

Responsible Learner

Self-directed Learning

Independent Learner

Reflective Learner

[PLAY](#)
LINK to INTRO



A Guide to Learning Well

Self-regulated Learning

Learner Autonomy

Lifelong Learner

QUIZ - Independent Learning Methods

1. Which best defines independent learning?

- A self-guided process to expand knowledge and skills
- Learning without interacting with other students
- Activities with no teacher involved
- Home-based projects

2. Which of these is NOT true about independent learning?

- The student must be alone
- Independent learning shifts the learning process onto the student
- Teacher involvement is common
- Students can work alone or in groups

3. Which of these are key factors to quality independent learning activities?

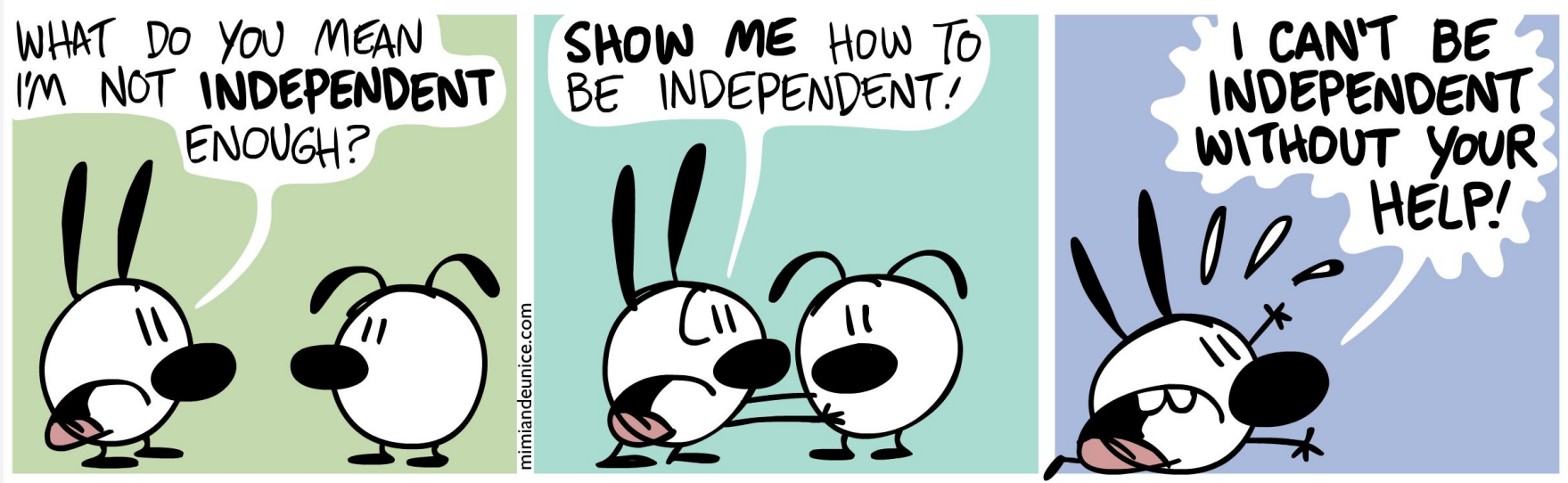
- It should be built on standards-based curricula
- Students need to be accountable
- Activities need to be organised and well-managed
- All of the answers above

The Autonomous Learner

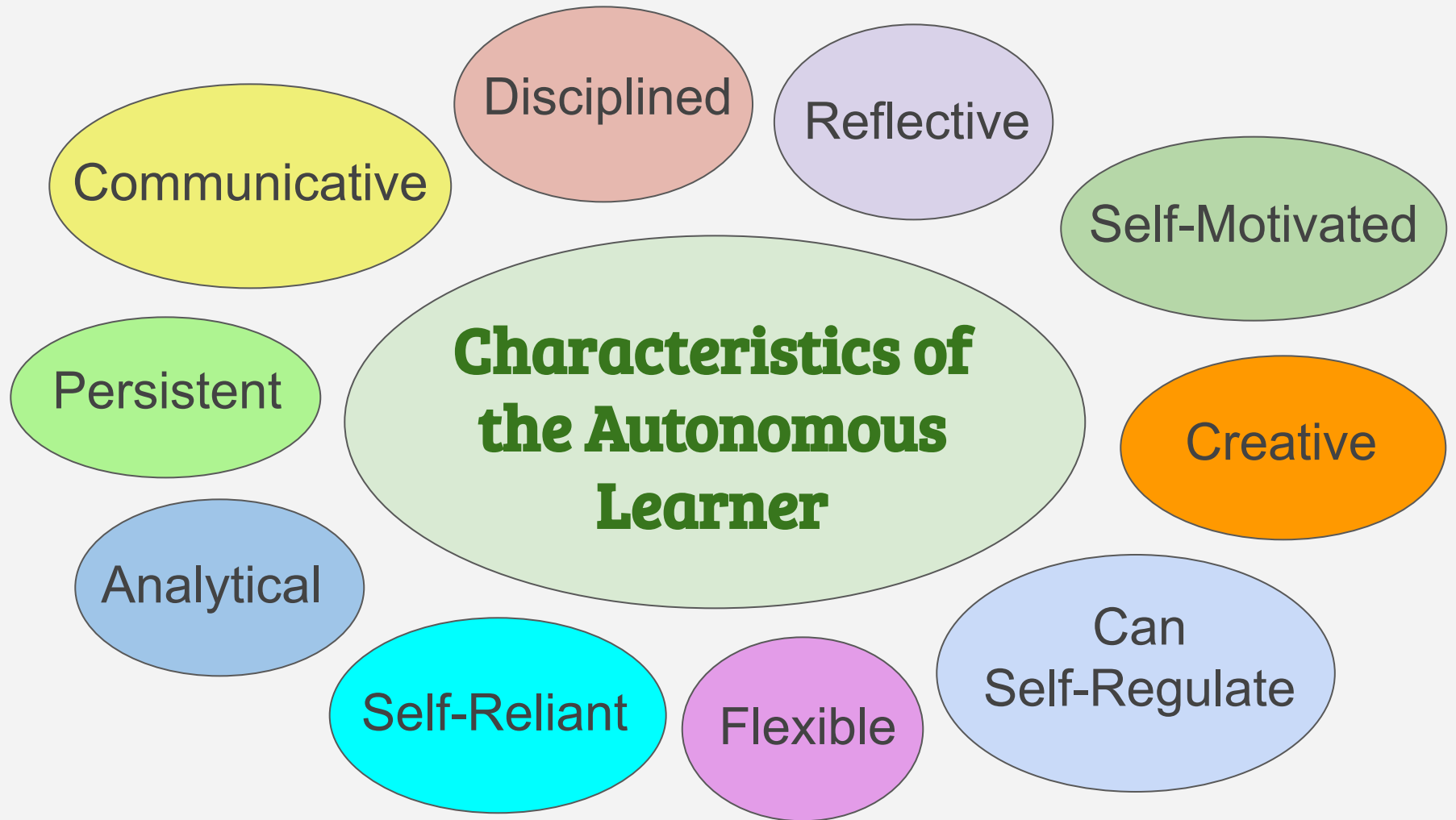
Why is learner autonomy important?

There are four main advantages to becoming an autonomous learner:

1. You may not always have the support of your teacher, and you will therefore need to be able to learn independently
2. Autonomous learners are likely to be more efficient in their learning, because the learning will be more personal and focused
3. The skills required in autonomous learning are ones which will be needed in future, for example in the workplace
4. Autonomous learners are more proactive. They will usually succeed even though they may not always feel positive towards their learning or may lack motivation



Of course your teachers are there to help you but there are many ways to help yourselves



What can get in the way of learner autonomy?

COUNTER - PRODUCTIVE THOUGHTS

I did really badly
last time, I'm no
good at this

I just don't
get this

I'm afraid
to ask
about this

I missed the
deadline

I can't find the
teacher, I can't
carry on
myself

I don't have the
time, there's
too much to do

I'm really
stressed

I am
already so
behind

This isn't
perfect!

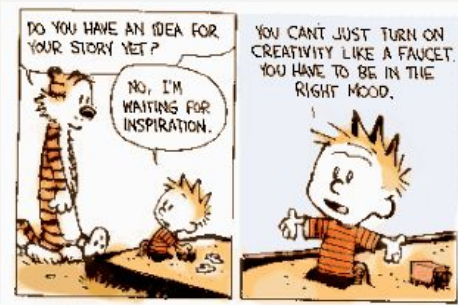
This is
rubbish

BAD HABITS

This is so
boring

I can do this
later, I've got
ages

This is
really hard



Starting a task means
you're more likely to finish
it (the Zeigarnik effect)

https://www.youtube.com/watch?v=alKmYv_gslo

What's stopping you?

Overthinking?

Waiting for
Inspiration?

Procrastination?

Fear of Failure?

Replacement activities
are a reward and a
stress reliever.

But is the false reward
more fulfilling than
staying on track?



How to stop Procrastinating

<https://www.youtube.com/watch?v=Qvcx7Y4caQE>

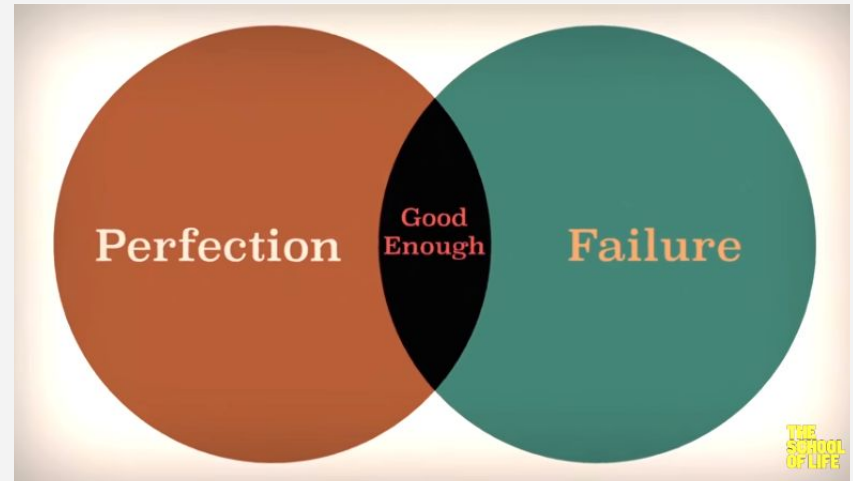
Perfectionism, Fear of Failure and Avoiding Risks

Some students believe that they must be perfect in whatever they do. This backfires as they procrastinate about starting hard tasks and they avoid taking risks. Expectations should be high enough to challenge you in order to apply good effort but not so high that they overwhelm you.

The perils of perfectionism

<https://www.youtube.com/watch?v=ix6m4vD9KD8> Top tips

https://www.youtube.com/watch?v=g8pti-Swh_E



Learning from disappointment



Check whether your expectations are reasonable. Are you having unrealistically high expectations, and thus aiming too high? Or are you setting our goals too low?

When we catch ourselves thinking negatively, we should redirect our energy and focus on positive solutions.

- Don't be too hard on yourself
- Take a moment to accept the situation
- Put some distance between you and the situation (do something nice!)
- Work out what went wrong (look for patterns of error)
- Ask for feedback (teachers and peers)
- Reflect on your study habits (what has been counterproductive?)
- Plan effectively for the future (use helpful resources)
- Commit to your goals - make positive changes

Your brain is wired for negative thoughts. Here's how to change it.

<https://www.youtube.com/watch?v=3ThUrVXz9j0>

Making 'mistakes' is all part of the process of learning:

- **Disappointments don't have to mean failure**

You will eventually 'get it' if you persevere!

Thomas Edison said, "I haven't failed. I've just found 10,000 ways that won't work."

- **Control negative reactions that interfere with learning**

Take a moment to observe the feelings of negativity, acknowledge them and consciously re-focus - this is a 'mindful' activity

- **Evaluate. Pursue your own questions. Set new objectives.**

- What did I do well?
- How can I do better / improve?
- Can I do this on my own or do I need further help?

Resilience:

Resilience is defined as a person's ability to snap back in response to adversity. It is the ability to challenge oneself, to keep working on hard tasks and deal with setbacks constructively, working to solve the situation instead of being discouraged. It is the response of jumping back up to reassure yourself when faced with stress.

Alain de Botton "A good half of the art of living is resilience."

Stress 'inoculation':

- Tackle hard things in small doses
- Allow failure and find that you can handle it
- Choose to try another way when frustrated instead of giving in (build resilience)

Growth mindsets foster effort, hard work and seeing difficult tasks as a challenge. Growth mindset thinkers outperform fixed mindset students.

<https://www.youtube.com/watch?v=M1CHPnZfFmU> (Growth Mindset vs Fixed Mindset)



Control stress by meeting challenges



Self-regulation skills or 'executive functioning'

This includes:

- Planning
- Organising work
- Controlling effort
- Paying attention
- Staying on task



Self regulated learners do deliberate practice. They develop strategies to stay focused and goal oriented and allow feedback on their performance. They know that to be really good at something they have to actually practice failing and then learn from their mistakes.

Be ready for the Classroom

Develop Good Habits



The non-negotiables!

- Check your email daily
- Use organisational tools: planner, google calendar, phone reminders
- Be prepared with the necessary equipment / books
- Arrive on time
- Listen to the objectives

Be a responsible learner:

- Understand the objectives
- Expect to be challenged, you are learning something new
- Take effective notes (in a way that makes sense to you!)
- Evaluate your own progress
- Ask questions! Don't leave confused

Be prepared to work independently

Develop Good Habits

- Remove distractions when starting to study
- Plan (break down activities into manageable chunks)
- Check that you can access all appropriate resources
- Self monitor and evaluate your own progress (make a note of what needs further explanation or development and ask for help)
- Self reward when you meet your goals
- Complete your work on time

Check your email daily. Use your Google calendar (or other).
Keep communicating with your teachers



Curiosity, Collaboration, Communication and Creativity

Be proactive:

- Join Clubs
- Start Clubs
- Enrol for Enrichment Activities
- Attend Masterclasses
- Be connected with your peers
- Involve yourself in school activities
- Join charity events
- Be on the school council
- Contribute to 'Sixth Sense' School magazine
- Read around topics and extend your knowledge base

Wellness

It is much easier to study effectively if you are looking after yourselves.

Why You Need An Early Night

<https://www.youtube.com/watch?v=Roh7D027spA>

How to Calm Your Worries and Sleep Better

<https://www.youtube.com/watch?v=FuITaDhEtDY>

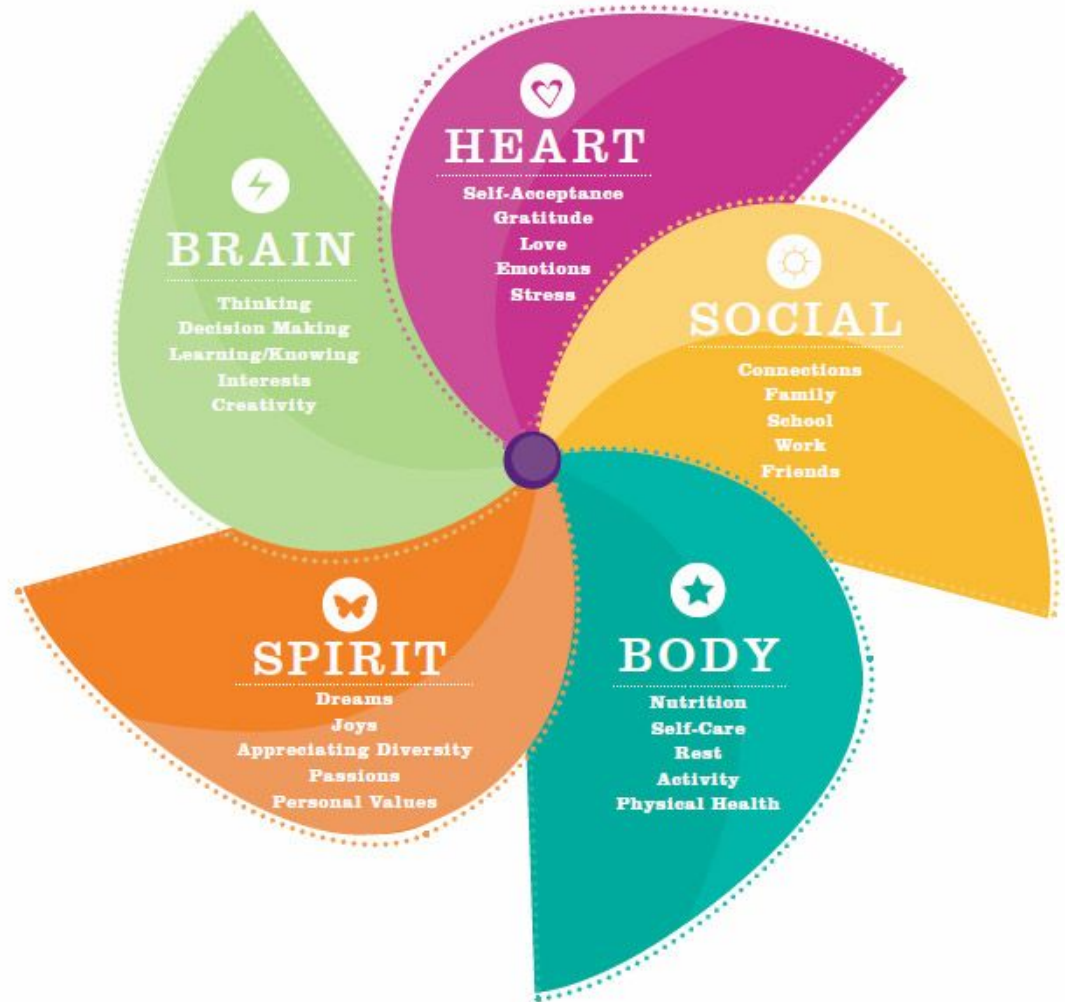
Mindfulness

Why Mindfulness Is a Superpower:

<https://www.youtube.com/watch?v=w6T02g5hnT4>

Meditation 101: A Beginner's Guide:

<https://www.youtube.com/watch?v=o-kMJBWk9E0>



What's to come in the 6th Form

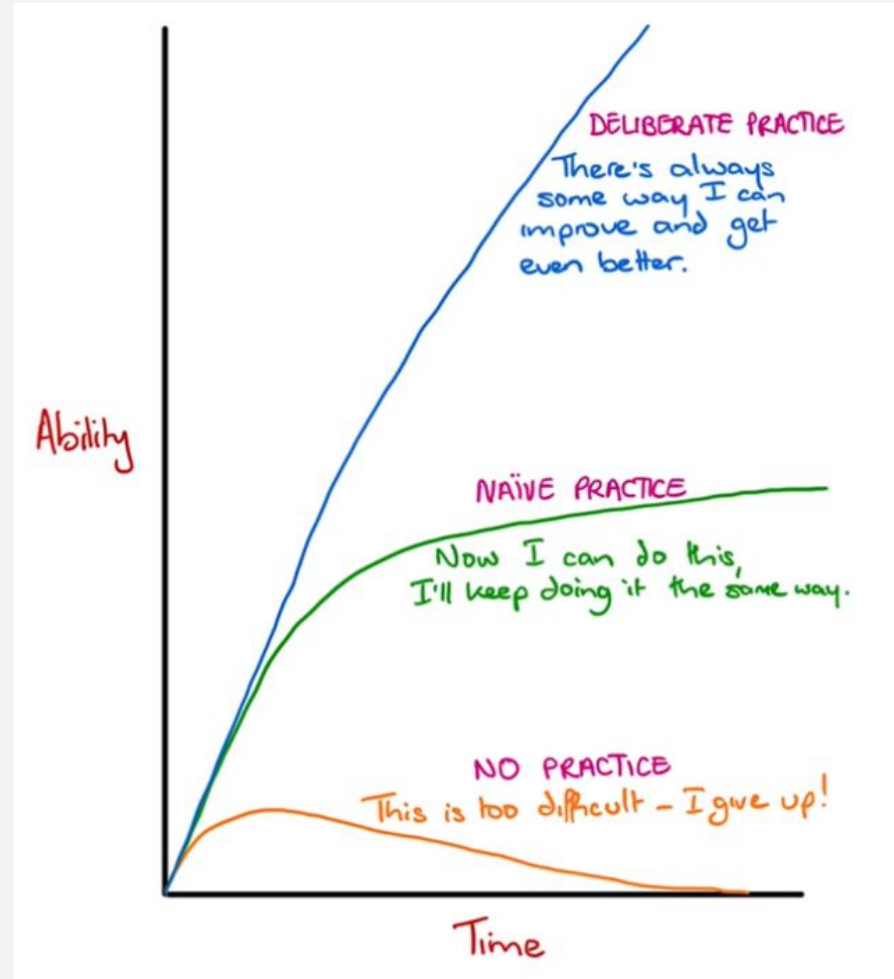
Learning How to Learn:

A continual practice that will aid understanding and retention of information. When it comes to revision, practices put in place early on will make a significant difference in the long term and aid exam performance.

Now watch the video below:

Mr. Flynn

[Introduction to Learning How to Learn](#)

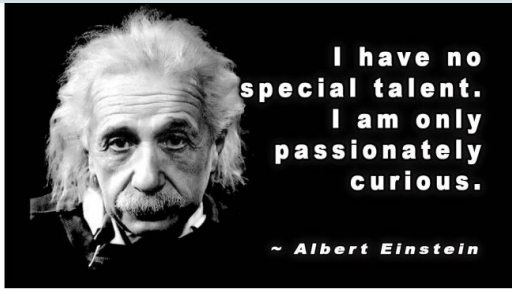
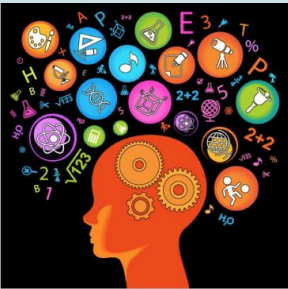


EPQ: Thinking and Learning Skills Communication (and Collaboration)



The benefits of doing an EPQ include:

- You can include it on your UCAS application, and it could help you meet the conditions of a university place offer, as it's worth extra points
- The opportunity to produce a piece of work that's truly individual, whether it's a written research report, event or creative artefact
- It clearly demonstrates a passion for the subject - particularly useful if you choose to study the subject at degree level
- It shows self-motivation and relevant skills to future employers
- Producing a portfolio which you can be proud of and help you start to think about your future.



CSG Masterclasses

Students Masterclas...

Sixth Form Masterclasses: 12th March 2019

~~XXXXXXXXXX~~ Being human in the age of Artificial Intelligence

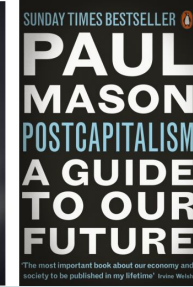
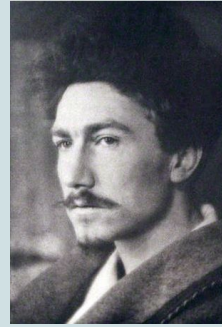


~~XXXXXXXXXX~~ Fiction over fact: why Alice is more important than the looking glass

~~XXXXXXXXXX~~ Queer Cinema: before and after Stonewall



~~XXXXXXXXXX~~ The intertwining of literature and politics- how they affect each other and the society surrounding them



The following slides are for reference purposes

Checklists:

- Effective Learning Habits
- Planning

The Habits of Effective Learning			Checklist
Learning Muscles	Learning habits	In this Learning Experience	
RESILIENCE	Absorption	I stayed interested in the learning, joined in discussion and focused fully on the task.	
	Managing Distractions	I avoided being distracted by sights and sounds around me.	
	Noticing	I searched for the small details in the task or resource I was using in order to understand it better.	
	Perseverance	I kept going even when I found the learning difficult and persisted until I was successful.	
RESOURCEFUL	Questioning	I asked questions to find out more, not just to know what to do.	
	Making Links	I made links between what I was learning and other subjects, knowledge or experiences in my life.	
	Imagining	I hypothesises, predicted, visualised or imagined how things could be as part of my learning.	
	Reasoning	I sought to explain how and why the way things are, using reasons and evidence or I thought through the learning methodically using reasons to prove my ideas / answer.	
	Capitalising	I made use of the people and resources available and built upon the ideas they gave me.	
RECIPROCITY	Collaboration	I worked effectively with other people, learning from them and sharing my ideas to gain a greater understanding of the learning.	
	Listening and Empathy	I listened carefully to the views of others and tried to put myself into the shoes of another person in order to understand their feelings and experiences.	
	Imitation	I observed carefully and tried to follow the approaches and techniques of other learners who were being successful in their learning.	
	Interdependence	I made a clear choice about whether to work alone or with others in order to be successful.	
REFLECTIVE	Planning	I organised and planned what I was going to do and how I was going to be successful in my learning.	
	Revising	I checked on my progress and amended my plans as necessary in order to be more successful.	
	Distilling	I reflected on what I had learned so far and what i still needed to learn to be successful.	
	Meta-Learning	I explained how I was learning and recognised how my approach had helped or hindered the learning outcomes.	

Improve Learning by Thinking about Learning - TedTx Todd Zakradjek: <https://www.youtube.com/watch?v=tYg3sLcyLB8>

PLANNING

Time Management, managing your time effectively:

Identifying Targets:

Make a list of your targets, including deadlines and why they are important.

Prioritising:

Identify how urgent and important each target is. Use a 'priority index'.

Breaking Down Tasks:

Create more manageable sub-tasks. Be SMART.

Creating a Calendar:

Use a calendar, a timetable, or both to help you complete tasks on time

References

Drew, R. and Bingham, R. (2001) *The Student Skills Guide*, Aldershot: Gower Publishing

Smith, M. and Smith, G. (1990) *A Study Skills Handbook*, Oxford: Oxford University Press