

## Module 5: Teaching the competences and values

Guidance material	5.13.2 Teaching Initiative / Self-direction Grade 7-9
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a selection of teaching strategies and teaching templates to support the teaching of initiative / self-direction.</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>When introducing the competences to teachers to support them in implementing this competence in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Have you considered these materials first?	<ul style="list-style-type: none"> <li>Introduce teachers to the SCF through: <ul style="list-style-type: none"> <li>1.1 What is the SCF?</li> <li>1.2 Structure of the SCF</li> <li>1.3 Definitions matching activity</li> <li>1.4 Prior knowledge brainstorm activity</li> <li>1.5 Close reading – Executive summary</li> <li>1.6 Close reading – Framework Requirements and Exemplifications</li> </ul> </li> <li>4.1 What are competences?</li> <li>Introduce teachers to this competence through: <ul style="list-style-type: none"> <li>4.1.13 What is Initiative / Self-direction?</li> </ul> </li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> <li>Share with teachers and discuss it in staff meetings or team meetings.</li> <li>Encourage teachers to plan using the ideas in this resource.</li> <li>Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs.</li> <li>Discuss the ideas and then ask teachers to share their own ideas for teaching this competence.</li> </ul> </li> <li>For more information on each competence read the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.</li> <li>Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>

## Teaching Initiative / Self-direction Grade 7-9

Here are some strategies and teaching approaches to try in your classroom to promote initiative / self-direction:

- Ask students to develop and maintain a study guide that contains strategies to engage with the content they are studying, for example, questions they might ask themselves, outlines and sentence starters for places they routinely get stuck in oral and written responses to questions, criteria for complete answers, etc.
- Give students choices and allow them to make decisions, having control will lead to more initiative.
- Allow students control over their learning by giving choice and responsibility.
- Discuss how habits form and how to develop positive habits.
- Students set specific goals for themselves in areas they can identify as development and improvement needs in their learning and self-management. Students need to set realistic but challenging learning goals. Support them to break their goals into smaller sub-goals.

Goal	
Describe what it will look and feel like when you reach your goal	
Break your goal into smaller steps What will you achieve...	
Today:	Tomorrow:
Next week:	Next month:

- Set up a monitoring/ tracking process to check on their progress toward these goals.

- Evaluate their progress toward their goals regularly and set new/ further targets as appropriate to enhance progress.
- Support students to use the SMART criteria when writing goals

<b>S</b>	Specific	Make each goal specific, so you know exactly what you have to do.
<b>M</b>	Measurable	Make each goal measurable so you know how you are progressing.
<b>A</b>	Achievable	Don't set impossible goals, make sure each goal and sub-goal is attainable.
<b>R</b>	Relevant	Make your goals something you are willing and able to do.
<b>T</b>	Time-bound	Set time-limits or deadlines for when to achieve your goal and sub goals.

- Support students to verbalise their dreams, hopes and aspirations, and celebrate steps taken towards those ideas.
- Students are assigned jobs, clear and consistent processes for executing these jobs are identified and students monitor themselves on completing the job in a timely manner.
- If a learner is to have initiative and self-direction they need to know what motivates them. Support students to identify what makes them do the things they do, and more importantly what stops them from doing other things? Share with students the difference between intrinsic and extrinsic motivation. Support students to describe a time they had intrinsic motivation and a time they had extrinsic motivation.

Intrinsic motivation	Extrinsic motivation
When you do something because you enjoy it or find it interesting	When you do something because of rewards or to avoid a negative consequence

- People who show initiative and self-direction complete tasks without prompting from others. Procrastination is when a person delays doing a task, often because they feel it is not as urgent as something else. Students need to understand that procrastination can stop them achieving their goals or tasks.
  - Support students to understand that everyone procrastinates. Share with student's times that you have delayed doing something. Why did you procrastinate? What happened?



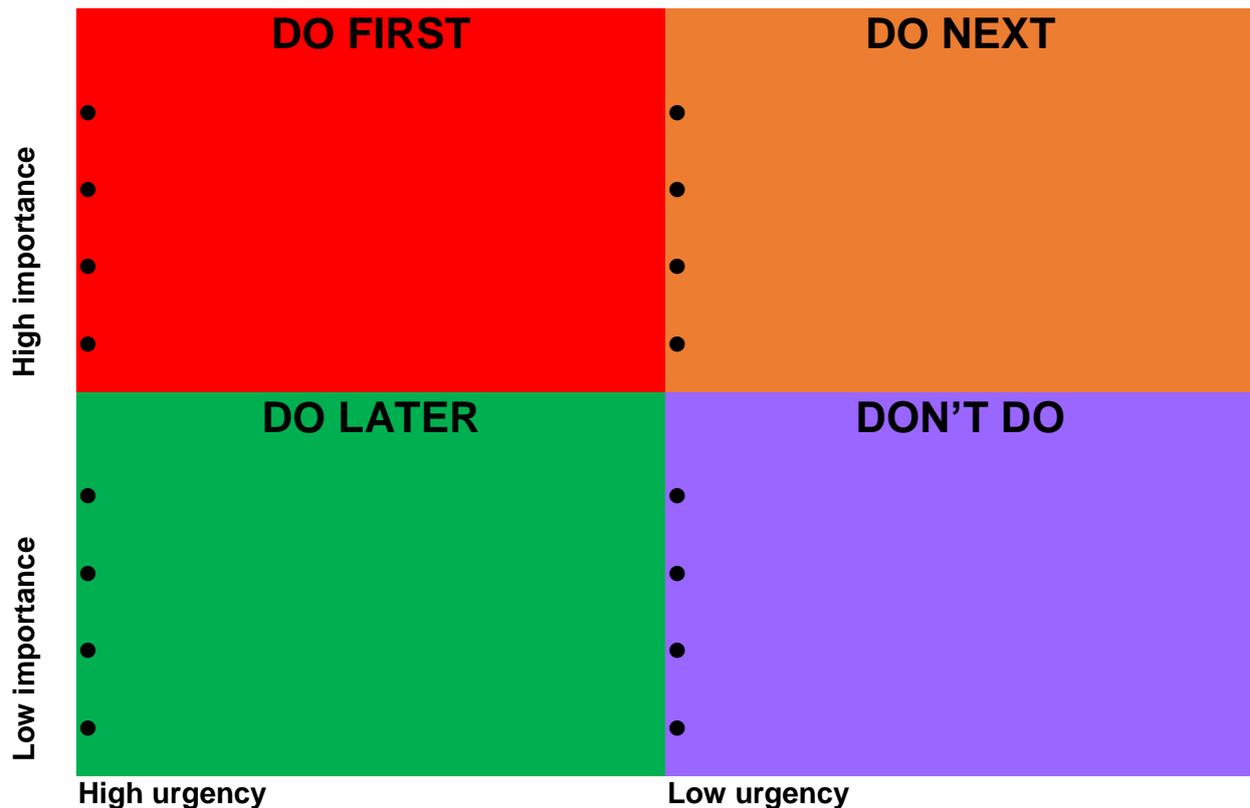
- Students share with their peers a time they procrastinated. Encourage them to ask themselves why. Were they worried about the consequences? Were they not sure how to start? Share with a peer what happened and what they would do differently next time.
- Share with students some strategies to use when they procrastinate and encourage them to review this strategy when they use it.

Strategies	Review
<p>Do the task and then reward yourself.</p> <p>Do a little bit of the task each day.</p> <p>Write a “to-do” list, then tick it off.</p> <p>Just do it now!</p> <p>Do the task with a buddy.</p> <p>Imagine the good things that will happen when the task is completed.</p> <p>Imagine the bad things that will happen when the task is completed.</p> <p>Break the task into smaller bits.</p>	

- A student who has initiative and self-direction knows how to manage their time. Teach students the priority matrix (below) and model how they can use it as a time management tool. Show students how to take a goal, their day, or a long term project and break it up into tasks. Then decide which box each task would go into. Students then complete the tasks in the *Do First* box first, before moving on to the tasks in the *Do Next* box etc.



### Plan your time using the Priority Matrix...



(Stephen Covey, A. Roger Merrill, and Rebecca R. Merrill, *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Simon and Schuster, 1994)

- Students could create their own action plans. Action plans can support a student to work towards their goals and make their own decisions.

My Learning Action Plan				
Week: 6 – 10 April				
Learning goal/target: Understand the properties of quadrilaterals				
Learning target	Action steps	Date achieved by	My evidence	My reflection
Identify quadrilaterals	Research the different types of quadrilaterals  Watch a Learnzillion video and list the quad's and identify their attributes	Monday 6 April	I can list the different types of quadrilaterals on my own	I learned there are four types of quadrilaterals and I can list their attributes
Compare quadrilaterals	Using attributes I will compare rectangles vs rhombus	Tuesday 7 April	Compare and contrast chart of rectangle vs rhombus	I learned rectangles and rhombus are both quadrilaterals and can be squares but a rectangle cannot be a rhombus
Classify quadrilaterals	Using the quad attributes I will classify the quadrilaterals	Wed – Thurs 8-9 April	Draw a quadrilateral tree with attributes	I learned how to classify quadrilaterals by their properties and attributes

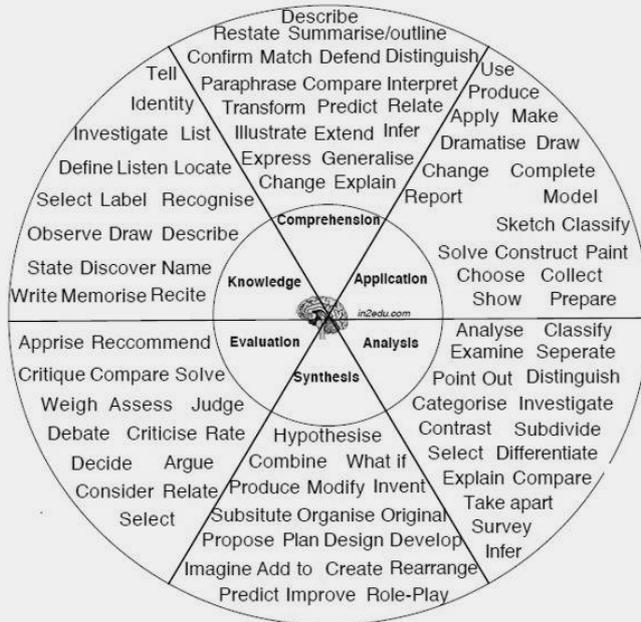
Thanks to Jill Thompson

## SCF Pilot School Case Study

### Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

### Blooms action verbs for: Initiative / Self direction

e.g. By the end of this lesson students will be able to **work** towards their science investigation goals without direction.

#### Action verbs:

Persevere	Respond	Predict	Act
Discover	Relate	Explain	Show
Memorise	Value	Examine	Connect
Recognise	Perform	Compose	Agree
Solve	Develop	Adapt	Work
Hypothesize	Organise	Generate	Demonstrate
Influence	Design	Create	State
Experiment	Justify	Construct	Explain
Review	Plan	Manage	Initiate
Set	Assume	Enthuse	Resolve

## Growth and Fixed Mindsets:

- Teachers understanding and using the idea of *Mindsets*, by Carol Dweck, can help build their students initiative and self-direction. The idea is simple, everyone has either a *Growth Mindset* or a *Fixed Mindset*. If students are going to have initiative and self-direction they need to have a Growth Mindset. Learners with a Growth Mindset are more willing to make mistakes, learn from these mistakes, recognise their strengths and weaknesses, reflect on their learning and seek help when they are stuck.



People with a <b>Growth Mindset</b> believe	People with a <b>Fixed Mindset</b> believe
<ul style="list-style-type: none"> <li>A persons intelligence can grow</li> <li>People can be smarter with hard work and effort</li> </ul>	<ul style="list-style-type: none"> <li>A persons intelligence is fixed</li> <li>People are born with a certain amount of intelligence and it can't be changed</li> </ul>



For more information on Mindsets go to  
<http://mindsetonline.com/>

## Some strategies to build a Growth Mindset in your students:

- Share the idea of Mindsets with students. Describe to them the Growth Mindset and the Fixed Mindset. Encourage them to think about what Mindset they have.
- Praise the processes students use when learning (e.g. their hard work and effort) rather than praising their natural intelligence.

Instead of saying...	Try saying...
<ul style="list-style-type: none"> <li>• <i>You are so smart</i></li> <li>• <i>You're a natural at this</i></li> <li>• <i>You have a good understanding of...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>You used a really good strategy when you...</i></li> <li>• <i>You must have studied really hard to...</i></li> <li>• <i>I really liked how you...</i></li> </ul>

- Students write about a time they achieved something and/or learned something through hard work, persistence or making mistakes. Collect in these stories and give them back to students to re-read when they are struggling with their learning



[Khan Academy Growth Mindset lesson plan](#)

- Give students regular opportunities to reflect on their learning
- Role model how you have a Growth Mindset yourself:
  - Share stories with your students about a time you achieved something and/or learned something through hard work, persistence or making mistakes.
  - When you make a mistake, share it with your students and show them how you plan to learn from that mistake
  - Share with students your teacher self-reflection at the end of a lesson or topic.
  - Share with students videos about how people learn and how the brain works.



[You can learn anything video](#)

[Growing your mind video](#)