



St Leonard's College

Study Skills for Senior School Parents

14 February 2017

Welcome

Ms Julianne Dennett
Deputy Head of Senior School

Tonight's session

Mindfulness

Home environment and organization

Getting the most out of English

Learning Mathematics in the Senior School

Motivation and Procrastination

Growth Mindset

Questions



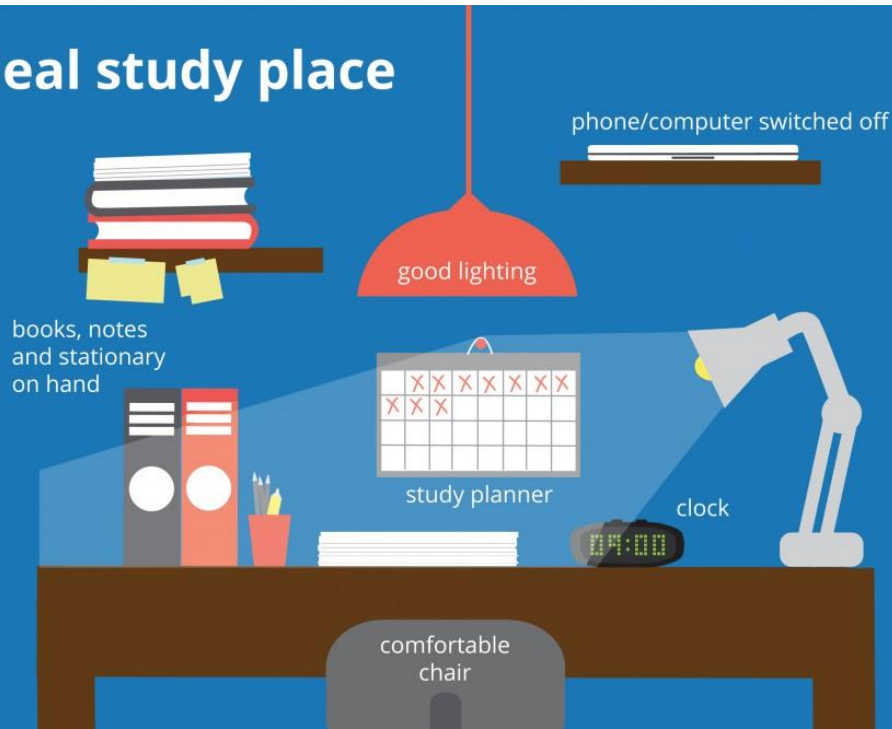
Home environment and organisation

Ms Kim Webb

VCE Coordinator

Home Environment

An ideal study place



- Allocate one place to study
- Good lighting
- Good ventilation
- Comfortable chair
- Be able to spread out
- No distractions
- Supplies of stationary
- Keep desk tidy
- Access to planners



How much is enough?

Home Learning

Yr 10 students – 10 hours per week (about 1.5 – 2 hrs per subject per week)

Yr 11 students – 15 hours per week (about 2.5 hrs per subject per week)

It might consist of...
Yr 12 students – 20 hours per week (about 3.5 – 4 hrs per subject per week)

- Completing set home learning
- Completing an assignment
- Preparing for a test
- Practicing a musical instrument
- Preparing for an assessment

- Preparing for an exam
- Making flash cards
- Writing summary notes
- Completing past exam questions
- Working with a study group

Study Planners

Various forms – days and times (sample)

- subject and time
- many online templates

Factor in – breaks

- activity/sport
- down time
- TV/Devices/social media
- study periods at school/ AM

Week commencing		
	Monday	Tuesday
During the day		
4.00pm	Basketball training	Elective
4.30pm	Basketball training	Elective
5.00pm	Maths	Break
5.30pm	Maths	English
6.00pm	Dinner	English
6.30pm	English	Dinner
7.00pm	History	Dinner



What can parents do to help?

- Help with planning – long and short term
- Help manage distractions (that way time studying is effective)
- Supply snacks
- Encourage physical activity
- Keep an eye on bedtime
- Support – don't take over
- Communicate
- Know who to contact at school for help/support

Getting the most out of English

Ms Donnah White – year 11/12 English Team Leader

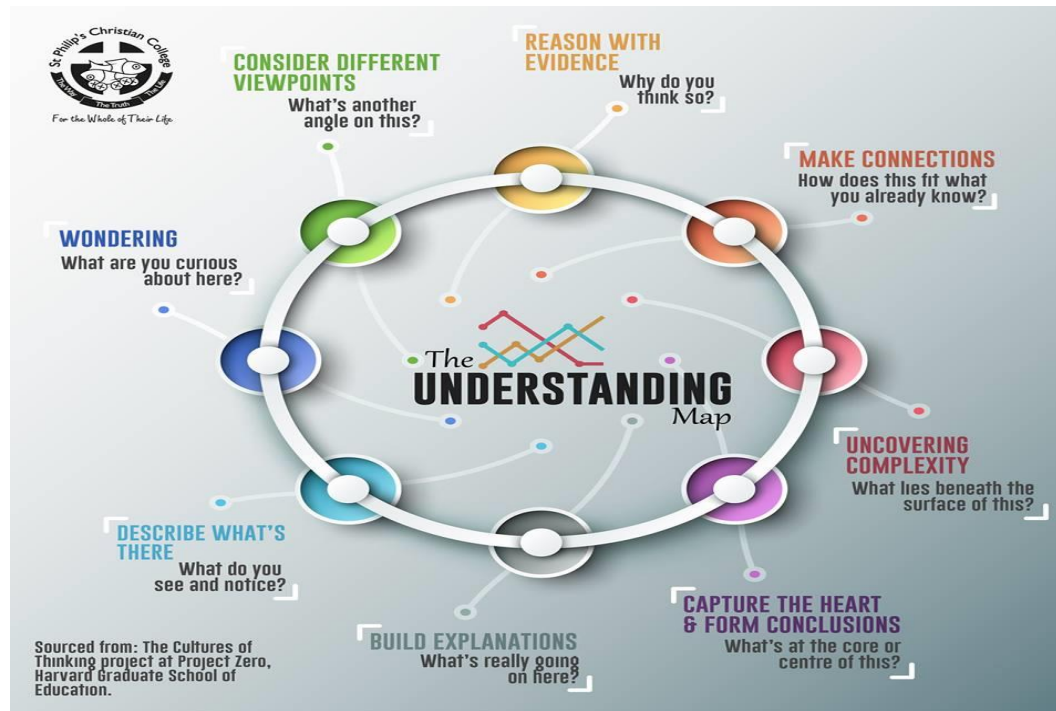
Ms Maggie Walsh – Head of English



MESSAGE

Read more
Talk more
Write more

THINKING SKILLS



READ MORE

Year 10	Year 11
To Kill a Mockingbird	Life of Pi
Animal Farm/Wag the Dog	Inheritance
Macbeth	Death of a Salesman American Beauty (film)
Two Hands (film)	



READ MORE

**Read the set texts more than
once**

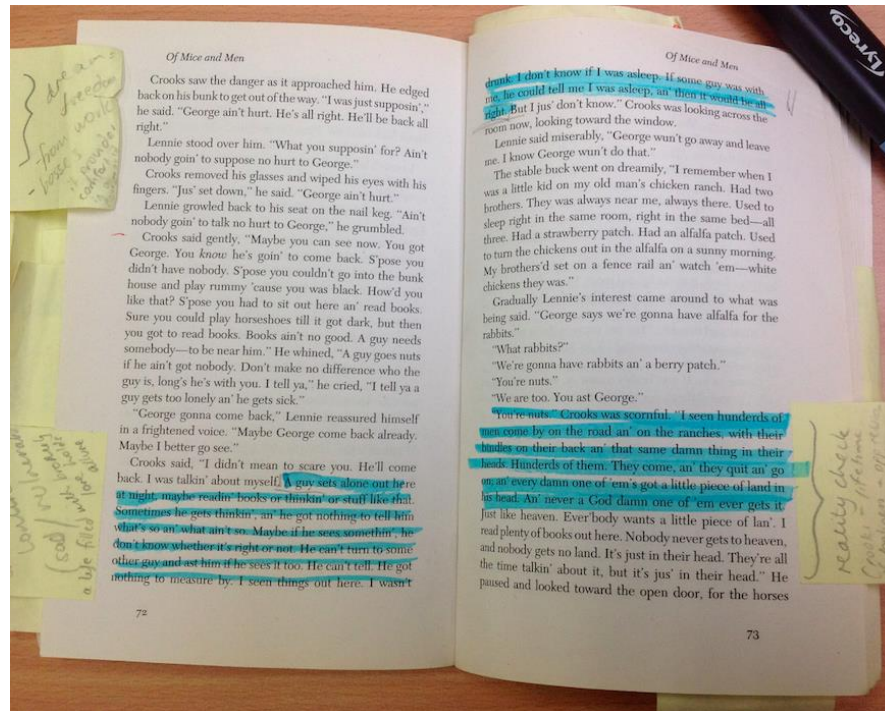
Read about the texts

Read, compare, connect

READING TEXTS



ACTIVE READING





READ MORE

- Read the set texts more than once
- **Read about the texts**
- Read, compare, connect

STL LINK

Year 10 English

Animal Farm

"Four legs good, two legs bad."

Animal Farm, by George Orwell, was first published in 1945. Written in the traditional style of a beast fable it tells the tale of a revolution amongst the animals on a farm. The revolution, led by the pigs, at first seems to be ideal and to a great advantage for the animals; however soon corruption and deceit engulf the leadership as it develops into a dictatorship.

"All animals are equal."



CONTEXT

PAGES

- > Assessment Criteria Sheets
- > Homework Revision Ideas
- > Year 10 English – Course Outline
- > Exam Preparation
 - > Past exams
 - > Semester 1 Exam
 - > Semester 2 Exam
- > Essay Writing Help
 - > Backtracking – the essay writing guide from Year 9
- > Reading and Comparing: To Kill a Mockingbird and Rabbit Proof Fence
 - > Activities
 - > Assessment Tasks
 - > Essential Vocabulary
 - > Extended Reading: The Book Thief
 - > To Kill a Mockingbird
 - > What is a 'Theme' study?
- > Animal Farm
 - > Text Response for Animal Farm



READ MORE

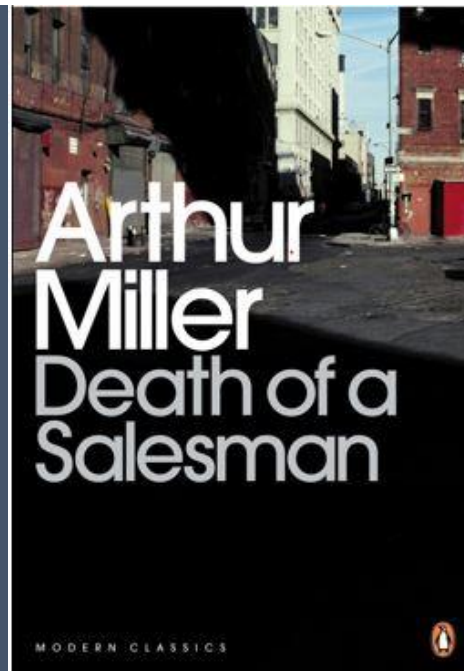
- Read the set texts more than once
- Read about the texts
- **Read, compare, connect**



COMPARATIVE TEXTS



- American Dream
- Identity
- Loss of hope
- Disillusionment
- Freedom
- Love
- Relationships
- Happiness
- Secrets & Lies
- Involvement
- Detachment
- American Culture





[BACK TO THE MAIN MESSAGE](#)

Read more
Talk more
Write more



TALK MORE

- Talk more in class
- Talk to your teacher
- Talk to others



TALK MORE

- **Talk more in class**
- Talk to your teacher
- Talk to others



TALK MORE IN CLASS

- Contribute to class discussion
- Listen to what others say



TALK MORE

- Talk more in class
- Talk to your teacher**
- Talk to others



TALK TO YOUR TEACHER

- **Discuss** feedback
- **Talk** about how to improve in English
- Acknowledging areas of weakness and **discuss** strategies to overcome them.



TALK MORE

- Talk more in class
- Talk to your teacher
- Talk to others**



TALK TO OTHERS

- Parents
- Peers
- Experts

The top of the slide features a decorative border with a stained-glass or mosaic aesthetic. It includes various symbols such as a crown, a shield with a cross, and floral motifs. A prominent blue banner with the text "WRITE MORE" in white capital letters is centered across the top. Below the banner, the word "NECTEMERE" is faintly visible in a serif font.

WRITE MORE

- Complexity
- Sophistication
- Mechanics
- Structure



What can parents do to help?

- Reinforce positive messages about English at home.
- Read the English texts.
- Offer to proof read essays.
- Listen to orals.

Learning mathematics in Senior School

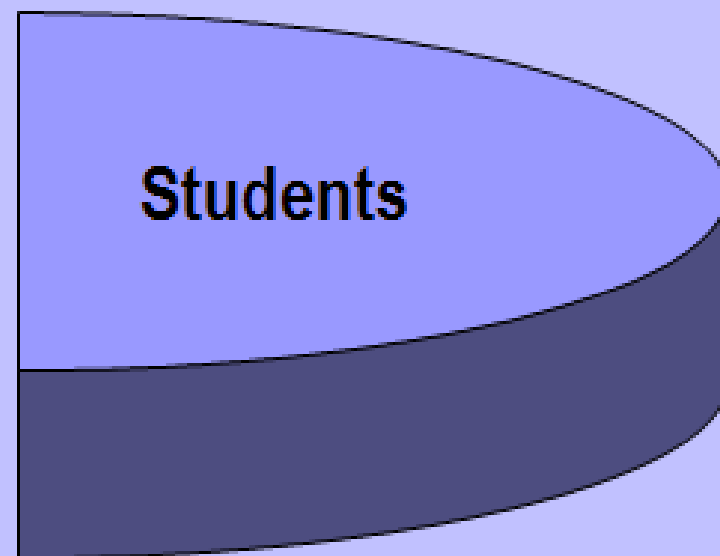
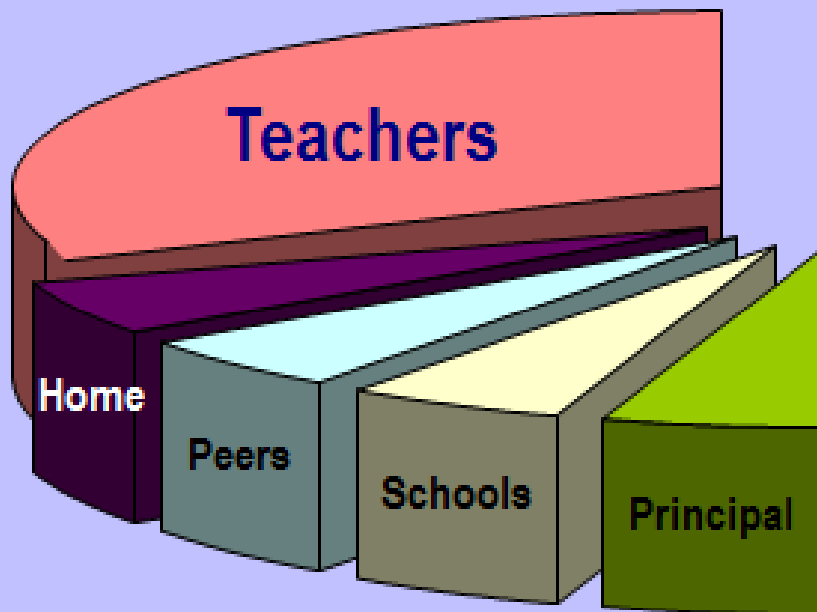
Ms Linda Shardlow

Head of Mathematics



Learning Mathematics in Senior School

Percentage of Achievement Variance



Failure is not
falling down but
refusing to get
up. ~Chinese proverb

Self handicapping



Students can limit themselves and their opportunities to learn 'stuff' by their approach to things that challenge

- Ask students to stop and think.
- What do they believe:
 - About themselves?
 - About themselves in mathematics?
 - We can all make judgements about others and ourselves that aren't necessarily true.

If students are holding back their effort for fear of making a mistake then they could be self-handicapping

Sometimes things go wrong

- A student's emotional response can be controlled
- They have the power to control it
- They can redirect their response to make it more positive and help them to grow as a learner and as a person



What would this look like in mathematics?

- If a student has a problem, it is better if the teacher asks them questions to help them do it, NOT just show them how to do it.
- **Don't keep asking 'Is it right?' "Have I done it correctly?"** How can they work out for themselves if it is correct? Look to their own capacities rather than someone else's judgement.
- If a student corrects their work and finds that some answers are wrong, they should try them again after a little break. Look at notes or the textbook for ideas.
- **Identify specific things that they don't understand or a specific point where they got stuck.**
- It's more about the reasoning than it is about the answer.

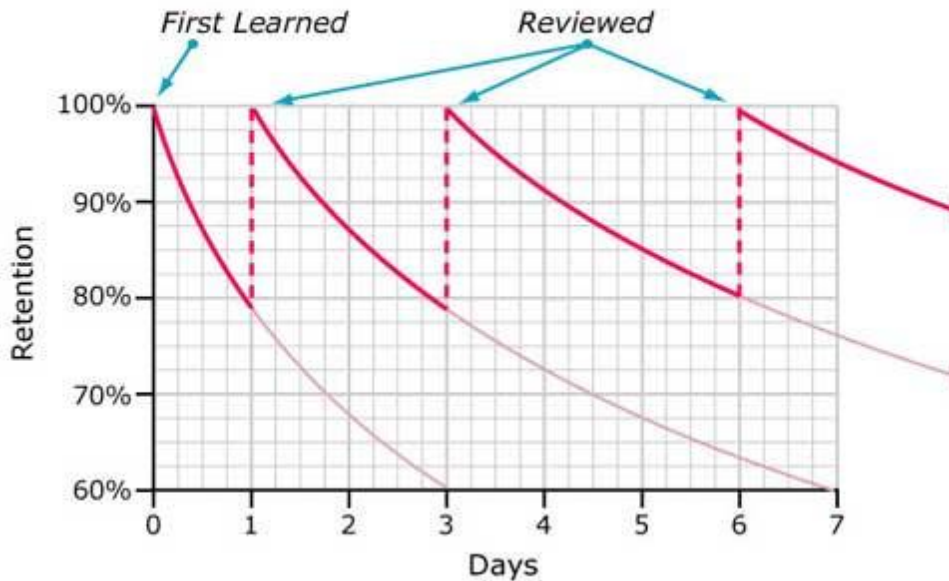
What would this look like in mathematics?

- Attempt sufficient practice questions until students attain mastery.
- **If there was something they couldn't do for homework, ask someone about it.**
- Don't expect to be shown a 'method' for every type of problem.
- **Do they write their own notes to help them understand or remember things and not just copy down only what the teacher writes down ?**
- Do they try and make connections between what they have already learnt or know from before and what they are learning now ?
- **Do they make a reasonable effort to do each question (ie. read over examples given in class and in the book) ?**

Retaining Learning

- “...distinct memory networks are involved when we aim to teach compared to when we aim to just study or passively learn something”
- “...multitasking is an area where practice actually does not make perfect. Quite the opposite is true, in fact”

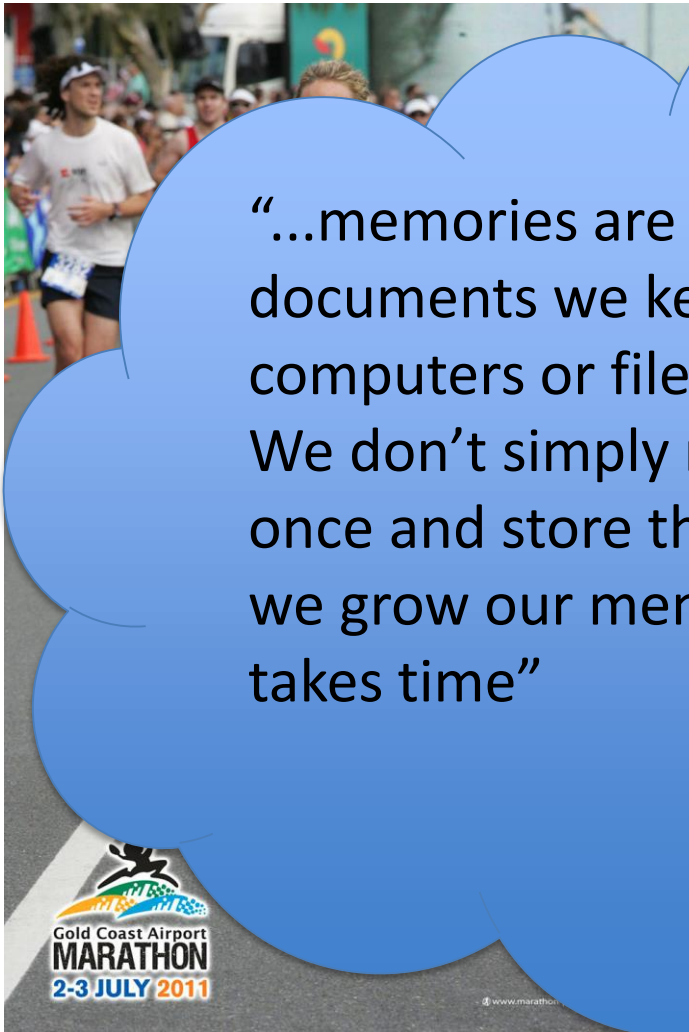
Typical Forgetting Curve for Newly Learned Information



Spacing—having some space (usually a day or more) between learning and review sessions—is the most counterintuitive and yet perhaps most important of learning principles. People tend to believe it will work less well than cramming the learning into one marathon session, as we might have done in school before an exam

What would this look like in mathematics?

- Start a summary section in the back of their notebook where they regularly write down all the major concepts from a topic, together with typical examples.
- **Try problems from last week's lessons again without looking at the solution**



“...memories are not like documents we keep in computers or file boxes. We don't simply make them once and store them. Instead, we grow our memories... This takes time”

academic
it's a
, not a
t


Gold Coast Airport
MARATHON
2-3 JULY 2011

www.marathon.com.au

Be the Third Donkey



Motivation and procrastination

Mr Cameron McKenzie

IB Coordinator

MOTIVATION

**Literally defined as the desire to do things, it plays a critical part
in setting & attaining goals**

It can be the difference between.....



Getting up at dawn and going for a run

or.....

lazing in bed all day



Or perhaps more importantly for our students, it can be the difference between.....



countless hours on the phone



meaningful study

Intrinsic Motivation

Defined as the self desire to :

- Seek out new things & challenges;
- Analyse your own capabilities;
- Observe & gain knowledge.



Intrinsic motivation is driven by interest in the task itself and exists within an individual.

The characteristics of intrinsically motivated students:

- Attribute results to factors under their own control;
- Believe that they have the skills to reach their goals;
- Have a desire to master a subject, not just achieve good grades.

Extrinsic Motivation

Defined as the performance of a behaviour to attain a specific outcome. Extrinsic motivation comes from factors outside the individual.

Examples include:

- Monetary reward;
- Good grades;
- The threat of punishment for failure.



Which of intrinsic and extrinsic motivation is more useful to our students?

Dan Pink – Ted talk on intrinsic and extrinsic motivation

Problems with extrinsic motivators:

- They narrow focus.

Learning is more effective and information more deeply embedded when context is included.

- They tend to be effective in the short term only.

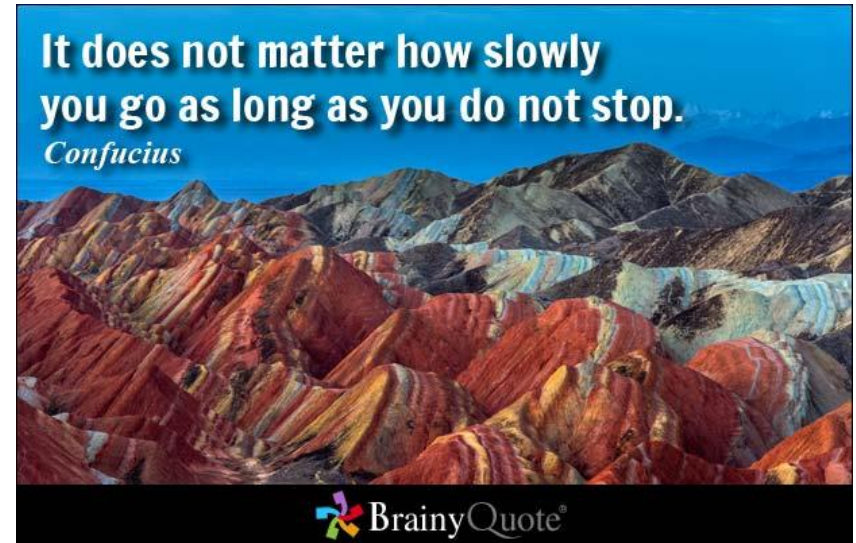
The VCE and IB courses are long term programs that require sustained commitment.

- Extrinsic rewards reduce intrinsic interest.

When fear of failure is a motivator, individuals will set the bar low in order to avoid failure.

Motivation is very much a personal construct. *What has an impact on one individual will not be effective for another.*


Motivational quotes are an example.





**The secret of getting ahead
is getting started.**


Mark Twain

 BrainyQuote®



**Start where you are.
Use what you have.
Do what you can.**

Arthur Ashe

 BrainyQuote®

Many of these motivational quotes refer to the difficulties we have in **making a start** to a particular task.

All of us, from time to time, suffer from **procrastination**.

Many claim that they **work best when the pressure of a deadline is looming**.

But is this really the **best** way to produce work of the highest quality?

A Master procrastinator – Tim Urban Ted talk.

Tips on avoiding procrastination:

1. Break the task into small steps.

Large tasks can be overwhelming. Breaking the task into small steps allows students to attain small goals that give a sense of achievement. Momentum gathers and they soon realise that they are well on their way.

2. Change the environment.

Often students become too comfortable in their environment, and there are too many other appealing things to do within easy reach.



3. Eliminate the procrastination pit stops.

Disable internet access, or if that is too drastic, at least encourage your children to turn off the automatic notifications on their email, Facebook, Instagram, Twitter, Snapchat etc etc etc.



4. Spend time with inspirational people.

5. Ask your kids to share their goals and time lines with you. This will hold them accountable when you inquire about their progress.

6. Don't overcomplicate things. Students often struggle to get started because they don't feel that their starting ideas are complex enough.

From a past student:

Inevitably students, at times, will lose the motivation to study, so they should do something other than schoolwork that will still be of benefit in terms of their physical or mental health.

Schedule this time. Being efficient with time does not mean studying all the time - it means not wasting time.

Would not have coped with large amounts of time on his hands.

Growth Mindset

Dr Deborah Trengove

Senior School Psychologist
Director of Pastoral Care



What do **you** believe?

1. You have a certain amount of intelligence and you can't do much to change it.
2. Your intelligence is something you can't change very much.
3. You can learn new things but you can't really change your basic intelligence.

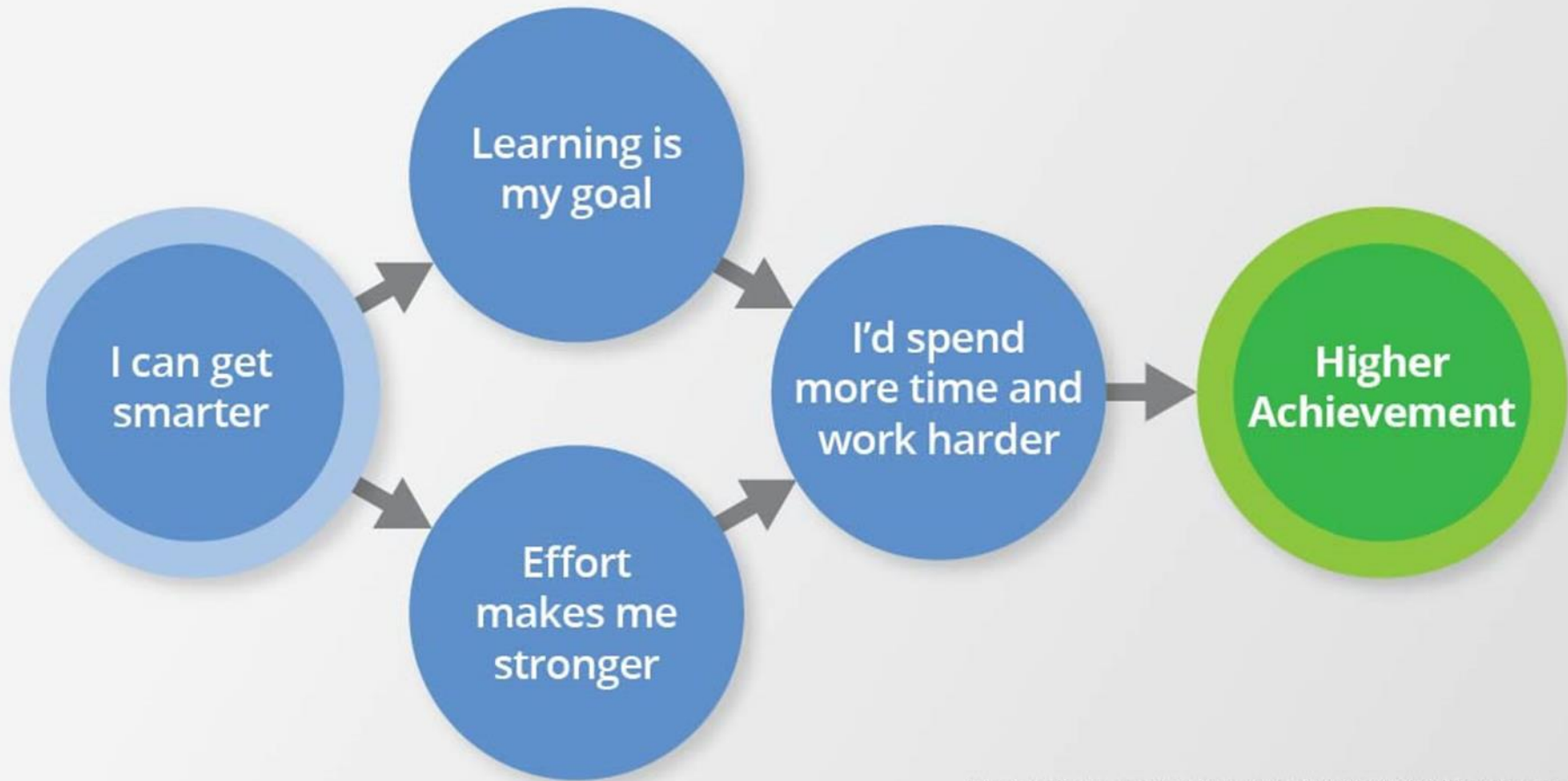
If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.

Carol S Dweck

Growth v Fixed Mindset

Growth Mindset	Fixed Mindset
Take on challenges	Afraid of failure
Eager to under errors and fix them	Anxious about making mistakes
Persist when things get hard	Give up easily and quit
See failure as a step in learning	See failure as evidence of low ability

A Growth Mindset Drives Motivation and Achievement



Blackwell, Trzesniewski & Dweck (2007) *Child Development*



Fostering a growth mindset

What can parents do?

- Understand the brain
- Attitude to mistakes
- Impact of emotions on learning
- Praise wisely



Understanding the brain





Fostering a Growth Mindset

Mistakes
Are The
Stepping Stones
To Learning!

Emotions and learning

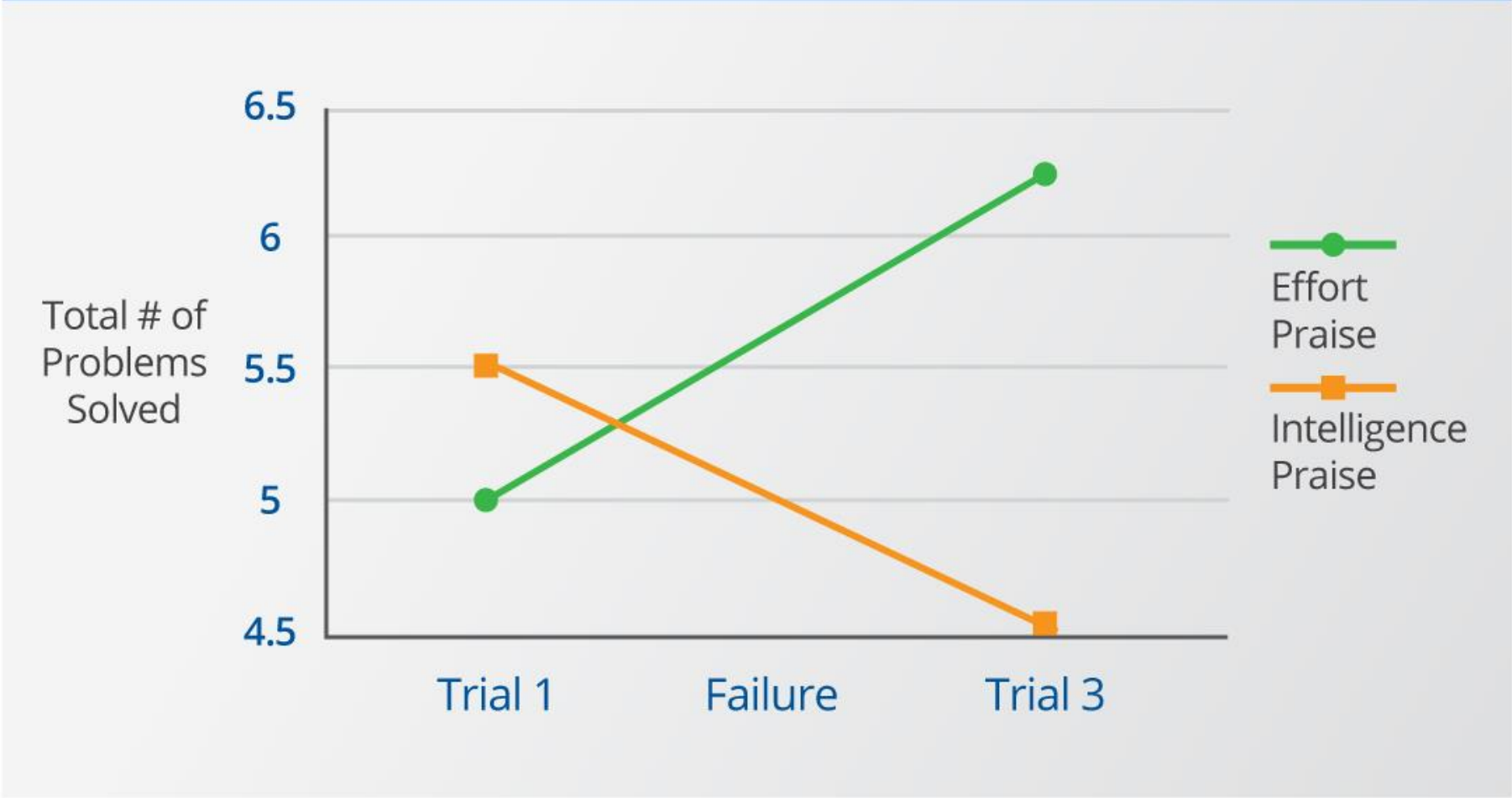


Praise Wisely

Growth Mindset Responses	Fixed Mindset Responses
I can see you have worked hard on this.	You're so smart!
That new strategy seemed to work well.	It's OK, you're no good at that, neither was I.
You've really improved this term.	You're a natural, you always do well in that.
What did you enjoy learning about most in that topic?	That's not right – were you listening in class?



The Impact of Praise on Performance After a Failure





Growth Mindset in Action

Young people who:

- Are resilient
- Are self-fulfilling not self-limiting
- See learning as an ongoing process
- Know the meaning of “Not yet”

Questions?