



Learning skills

SKILL

RELEVANCE

DEVELOPMENT STRATEGIES

Engagement

Explaining the objectives and success criteria of the task/lesson

Engagement with learning is essential to progress, because it is connected to greater effort, enthusiasm, 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 can be improved through perseverance, strategies, and support.

This is 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 & develops
- Providing challenging and activities of appropriate levels of difficulty
- Valuing having-a-go, diverse strategies, mistakes and confusion
- Establishing 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 motivation perform the best. Intrinsic motivation leads 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
- Setting meaningful individual goals
- Feedback and rewards

Perseverance

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

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

- Interesting and purposive 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 a person makes about their own capability to achieve a task and to experience success in learning

This influences the activities students choose or avoid, their effort, resilience and persistence. High self-efficacy students enjoy challenges, tolerate failure, set higher goals, expend more effort towards achievement, persist longer and use more cognitive/metacognitive strategies.

- Ensuring students finish tasks & 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