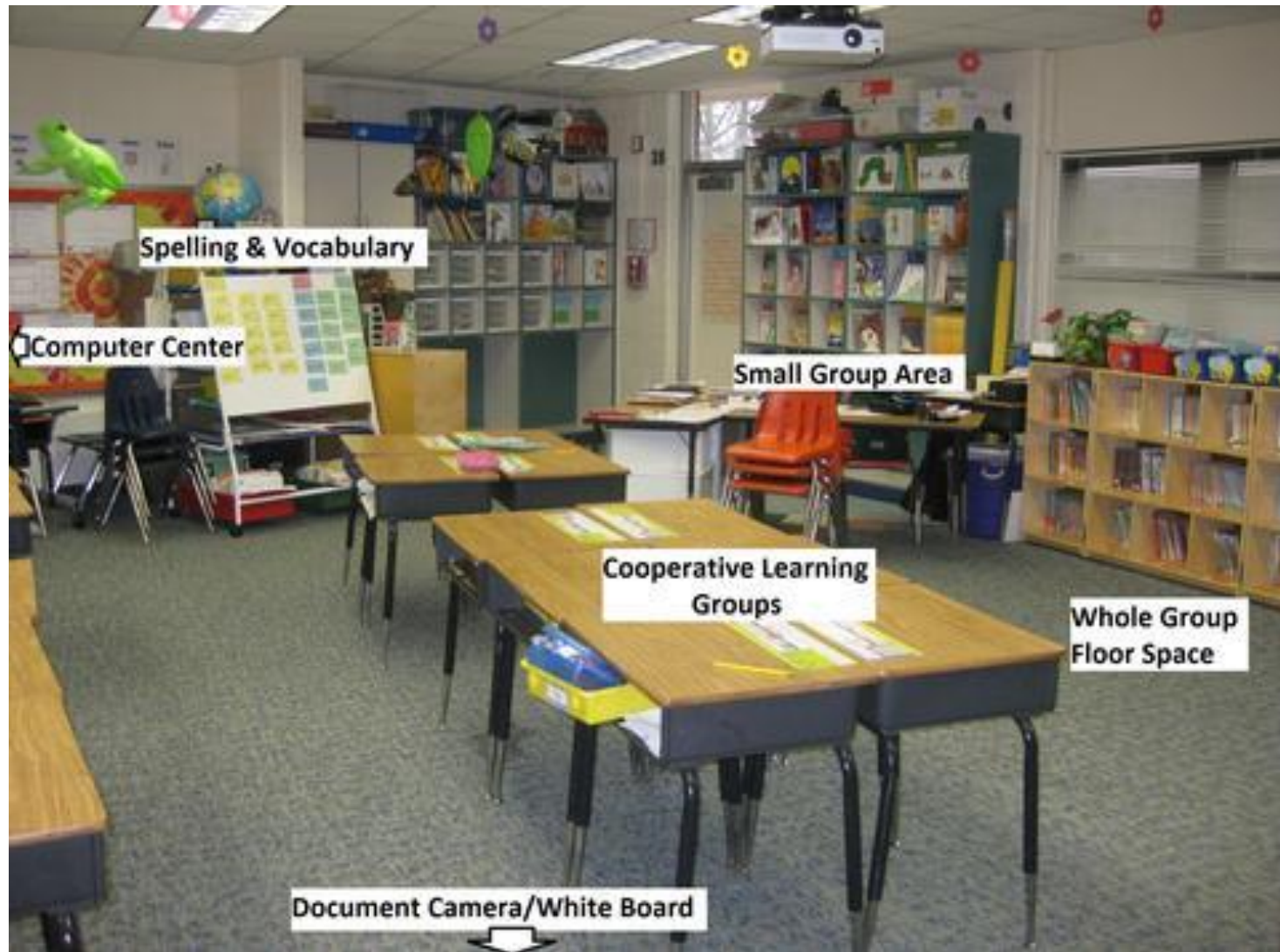
“Space has to be a sort of aquarium that mirrors the ideas, values, attitudes, and culture of the people who live within it.”

Loris Malaguzzi



# Classroom Environment













Loopy, droopy, hair  
Gleaming gold,  
Brown, purple, black  
Bright colours,  
Dark and fair  
Twisty, curly  
Straight or curly  
Spiky, bald and bare  
HAIR

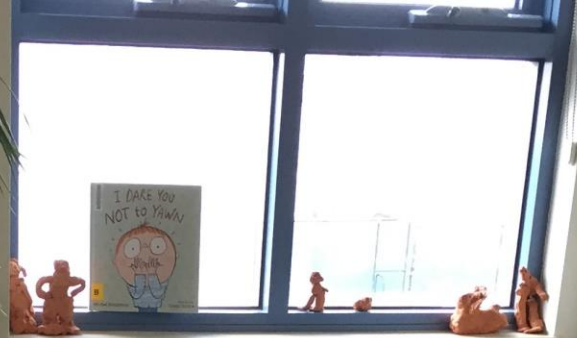
THE WILD BEARS  
John Richardson

LITTLE BEAR'S  
SPECIAL WISH  
WILLIAM LLOYD  
ILLUSTRATED BY  
GARY HANCOCK

The Little  
Yellow Chicken

April  
May  
June  
November  
December  
Abigail  
Abi  
Ashton  
Kk  
Ll  
Mm  
Nn  
Lior  
Leon  
Ww









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# Younger Students



- Morning Message with a ?
- Group Activity – begin to develop a repertoire of songs, rhymes and finger plays
- Use interactive modeling to teach the expectations for using materials
- Use guided discovery for using new materials
- Establish a sharing routine
- Introduce learning goals or intentions



# Older Students

- Establish greeting routines
- Group Activities or morning warm up games
- Morning meeting
- Establish home work routine
- Individual Learning Goals
- Rigorous and relaxed learning – a balance
- Establishing guidelines together



# The Way we Talk

Using language to reinforce  
behaviour expectations



AI SWA



# Redirection Language

- “Grade One’s turn your bodies and eyes towards me while I give you directions”
- “Sally, go to the back of the line”
- “Reuban, stop, walk the way we practiced”
- “Mitch and Will, pushing is not allowed, go back in and walk in properly.”



# Reinforcing Language

- “As you came onto the mat for story I noticed you were walking quietly. That helps us get ready to listen” – to the whole class
- “John I noticed that you always contribute in class discussions, I appreciate your enthusiasm” – to one child



# Reminding Language

- “We are about to pack away and go to Music. Who can remember how
- “As you begin writing, remember the success criteria and think about the steps you’ll need to complete the task on your own.”
- “What’s one way you can follow our discussion rules when you meet with your group today.”



# Envisioning Language

- “We are going to be a strong learning community this year, the kind of group that works and plays hard.”
- “What would it look like, sound and feel like if people were being respectful to one another during our class discussions?”
- “I hope that by the end of this unit everyone will feel confident about...”





# Gaining and Maintaining Attention

- Use signals to gain attention
- Echo clapping
- Timer on Interactive WB
- Have a word or phrase you use
- Use humour
- Give me 5
- Secret codes



What strategies  
do you use to  
gain students  
attention?

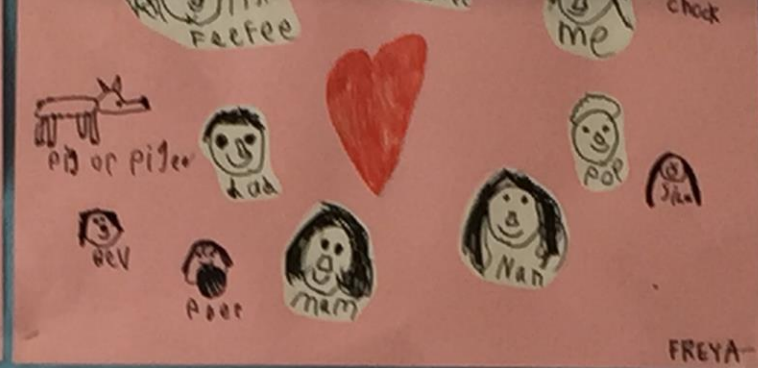
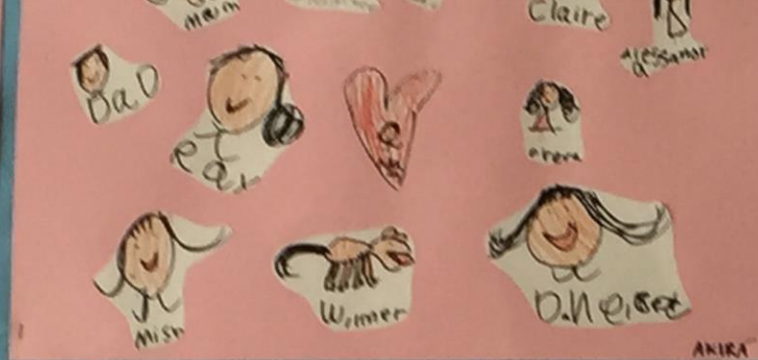




# Behaviour Guidelines

- Think about what guidelines and expectations you want to establish in your classroom?
- With older children this should be a collaborative process
- Remember positive wording
- Think about exploring rights and responsibilities as part of a class management plan

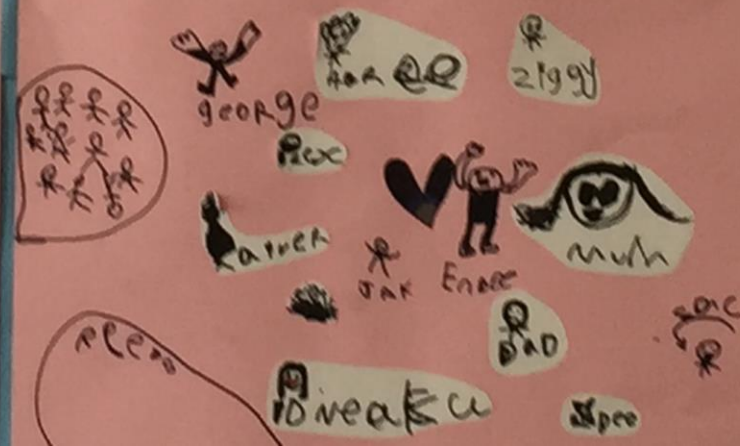




♥Article 9♥

ALL CHILDREN HAVE  
THE RIGHT TO A  
FAMILY  
(...and I love!)

Who loves you?





Keep wotu

I need  
Medish medicine

Hunter

I need a home

Hunter: The difference is that a need is something that you really, really do, like, it's like a want but with something else inside it. Something that you need. So a need is actually something that you really need for life to keep you alive. The wants are you wish for something.

Adi: We need toilets in case we have a build up. You need to poop but you don't need a car.

Adam

I need  
Klath

Ki Ki

I need farm  
em

Rio

I need  
SUMWUNTO KERO  
ME

Rio: We need some stuff to live and we want some stuff to have fun.

Ki Ki: A need you won't live without and a want you could live without but it would be a bit of a sad life. A want you could live perfectly fine without but a need, well, you wouldn't live at all.

## ARTICLE 27:

ALL CHILDREN HAVE  
THE RIGHT TO HAVE  
THEIR BASIC NEEDS  
MET.

Xavier

I need more

Xavier: Without food you would die. Without an Xbox 360 I would live.

Jasper

I need food

Jasper: We need food to keep us alive.

Freya

I need trees

I need Families



Lessi

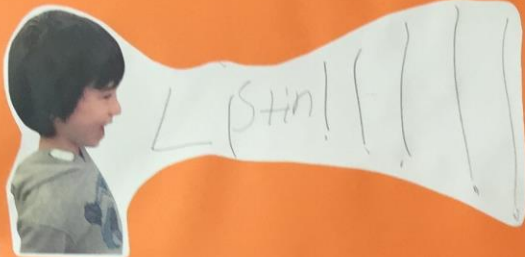
Lessi: A need is something like, if you don't have it, you might get really sick or you won't be very healthy. A want is something you want but you might not get it sometimes. You can live without things you want. You can sometimes live without things you need but you'd get really sick.

I need Love

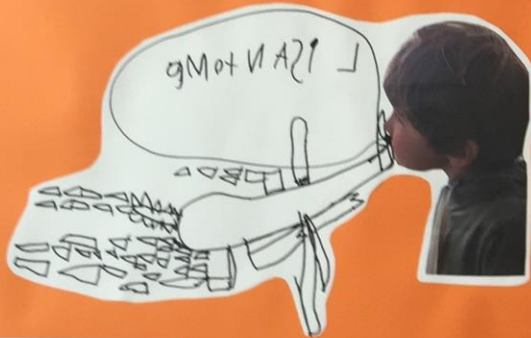


Iris: When you want things you might not be able to get them, but you will want them. And needs, you NEED them. They might be hard to get but you need them. Without them, you might not be as healthy as you would if you had them.





Jasper



I say "Listen to me" because nobody is listening to me. There's a fighter plane. There are bullets to try and get everybody's attention.

Rio

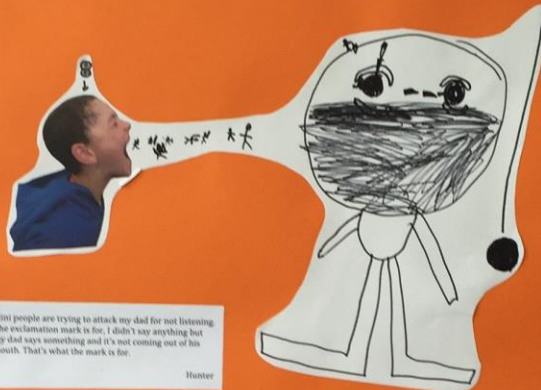
Sheep would come out because they'd make me feel better because they're soft and fluffy.

Freya



I would say "Get out of here!" because I'm feeling angry. They irritate my brain.

Oliver



Mini people are trying to attack my dad for not listening. The exclamation mark is for, I didn't say anything but my dad says something and it's not coming out of his mouth. That's what the mark is for.

Hunter

## Article 13

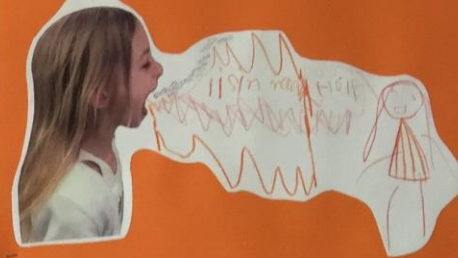
ALL CHILDREN HAVE  
THE RIGHT TO BE  
HEARD.

"How would you feel if it seemed like there  
was nobody listening?  
...What would escape from your mouth?"



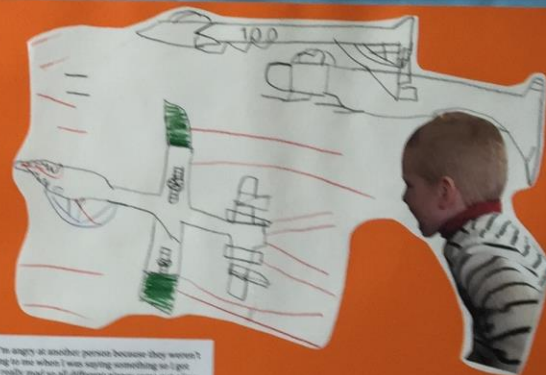
Lightning would come because I wanted to say something good and then something will come out of my mouth if people don't listen. My brain tells me I should shout loudly.

Nasser



I was so angry that the ice covered the person and then there was ice on top so they'd freeze. So then they would feel really bad for themselves for not listening.

Sophie



Well, I'm angry at another person because they weren't listening to me when I was saying something so I got really, really mad so all different planes came out of my mouth and crashed. Planes are violent and I would be feeling really frustrated.

Adam

The really angry with that person who's not listening. I'm saying "I hate you" but the other person came out of my mouth with a ball of fire so you see.

Chloe



Arlo Xavier

At Lance Holt School kids should have these:

### Rights

Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.

have visits      Learn      no uniforms  
To know your teachers      go on computers  
not be heart to not go to school if you  
the right to <sup>sick</sup> have tuck shop  
the right to use the internet

### Responsibilities

A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives.

wait for others      work hard and think  
To <sup>well</sup> respect them      think then/before  
   you say  
to bring in your homework  
bring your money for tuck shop



AI SWA

Indi Sigrid Hannah  
At Lance Holt School kids should have these:

### Rights

Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.

- Too go to the shop
- Too be friends with anyone
- Eat out side
- and what you want in Lunch and on morning tea
- Morning meeting
- 

### Responsibilities

A responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other peoples lives.

- To be carefelle
- be nice
- Clean up after your self
- to not be Silly
- Listen to other people
- 



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## Rights

to not wear uniforms  
to go to the shops  
to know your teachers are going to be each year  
to go to the park  
use the computers  
to go on a school and class camp  
to be treated with respect  
get some personal space  
to play what you want  
to learn  
to go to school  
to have and choose friends????  
to ride bikes to school  
to go on excursions  
to eat healthily and wherever we want



A I S W A

## Responsibilities

treat others with respect- listen/ speak carefully  
be nice

look after others in school

to go to camp

work hard and think well

keep to the rules

to do your homework and bring it on Friday

clean up after yourself

to read

to be sensible in class

to pay attention to kids and teachers

follow road safety

follow the rules of games

to look after objects brought to school

to sort friendship fires

come to school when not violently ill

go with the flow

Not accuse people if you don't know the story #

Control our mouths, bodies, behaviour and temper



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- Have you set the rules or have the students been involved?
- How did you communicate them to students?
- How can you help reinforce the rules/guidelines?





SOULPANCAKE

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# Talking with Parents

Nicola Davidson

# The Road Ahead: What to Expect

## Early Career Teachers share their stories

# The Top Tips for ECT's

## Penny Crossland