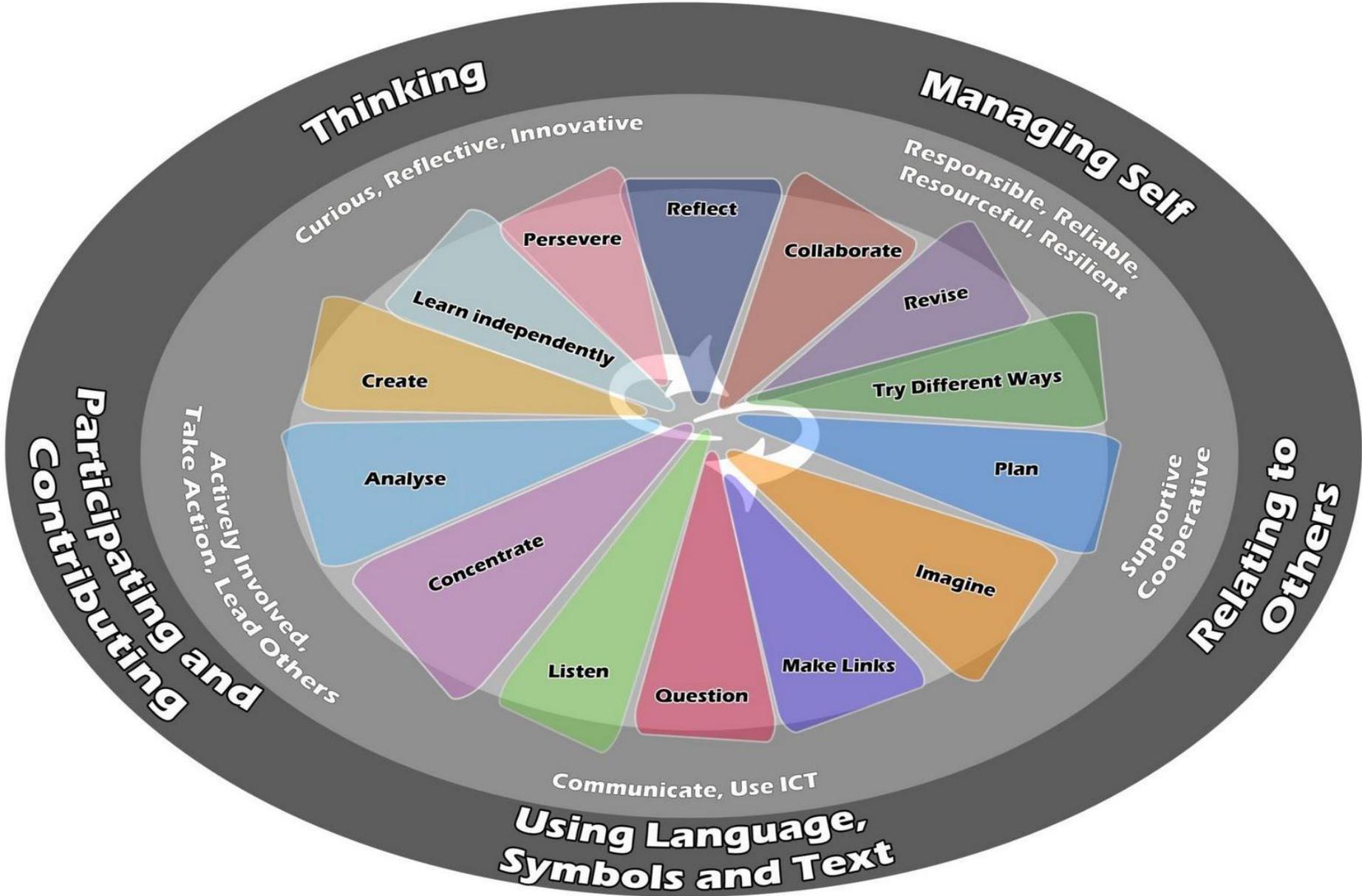
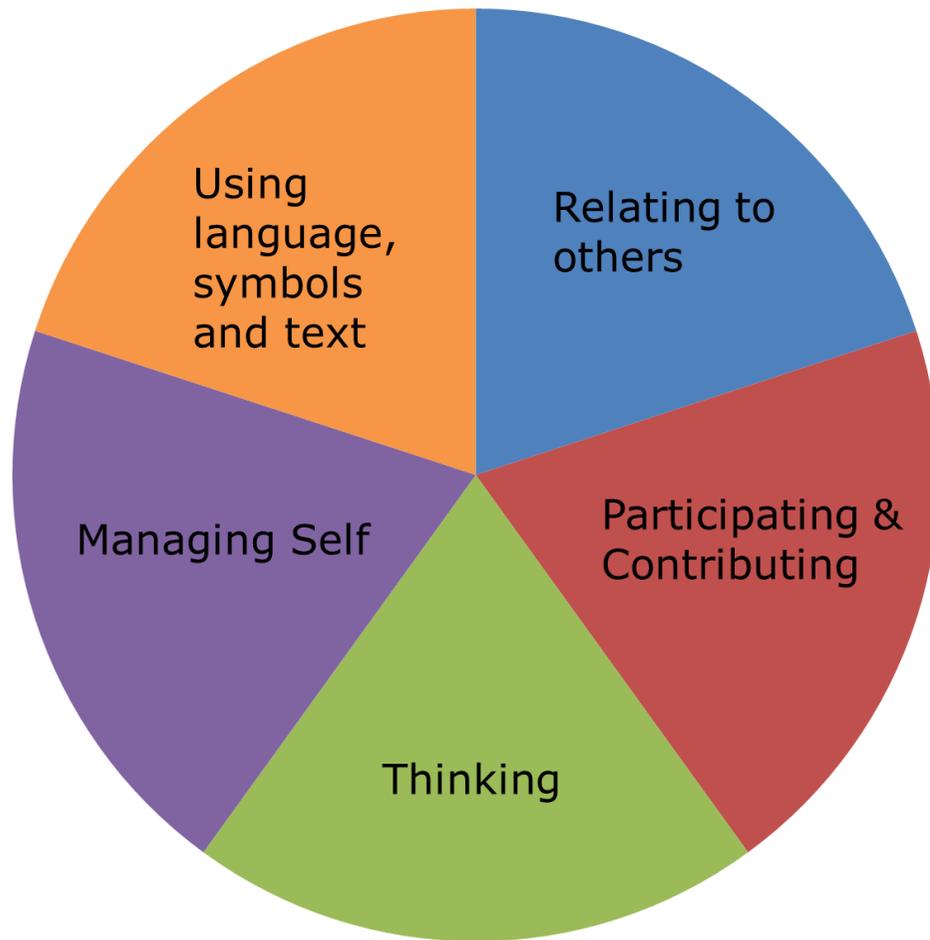


# The Wellington High School Learning Habits Book



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## LEARN INDEPENDENTLY

When students and teachers learn independently, we:

- are resilient, resourceful learners
- make informed choices about working on our own rather than with others
- manage distractions

### Teacher strategies

- Praise – “You’re well ahead with this, right on task, keeping to your plan, you dealt with that distraction well, you’ve learnt from your previous mistake with that, you concentrated well today etc”
- Remind – “How does this fit with your learning plan? Have you thought of another way to ...: Have you used the ‘stuck’ wall?”
- Model – “I always used to ...” “I can find that out by ...”
- Ask students to encourage you to stop screaming at the computer and tell you exactly which button to press, and make you make a note of it so you can deal with it when you are stuck next time!
- Give students time to get on with it, without your interrupting them

### Student strategies

- Set goals
- Make plans – and adapt them where necessary
- Develop concentration skills
- Develop resourcefulness by asking yourself questions
  - “What can help me?”
  - “Where can I find this?”
  - “How will it help me with ....?”
  - “How can I use this in another context?”
  - What if ...?”
- Manage distractions
  - Move away
  - Ask someone else to help you by not talking to you
  - Do something else now and do this at home
- Use the ‘stuck’ wall – three strategies before asking the teacher
- Say:
  - “Hey, I made a mistake, but next time I meet this situation, I can ...”
  - “I want to know more about ... so I will ....”
  - “This is hard, but I can learn how to do it.”
  - “That was really interesting.” (say this to a teacher!)
- Make sure you know your passwords
- Visit the school library without being taken

**LEARN COLLABORATIVELY – When students and teachers learn collaboratively, we:**

- manage our feelings
- respect other people’s points of view
- are able to work effectively as part of a pair or team
- share information and ideas willingly

**Teacher strategies**

- Ask ‘nudge’ questions:
  - “Who’s going to be responsible for how the team gets on?”
  - “Who’s keeping an eye on deadlines?”
  - “Are you making the most of everyone’s talents?”
  - “What’s the best decision-making method here?”
- Set up groups using a variety of systems. Form different groups so that students work with different people
- Use think / pair / share and paired reflections regularly
- Help students to assign roles within a group, and discuss the responsibilities that go with the different roles
- Explain effective group work habits, discuss them and display them on the wall
- Take time to train group-work skills
- Use group challenges and competitions, especially for starter activities

**Student strategies**

- Ask yourself:
  - “Can I take a different role this time?”
  - “What would I do differently if I were leading the group?”
  - “How are we performing as a team?”
- Choose different groups to work with each time
- Use peer assessment to give feedback to each other about how the team worked and individual performance
- Use think / pair / share and jigsaw exercises to practise working with different people

**QUESTION – When students and teachers question, we:**

- are curious about things and people
- like to get below the surface of things, challenge assumptions, and come up with our own conclusions
- play with ideas, asking “How come?” and “What if?”
- are not afraid of knowing

**Teacher strategies**

- Model by using questions as a starting point
- Build question routines in class e.g.
  - What do I already know?
  - What do I need to know?
  - What could I ask to find out?
- Encourage open, hypothetical and ‘big’ questions – the ‘how’ and ‘why’ ones!
- Ask questions of ourselves in discussions
- Admit we don’t know the answer and work alongside students to find out
- Give rewards for good questions
- Set up a question wall in the classroom
- Set tasks through questions rather than instructions
- Ask another question rather than provide the answer
- Have question cards for students to use during class – students choose wisely about when to use them

**Student strategies**

- Practise asking questions using the W and H words
- Use questioning tools (De Bono’s Hats, Ryan’s Thinking Keys ...) which many will be familiar with from primary school
- Start with an answer and work out what the question could be.
- Use the stuck wall

- LISTEN – When students and teachers listen, we:**
- **respect others**
  - **hear feelings or thoughts behind someone’s words**
  - **work effectively in a team**

**Teacher strategies**

- Use good listening prompts:
  - “Thank you for listening so carefully.”
  - “I felt you were listening because you kept your eyes on me.”
  - “I found it easier to work out what I wanted to say because you let me finish.”
  - “Can I just check out that I’ve got that right?”
  - “What I think you’ve said is... “
- Listen actively to your students (model strategies as in student strategies list)
- Explain that listening is an important part of learning
- Talk with students about situations where other people listen in their everyday life e.g. job interviews
- Provide group work opportunities so that listening can be practised
- Create 3-level listening guides (similar to English 3-level reading guides) – surface information, between the words, beyond the words

**Student strategies**

- Use active listening strategies to show you are listening by
  - being quiet while the other person is talking
  - making eye contact
  - saying “Uh-huh” or other feedback responses
  - nodding your head
  - using positive body language
  - reflecting back main points someone has said
- Complete a listening self-evaluation – identify your strengths and any aspects you need to develop
- Set personal goals for listening
- If you are finding it particularly difficult to concentrate on what someone is saying, try repeating their words in your mind as they say them
- Design a classroom display to show the importance of listening

**PLAN – When students and teachers plan, we:**

- **organise our time effectively**
- **assess which resources we may need**
- **list and prioritise the steps we might take**
- **anticipate what might get in the way**

**Teacher strategies**

- Ask questions to prompt students to think about what they may need to do next:
  - “What is the task really about?”
  - “What do you want to achieve?”
  - “How will you record your plan?”
  - “What will help you to do this?”
  - “What resources will you need?”
  - “Do you need to find out more information before you start?”
  - “How long might the task take?”
  - “What are your deadlines for this?”
  - “What might hold you up/stop you finishing/take you away from the task?”
  - “What will you need to do first?”
  - “What are you planning to do next?”
- Praise – “That’s a good plan... you’ve thought of a lot of things”
- Provide regular opportunities to consider “what should we do... what could we do... what must we do?”
- Display posters with questions to prompt students
- Use flow charts and web 2.0 brainstorm tools
- Post-it and scrap it – use notes to record ideas; move them around a wall, must do, don’t forget...
- Set tight deadlines / milestones for some tasks
- Suggest ways to record plans – lists, mindmaps

**Student strategies**

- Set personal goals for planning
- Learning Conversation meeting – plan next learning steps
- Use planning prompt questions (see teacher strategies)
- Use flow charts
- Think / pair / share activities
- Make lists and prioritise
- Colour code priorities
- Set reminders on cellphones
- Use homework diaries
- Make a wall chart in your bedroom
- Complete a planning self-evaluation

**CONCENTRATE – When students and teachers concentrate, we:**

- focus silently on our learning
- may be responding to deadlines
- think deeply about an issue
- manage distractions and refocus if necessary

**Teacher strategies**

- Ask:
  - “When is “Just thinking” a good answer?”
  - “What’s good about concentration?”
  - “Is there ever anything bad about concentration?”
- Model by reading silently when the class is also doing so
- Model by saying “Wait a minute, I need to concentrate to get this done right”
- Set some tasks which have a time limit and keep to it (the TEXAS para, 200 words in 20 minutes, accurately expressed, is a good exercise for this)
- 10,000 hours to perfection – read the Gladwell article
- Set up experiments – how much can you read and understand (prove by...) with lots of laughter around, or loud music, or baroque music, or silence, or different kinds of light and seating etc (if you ever have time to do this!!!)

**Student strategies**

- Make a time sheet and tick off 5/10/15 minutes of concentration – work up to the next stages
- Kim’s game – look round the room for 30 seconds, then write down everything you remember seeing. Have a time limit for this. Repeat a week later to check improvements
- “Just thinking”
- Make a list of possible distractions, and reduce this list one thing at a time
- Decide which distractions are external and which are internal – different kinds of solutions needed
- Enjoy learning

**REVISE – when students and teachers revise, we:**

- are flexible in our learning
- monitor how things are going
- re-evaluate and reconsider plans as we go along
- change plans if a better idea comes up

**Teacher strategies**

- Use the language of revision:
  - “I can see you’ve had a change of heart on that – why is that?”
  - “What happened to open your mind to ....?”
  - “It’s great to see that you’ve now ....”
  - “What can you learn from this mistake?”
- Think / pair / share
- Display work at different stages of development, not just finished pieces
- Show students success criteria so they can revise to meet these
- Divide class into groups. Give each group a paragraph / section / stanza of a piece of writing. Each group writes down assumptions about the whole from the one part they have. Groups swap their resource piece, revising assumptions each time until they have the whole picture. Discuss the process
- Do a role play where students are the jury in a court case. The first lot of details they get is rather limited, black and white evidence, pointing strongly at guilt. Jury gives a verdict. However you (the judge) say that new evidence has just come to light and runs it before the jury. Jury has to reconvene and come to another possible conclusion.

**Student strategies**

- Ask yourself: “Am I happy / satisfied with what I’ve achieved? Do I need to do something more / different to be successful?”
- Ask yourself: “Is this going ok? Is my plan still working? Should I change tack?”
- Make up a “What if I ...?” chart, listing possible outcomes if you revised certain behaviours or assumptions
  - “What if I mixed ....with.....?”
  - “What if I used a different colour here?”
  - “What if I found another resource for this?”
  - “What if I went and asked ....?”
  - “What if I decided to stop talking so much in class?”
  - “What if I decided to join a school sports team?”
- Write about a situation where you have had to revise or re-evaluate attitudes/opinions about something or someone. Identify the original assumptions and the changed opinions e.g. “I used to find hip-hop music awful, but now ....”
- Use this for classroom learning e.g. “I used to find .... really boring because ..... but now ....”
- Research a technological or scientific revision of an assumption that has had a major impact on the human race e.g. the belief that the world was flat, or that the sun revolved round the earth.
- What is one assumption in your life that could be holding you back from progressing in some area? What could you do about revising this idea? Who could you talk to?

**PERSEVERE – When students and teachers persevere, we:**

- are resilient learners
- focus
- keep going with activities / ideas / challenges we find hard
- keep the end in sight

**Teacher strategies**

- Use the language of perseverance in daily dealings with students, e.g.
  - “Well done. You look as if you are getting on top of that task”
  - “Can you explain to me exactly how you pushed through that barrier?”
  - “I’ll only answer that question after I can see you have had a genuine go at working it out yourself”
  - “Go to the ‘stuck’ poster and work out what to do”
- Model the behaviour of perseverance.
  - Share with students instances where you have had to dig deep to succeed at something.
  - Tell students when you are having trouble persevering with some classroom situation.
  - Ask them for their input on how you could get through the barrier
- Tell students anecdotes about well known people who have had to persevere to succeed
- Encourage students to identify and analyse barriers to learning.
- Get them to list the barriers beyond their control and the ones they are capable of overcoming through perseverance
- Encourage students to visualize success. What will it look like, feel like, sound like? What will teachers’ reactions be? What will parents’ reactions be? Friends’ reactions?

**Student strategies**

- Talk up your perseverance skills:
  - “I’ve worked on this longer today than I have in the past.”
  - “So I’m stuck? That’s how we learn! Use the ‘stuck’ wall!”
  - “I’ve had a problem with this, but I’m getting back on to it now.”
  - “I’m not doing this right, but I can fix it by .....
  - “Nothing’s too hard for me if I stick at it.”
  - “Nothing’s boring when you work at it.”
- Make an ‘anti-boredom’ poster with a variety of short, entertaining activities
- Interview a student in your class who is very good at persevering with tasks. Ask about what s/he does to keep focussed

**MAKE LINKS – When students and teachers make links, we:**

- look for connections between experiences or ideas
- find pleasure in seeing how things fit together, make patterns
- connect new ideas to how we think and feel already
- look for analogies in our memory that will give us a handle on something complicated

**Teacher strategies**

- Ask:
  - “Have you done something similar in another subject?”
  - “Have you done something similar in a situation outside of school?”
  - “Do you remember how that links to .....we did last week/term/year?” (prior learning)
  - “Can you see a pattern here?”
- Explain how what students are learning will relate to something in your subject in the future
- Think / pair / share
- Brainstorms / mindmaps in groups
- Discuss how the learning can be applied in the wider world
- Discuss how skills in your subject are transferable to another subject or to employment skills
- Give students a list of three unrelated objects and ask them to create a connection between them

**Student strategies**

- Ask yourself:
  - “What do I already know about this topic?”
  - “Have I done/seen/read something like this before?”
  - “How can I apply this to things I do in other subjects?”
  - “How can I apply this to what I know about the wider world?”
  - “What other words sound like this one? Will that link help me understand?”
- Use some of the Thinkers Keys activities
- Work on your Inquiry

**TRY DIFFERENT WAYS – When students and teachers try different ways, we:**

- **think flexibly**
- **take risks**
- **evaluate and revise**
- **challenge ourselves**

**Teacher strategies**

- Brainstorm ideas of what students could do if they get stuck, then create a 'stuck wall'. When a student is stuck, get them to do three things from the 'stuck wall' before asking you.
- Discuss the benefits of trying different ways and relate to different learning styles
- Ask students to evaluate the strategies that work best for them
- Read these evaluations, and incorporate their strategies in your teaching
- Have a suggestions box in the room
- Encourage discussion on different ways to learn. Sometimes students will come up with new and good ideas.
- Try teaching in different ways yourself

**Student strategies**

- Use the 'stuck' wall three times before you ask the teacher
- Think "What else could I do?"
- Ask someone else what they do
- Do a task you know well in a totally different way e.g. with one hand tied behind your back!
- Work with people you've never worked with before

**IMAGINE – When students and teachers imagine, we:**

- make pictures in our minds build up the pictures into stories
- rehearse things in our mind before actually doing them

**Teacher strategies**

- Use questions –“what if?”– rather than commands or statements
- Use Thinking Keys and De Bono Hats to stimulate discussion
- Create a classroom which can stimulate imagination – colourful, thought-provoking displays
- Give “fiddle time” for imagination/creativity to kick in
- Model/write/create alongside students
- Encourage students to work with a variety of media
- Encourage students to go beyond their comfort zones
- Use puzzles for starters e.g. photo of something from an odd angle; especially puzzles which don’t have a predictable answer
- Find a balance between subject content and encouraging independent enquiry
- Play background music to encourage imagination

**Student strategies**

- Imagine/predict different outcomes for stories/events/situations ..what if?
- Use role play to imagine what a situation/person might feel like
- Use group storytelling
- Use improvised scenarios
- Draw and doodle to encourage thought
- Write from the point of view of an object or a minor character, considering different points of views, putting yourself in someone else’s shoes
- Write using all your senses, not just sight. Close eyes and visualise

**CREATE – When students and teachers are creative, we:**

- seek out and experiment or investigate
- follow our interests and think “outside the box”
- understand that there are usually multiple paths that lead to understanding
- are open to others’ ideas

**Teacher strategies**

- Use brainstorming activities (individuals, pairs, groups) to search for alternatives to a situation, solution or problem
- Be deliberately provocative with statements
- Encourage students to explore more than one way of looking at something or finding solutions
- Give students a lot of choice and different options when it comes to assignments and projects
- Give students “fiddle time” to get their creative juices working
- Ask students how they would like to accomplish a task (co-construction)
- Model creative problem solving when faced with a problem or crisis in the class
- Ask open questions that have many possible answers, not just true or false, right or wrong
- Base lessons on real life experiences

**Student strategies**

- Change the medium
- Change your point of view
- “Explain that” – create a scenario which you then have to explain
- Realise we are not all creative in the same ways at the same times, but we can all work on stretching our limits
- Research a creative person who has had an impact in a specific field, eg computing or film making, and then present the information in a creative way.

<p><b>ANALYSE – When students and teachers are analytical, we:</b></p> <ul style="list-style-type: none"> <li>● listen to the views of others and think about what they say</li> <li>● express our own views to others when we have thought them out</li> <li>● think about cause and effect</li> <li>● look at situations from other people’s perspectives</li> <li>● look beyond surface or shallow solutions</li> <li>● reflect on the processes used to arrive at conclusions</li> </ul>	
<p><b>Teacher strategies</b></p>	<p><b>Student strategies</b></p>
<ul style="list-style-type: none"> <li>● Use the language of analytical thinking in classroom (especially HOW and WHY) <ul style="list-style-type: none"> <li>○ “Why have you arrived at that conclusion?”</li> <li>○ “Can you explain the thinking process you went through to ...?”</li> <li>○ “Who is affected by..?”</li> <li>○ “How might your thinking differ if you were ..... ?”</li> <li>○ “That is a huge problem; can we break it down into smaller parts?”</li> <li>○ “Can you step back and look at that?”</li> <li>○ “What proof can you find for that?”</li> <li>○ “What if .....?”</li> </ul> </li> <li>● Stop giving the answers, ie make sure students think out solutions themselves</li> <li>● Use TEXAS paragraphs to encourage analytical writing</li> <li>● Use role plays to encourage students to step into other people’s skin, particularly in dispute resolution scenarios</li> <li>● Give a problem and several solutions. Students work backwards to work out the thought processes used to get each solution</li> </ul>	<ul style="list-style-type: none"> <li>● Use the language of analytical thinking: <ul style="list-style-type: none"> <li>○ “Why?”</li> <li>○ “What caused this to happen?”</li> <li>○ “What will result from this happening?”</li> <li>○ “How did I get to that position?”</li> <li>○ “How can I break this down?”</li> <li>○ “Who is affected by this?”</li> <li>○ “Where is the evidence?”</li> <li>○ “How can I help ....?”</li> </ul> </li> <li>● Be involved in inquiry learning</li> <li>● Use the ‘stuck’ wall</li> <li>● Be suspicious of fast, easy solutions</li> <li>● Join a school debating team!</li> </ul>

<p><b>REFLECT – When students and teachers reflect, we:</b></p> <ul style="list-style-type: none"> <li>• consider what we have done, how we have done it, how we could improve it, and plan action based on this</li> <li>• learn how to talk about the learning process, and identify how we learn best</li> </ul>	
<p><b>Teacher strategies</b></p>	<p><b>Student strategies</b></p>
<ul style="list-style-type: none"> <li>• Regularly read student reflections and give feedback</li> <li>• Ask (and get students to ask themselves): <ul style="list-style-type: none"> <li>○ “What are your goals?”</li> <li>○ “How will you know if you’ve achieved a goal?”</li> <li>○ “How are you looking at things differently now?”</li> <li>○ “Can you describe how you learned that?”</li> <li>○ “What have you learned from this that could help you in the future?”</li> <li>○ “What criteria have you used to judge success here?”</li> </ul> </li> <li>• Model by saying “I was thinking about how we did this last time”</li> <li>• Say “Stop and think about it for a minute”</li> <li>• Remind students that sometimes taking a break helps</li> <li>• Ask students for feedback on how we could approach this kind of learning next time</li> </ul>	<ul style="list-style-type: none"> <li>• Write a blog / google.site entry; you could use one of the starter statements for this</li> <li>• Regularly ask yourself: “How am I doing?”</li> <li>• Tell someone at home how you did a particular task</li> <li>• Check progress and make changes if things aren’t working</li> <li>• Discuss progress with others and get feedback</li> <li>• Summarise progress as you go</li> <li>• Relate your work to your preferred learning styles</li> <li>• Evaluate your learning and use this evaluation to help future learning</li> </ul>

<b>WHS LANGUAGE OF LEARNING</b>			
<b>Word / phrase</b>	<b>Links to</b>	<b>Word / phrase</b>	<b>Links to</b>
<b>Active listening</b>	Learning habits (eye contact, feedback, restating what you hear)	<b>Learn independently</b>	Learning habits
<b>Analyse</b>	Learning habits	<b>Listen</b>	Learning habits
<b>Blogs</b>	Strategy (reflection, google.sites)	<b>Make links</b>	Learning habits
<b>Building Learning Power</b>	Guy Claxton material; see Moodle	<b>Managing distractions</b>	Strategy
<b>Collaborate</b>	Learning habits	<b>Managing self</b>	Key Competency NZC
<b>Community</b>	Values NZC	<b>Participation</b>	Key Competency NZC, Values NZC
<b>Concentrate</b>	Learning habits	<b>Persevere</b>	Learning habits
<b>Contribution</b>	Key Competency NZC	<b>Plan</b>	Learning habits
<b>Create</b>	Learning habits	<b>Question</b>	Learning habits
<b>Curiosity</b>	Values NZC	<b>Reflect, reflection</b>	BLP, learning habits
<b>De Bono thinking hats</b>	Strategy	<b>Relating to others, relationships</b>	Key Competency NZC, BLP (reciprocity in BLP writing))
<b>Diversity</b>	Values NZC	<b>Resilience</b>	BLP
<b>Ecological sustainability</b>	Values NZC	<b>Resourcefulness</b>	BLP
<b>Equity</b>	Values NZC	<b>Respect</b>	Values NZC
<b>Excellence</b>	Values NZC	<b>Revise</b>	Learning habit, BLP (constant, not just for exams)

<b>Fiddle time</b>	Strategy – time to think, mull over, consider and accept or reject ideas	<b>'Stuck' wall</b>	Strategy (ideas for students to use before they ask a teacher)
<b>Google.sites</b>	Strategy – juniors have set up sites for reflection and recording work	<b>Think / pair / share</b>	Strategy
<b>Imagine</b>	Learning habits	<b>Thinking</b>	Key Competency NZC
<b>Innovation</b>	Values NZC	<b>Thinking Keys (Ryan)</b>	Strategy (on Moodle)
<b>Inquiry</b>	Values NZC	<b>Try different ways</b>	Learning habit
<b>Inquiry learning</b>	WHS policy	<b>Using language, text and symbols</b>	Key Competency NZC
<b>Integrity</b>	Values NZC	<b>WWWWH questions</b>	Strategy (Who, what, why, when, where, how?)
<b>Learn collaboratively</b>	Learning habits		

# Acknowledgements

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This booklet is written for classroom teachers who are interested in developing the learning habits and key competencies of their students. The information shared here represents an accumulation of ideas over the last two years and present the beginnings of the Wellington High School 'building learning power' programme.

This is a booklet full of practical ideas and initiatives that teachers can use in their classroom. It is not an exhaustive list; it provides a starting point for teachers. We hope that it encourages teachers to get creative and expand their own thinking about how to help their students become better learners. WHS would like to acknowledge Guy Claxton for providing the initial impetus for this work. Guy's inspirational workshops at WHS encouraged us to think differently about the ways in which we work with students, and to start to change our focus from a predominantly content driven curriculum to one with a real focus on developing lifelong learners.

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