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KEEPING STUDENTS ENGAGED IN LEARNING Essentials for Creating a Culture of Learning

1. Fostering Relationships That Make Connections and Enhance Belonging

Creating Connections: 1. Name Matters 2. Voice Matters 3. Belonging Matters

Practice 4-at-the-Door: 1. Name-Name 2. Eye-Eye 3. Hand-Hand 4. Heart-Heart

Assessing Processes: What processes am I using with students?
How are they causing students to engage or disengage?

2. Helping Students Learn from Mistakes and Failure and Move Outside Their Comfort Zone

1. How have others responded when I have made a mistake or failed?

2. Messages → Beliefs: The Disengaging Belief -- "I'm not good enough."

3. Responses to mistakes: Disengaging Responses: Deny/Hide B. Blame C. Justify D. Dwell
Engaging Responses: Own and Learn

4. (Comfort Zone) → Mistakes/Failure → Big Learning

- Fear of OPOs: "Other people's opinions of me are none of my business...unless they are in my best interest."
- Fear of Failure: "Failure is an event, not a person."

5. **ACT:** Awareness of my belief about myself as a mistake maker.

What belief have I formed about myself that has come from making mistakes or failing?

Conscious Choice:

A. How do I want to respond when I make a mistake?

Script: "Oops! Look what I just did. Wonder what I can learn from this?"

What's my Script?

B. How do I want to respond to others when they make a mistake?

Script: "Hmmm...what can you learn from this?"

What's my Script?

Talk about mistakes we make: "I want to talk about this and have you help me learn everything I can from this mistake."

6. Celebrate Mistakes and Failure: **Students need to experience a positive emotion when they make a mistake or fail.**

The Question: How can we celebrate mistakes or failure with our students?

7. Teacher Tips:

- A. Share with your students examples of your ineffective responses to mistakes and effective response when you learned a lesson from a mistake.
- B. Decide with your students how you want to respond to mistakes. Is there a script that you would want the students to use?
- C. Post signs: "OPOs are none of my business." "Failure is an Event, not a Person."
Henry Link: "While one person hesitates while he feels inferior, the other is busy making mistakes and becoming superior."
Mamie McCullough: "Success is failure with the dirt brushed off."

3. Knowing the Secret about Confusion

1. The Question: What do students think, feel, believe or do when they are confused?
2. The Principle: Everything we know or can do today we were once confused about.
3. The Secret: Confusion is a natural and necessary part of ALL learning.
4. Mountain of Learning: "I don't get it." → Confusion → "AHA, I get it."

Steeper Parts of the Mountain:

- What parts of my curriculum are likely to be more difficult and confusing for students?
- How can I introduce these parts so students will stay on the Mountain and not believe they are stupid?

5. Confusion Rocks: Celebrate Confusion -- Connect a positive emotion to the experience of confusion.

What can we do at our school to celebrate confusion?

4. Assuring That ALL Students Know That They Have Intelligence

1. Wendy Soderman -- IDEAL School: "Schools determine **which** kids are smart.
My school determines **how** kids are smart."
2. Dr. Howard Gardner: Multiple Intelligences
3. The Question: How can I help my students know that they have intelligence?
 - A. Wahsoleya (wah-so-lay-a) = "I have intelligence."
 - B. Practice the script: "I am smart. I just don't understand ____ yet."
"I am smart. I'm just confused about ____."
"I am smart. I just can't ____."

Practice Kaizen: Continual Improvement

What are my take-aways from this session?