

# What is the purpose of the Barker Institute?



## Professional Learning

*Professional learning that is focused on TfU, inquiry, critical thinking and quality student – teacher interactions, fostering a growth mindset for all participants.*



## Research

*Inspired learning that is facilitated through purposeful and collaborative engagement in the latest educational thinking and research.*



## Innovation

*Innovation that is developed through creative approaches to pedagogy, curriculum development, assessment and purposeful integration of emerging technologies.*



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# 10 top tips for motivation and success!

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Existing Perceptions

21st Century Attributes

Becoming self-regulated

SHAPING THE  
ENVIRONMENT - BEING  
RECEPTIVE

Learning NOT earning

TYPES OF MOTIVATORS

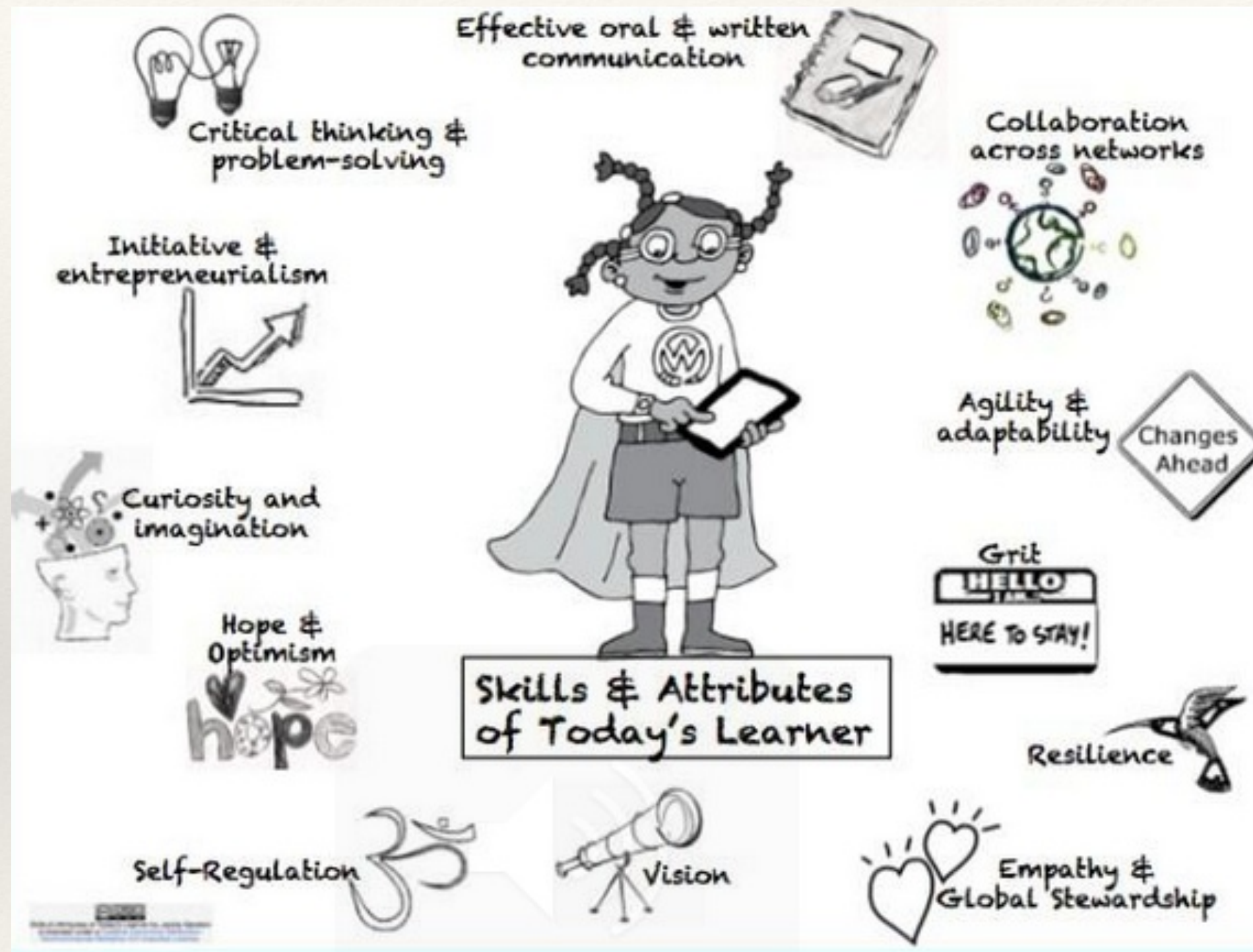
SELF REFLECTION IS KEY



Is your child organised? Can they set learning goals? Can they reflect on their learning and monitor their work? Are they motivated to use feedback effectively? Can they see the progress they are making and grow their capacity?

Meet and greet for 3-4 mins - say hello to another audience member and chat about the answers to these questions.





**Brad Merrick** @bradmerrick · Feb 15

"@Edudemic: The 12 Must-Have Skills Of Modern Learners #21stedchat  
#criticalthinking pic.twitter.com/sQ2eMmGc1a" @BarkerResearch  
@bradmerrick



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## A given and important consideration along the way

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“You think of technology as a tool”, one high school student told me. “We think of it as a foundation; it underlies everything we do”.

Our Brains Extended, Educational Leadership. Vol 70, No 6, p.23. [ascd.org](http://ascd.org)

*A key focus of tonight is*

# Learning how we can do things better

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Grades are not about what  
students **earn**,  
they are about  
what students **learn**.

Brookhart, 2011.





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# What is self-regulated learning?

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“It involves the self-generated thoughts, feelings and actions that are planned and cyclically adapted to assist with the attainment of goals” (Zimmerman, 2000).

Esteemed researcher and writer (Daniel Goleman) identifies self-regulation, self-awareness, empathy and social skill as key factors in the development of one's emotional intelligence



# Three Key Processes to employ in SRL

Control of the **Performance of Understanding** (essay, speech, monologue, song, game of sport)

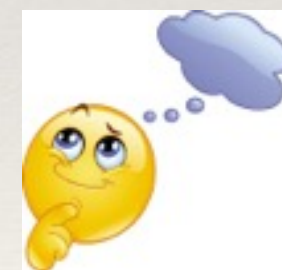


**Self-reflection** after that performance



<http://www.123rf.com/stock-photo/>

The thinking - **Forethought** before undertaking a task





# Intrinsic v Extrinsic



- **Extrinsic** - Product (results, performances, essays, awards, etc)
- **Intrinsic** - Enjoyment, love of learning, flow, unconscious engagement
- Motivation of our students is a key factor in their success and engagement of learning (the type of feedback we provide and the mindset established is critical). - Dweck, 2009
- This is often driven by environment (parents) and system culture, i.e. school, administration, external bodies.





## John Hattie - Visible Learning (2009)

<http://visible-learning.org/hattie-ranking-influences-effect-sizes->



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# John Hattie - Visible Learning (2009)

Encourages us to

“See learning through the eyes of students and help them  
become their own teachers”



# 1

## Knowing your mindset - Dweck (2006)

### Fixed Mindsets

Intelligence is fixed.

Challenges are avoided, as to fail suggests that they 'lack the intelligence' required.

Effort is seen as fruitless- if they don't 'get it' then it suggests that they lack the intelligence.

Getting things wrong and receiving feedback is negative- it reveals limitations.

### Growth Mindsets

Intelligence can be developed.

Challenges are embraced as it is believed that they can improve at a task.

Effort therefore is seen as worthwhile- a path to mastery.

Getting things wrong and receiving feedback is positive- it guides further improvement.

### Mindsets change the meaning of failure



Failure, even for individuals who have a growth mindset can still be painful- but it doesn't define you as a learner.

Failure reveals problems that must be faced, dealt with and learned from. Failure should provide feedback and a solution to be followed.

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# Understanding how you think and work

- Meta-cognition - Learning how you think (**thinking about your thinking**)
- Learning how you do things most effectively - think through the steps and processes and learning what you do best. Replicate these behaviours.
- Continue to fire up those neural pathways so that those good reactions and responses are part of your learning repertoire.
- Draw on previously successful experiences, sport, music, drams, assignment, essay, speech and generalise these to other areas of your learning
- Reflect on the things that you love doing and make you feel engaged. What are the strategies, thinking, processes you use when doing these activities?

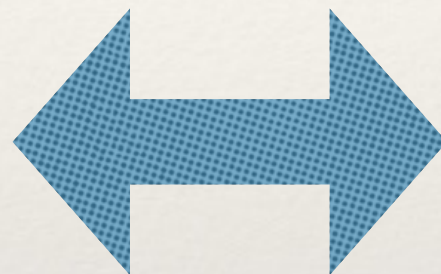


# Setting the right type of goals

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What type of goals are most effective in the long term for success and what type of goals do skilful self-regulators employ?

Process - Learning



Product - Mastery

Write your goals down - don't just think them up. ACTION them!  
Sticky notes, on the door, wherever they can be seen - think about them regularly!



# THE GOAL SETTING UMBRELLA

Long Term - Distal Goal

Short Term

Proximal - in range

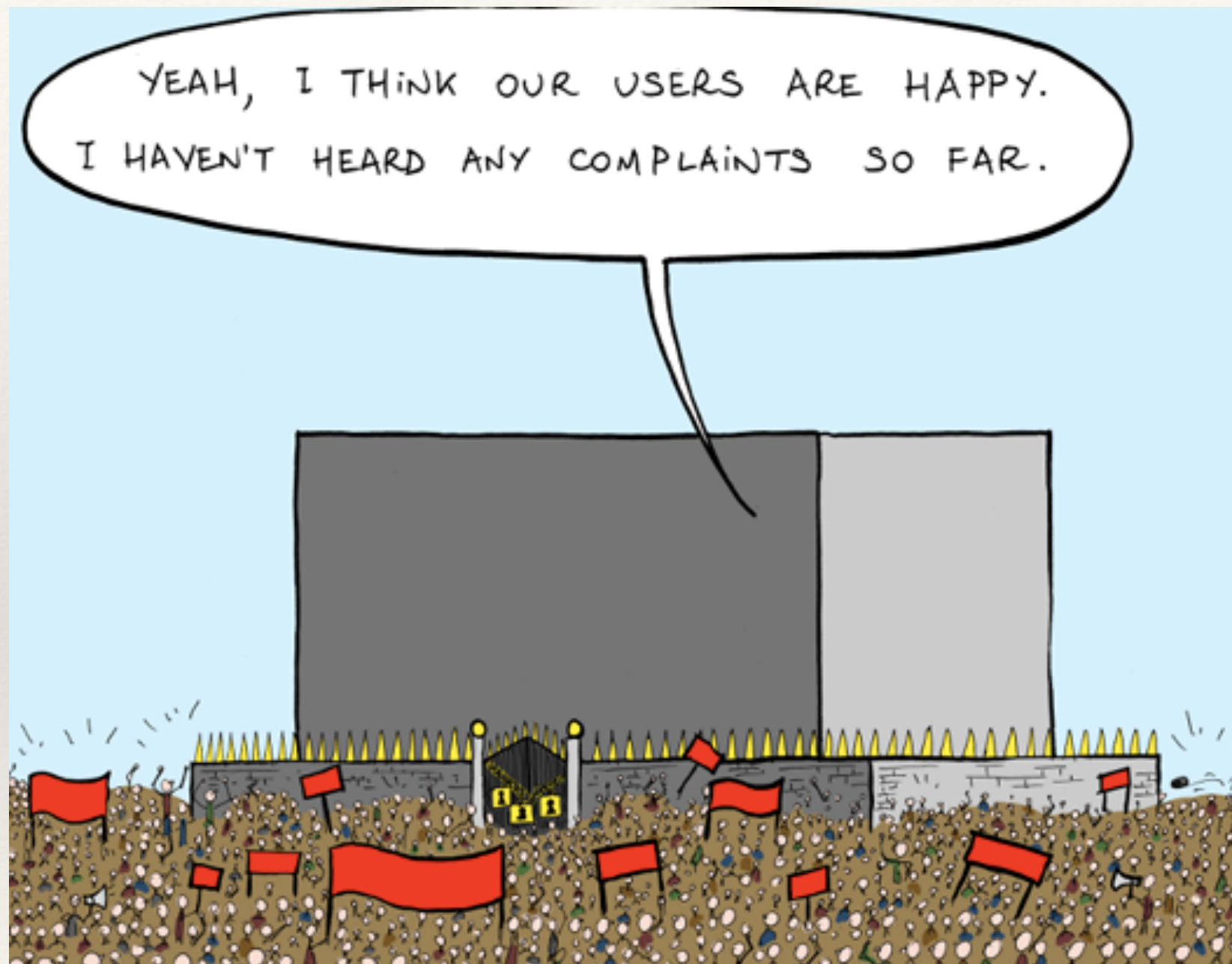
Mostly Process

The diagram features a central umbrella with a black handle and a canopy divided into red and yellow segments. Four blue arrows originate from the bottom left and point towards the umbrella. One arrow points horizontally to the right, passing above the umbrella. Three other arrows point diagonally upwards, passing through or near the umbrella's canopy. The text labels for these arrows are 'Long Term - Distal Goal', 'Short Term', 'Proximal - in range', and 'Mostly Process'.



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## Attaining Regular Feedback



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# What is effective feedback?

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Effective feedback provides:

- **information** about what happened or was done
- an **evaluation** of how well or otherwise the action or task was performed
- **guidance** as to how performance can be improved
- **directs** students to be aspirational once the skill, knowledge has been achieved - moves towards the next goal, level of sophistication.



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# BUT REMEMBER

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- ❖ There's a big difference between the provision of 'meaningful' - 'purposeful' feedback and just providing an evaluation
- ❖ Look to employ 'formative' (ongoing) feedback rather than 'summative' (line in the sand)
- ❖ Ongoing success and explanation of failure will bolster motivation - linked to belief

# Employ strategies that work

- **Try out different strategies (Grow your mindset - be prepared to fail along the way) - make regular notes from reflection and feedback (internal and external).**
- **Look to refine - adapt and refine these strategies in all aspects of your work (develop strategies for different uses i.e., managing time in an exam, writing a topic sentence and conclusion, maintaining focus, having an acronym to remember key points).**
- **Use the strategies that work for you, this is about your learning. Don't expect to be able to use identical strategies to your best friend in class. Learning looks different for us all!**



# Strategies that work - continued

- Where possible practise these strategies and use them when under pressure (particularly at times when you don't really feel like it!) Make your body 'feel' the experience, live it. This is particularly important for students in Year 11 - 12 so you know what it will be like. i.e. 6 pieces in a row for music etc.
- If you get nervous, worried, be positive and find strategies you can repeat - utilise before exams, assessments. Avoid Post Mortems!!
- You need to learn how to turn on the switch! Even when you don't feel like it. Many tasks are more about your focus and psychology than
- Use these to ensure that you always complete the task and take time to consider the questions, task, do the activity the best you can.

**"TREAT EVERY REHEARSAL LIKE A PERFORMANCE"**



# Ask the right questions



**Avoid focusing on the 'what?'**

**What did I get? marks,  
grades, %**

**Ask more about the 'why?'**

**Why did I only receive....?  
Why was it only in the B box?  
Please explain where I went wrong.**

**Move to the 'how?'**

**How can I improve?  
Seek specific strategies - revision goals -  
skills - understanding**

**Then ask the 'show me.'**

**Can you show an example of the  
type of response that would have  
been of a better standard?**



# Work Smart



- Focus on doing all things the best you can and ensure you leave nothing to chance
- Always read the whole paper and underline - highlight key phrases, areas of focus
- Observe the behaviour of those that succeed, that's how the best in the business learn! Make some of the difficult processes automatic through routine
- Use technology to your advantage, video speeches, record performances, digital photos of notes, collaborate where possible, create a web page, access exemplars, BOSTES etc
- Use the multifaceted resources that abound in the 21st Century (don't just read about the science example, watch the experiment, read about the history, watch something in slow motion)

# Work Smart

- Work out how you study most effectively and use this to your advantage (sometimes writing out dot point summaries are not as effective as synthesising your notes and linking them to examples you can quote, reinforce your understanding) - innovate and create new ways to support your learning
- Employ things that help you become more organised, (sticky notes, electronic memos, to do lists, mind maps, apps, etc)
- Prioritise your time and avoid surface learning - dig deep!!  
JOIN THE DOTS - MAKE CONNECTIONS



# Manage time and effort



- Make a plan of your weekly schedule - slot in key commitments and events, i.e., trainings, rehearsals, etc. Look for small slots where you can fit in additional practice, revision, set small achievable goals using this time (get next week's homework completed, read another chapter of the text, do 10 minutes of music practice, draft the structure of your talk.) Make your work part of the regular day.
- Organise notes, papers, references, either electronically or physically - everyone does it differently. The main thing is that it works for you.
- Remember that even if you're good at something, continue applying yourself across all areas of work. Grow your mindset to become a little better, treating your academic program like a sculpture, something that can always be refined, re shaped. Imagine if you improved your results and understanding a little in each subject, every semester.
- Don't get distracted or procrastinate!

# Manage time and effort

- Talk to people who are well organised and ask them how they do it? Watch other successful people. Remember to distribute effort across all subjects not just the EASY ones. Once you set some goals and realise you can do well, your motivation should increase and hopefully your level of success will as well. Distribute effort as needed to balance your program.
- Remember that nothing comes without hard work and application. Develop your resilience and grit, rather than telling yourself you are NOT good at something.
- Work on the Credit and Debit method, which also acts as a great intrinsic motivator, making you feel good about yourself! Reward yourself and have balance (i.e., movie, game, time out etc)

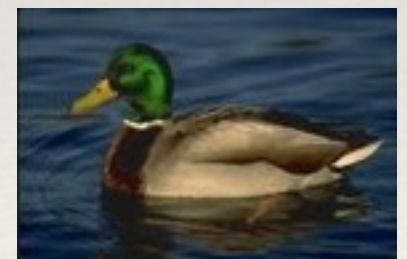


# Reflect and monitor your work

- Regularly check your progress and learning against the goals you have set (remember to focus on the **Process** not just the **Product**).
- Becoming specific and strategic rather than going through the motions with each task.
- Once you have attained the goal that you set, don't forget to recalibrate and be aspirational in setting future goals.
- The reason the best people in their fields, continue to succeed is because they monitor, reflect, set goals and practice all the time.
- Don't forget to be honest when you reflect, linking to specific skills or knowledge areas. Good, ongoing self-assessment is key on this journey, remember that success won't always happen over night.

# Reflect and monitor your work

- Try to make each new attempt a little bit better than the last one.
- We are never too old or capable to hear, listen to and consider advice.
- Try to see your learning from different views to unlock a deep understanding of how you do things best. Times of day, order of subjects, with music, with music etc
- Try to briefly reflect and monitor each day, pick out one thing that went really well, one that is progressing since last time and one that needs further attention.
- Watch out for how you are moving - the **DUCK effect**





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# A famous boxer once said

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It's the repetition of affirmations that lead to belief.  
And once that belief becomes a deep conviction,  
things begin to happen (Muhammad Ali).

## **SELF- EFFICACY**

### **OUR SELF BELIEF IS DIRECTLY LINKED TO SELF-REGULATION AND ACADEMIC ACHIEVEMENT**

#### **What is a belief?**

**An individual's  
representation of reality  
that has enough  
personal validity and  
credibility to guide  
behavior and thought in  
a particular domain,  
can be transferred**

- ❖ **self-efficacy** continues to be a consistent predictor of student achievement, and the most reliable.
- ❖ This is similar in all other domains of expertise, i.e. sport, arts, mathematics, etc



# Develop focus, belief and motivation

- The greatest predictor of success in any task or activity that humans undertake will be their level of belief prior to the task! (Bandura's Theory of Social Cognition)
- Develop skills and strategies so you can engage in every task to your best, give 110% and believe in yourself. Don't leave anything out there!
- Do something because you love it and are passionate about it, focus on the things you know and communicating your story and success will follow.
- Just shift the focus (good strategy, good forethought, good process, attention to detail etc)
- Success leads to further success!



# Some parting thoughts



**“Watch your thoughts, for they become words.**

**Watch your words, for they become actions.**

**Watch your actions, for they become habits.**

**Watch your habits, for they become character.**

**Watch your character, for it becomes your destiny.”**



**“We don’t learn from experience, we learn  
from reflecting on experience”**

*–John Dewey*



# Thanks for attending

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