

What do you think is meant by the caption below?



What do you think is meant by the caption below?



About yourself:

Interest and hobbies:



What do you think the difference is between a 'growth' and 'fixed' mind-set and which do you think is best to have?

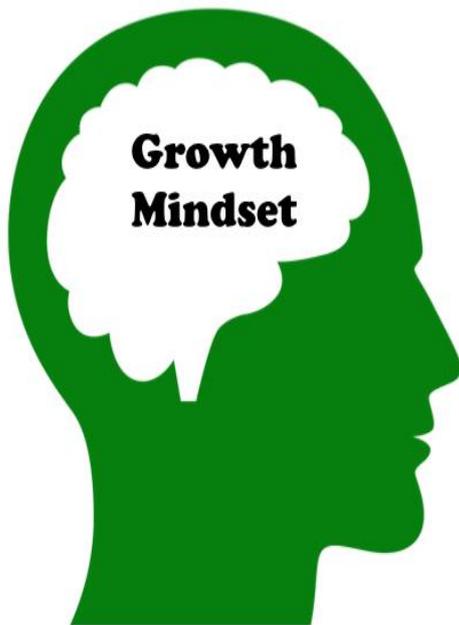
I think that a 'growth' mind-set is _____

I think that it is best to have a _____ mind-set because _____

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



I can learn anything I want to.
 When I'm frustrated, I persevere.
 I want to challenge myself.
 When I fail, I learn.
 Tell me I try hard.
 If you succeed, I'm inspired.
 My effort and attitude determine everything.



I'm either good at it, or I'm not.
 When I'm frustrated, I give up.
 I don't like to be challenged.
 When I fail, I'm no good.
 Tell me I'm smart.
 If you succeed, I feel threatened.
 My abilities determine everything.

What mind – set do you think you have?

I think that I have a _____ mind – set.

I think this because _____

To ensure that I develop a 'growth' mind – set I think that I need to;

-
-
-
-



Mentoring self – reflection

What sort of learner am I?



What I'm good at:

- ✓
- ✓
- ✓
- ✓

What I find difficult:

- ✓
- ✓
- ✓
- ✓

What I need help with:

- ✓
- ✓
- ✓
- ✓

Preferred learning styles

Which fits best?

Read through the following mind –styles and answer the questions at the end.

Mind-Styles™ model is based on how we perceive information and how we use (order) the perceived information:

Concrete – Sequential: systematic

Abstract – Sequential: research

Concrete – Random: instinctual

Abstract – Random: absorption

Learning style summaries

Concrete-Sequential

– Organised, stable, productive, perfectionist

Abstract-Sequential

– Precise, conceptual, visionary, opinionated

Concrete-Random

– Curious, hands-on, impulsive, impatient

Abstract-Random

– Spontaneous, adaptable, social, perceptive

Learning Preferences for each Mind Style

Concrete Sequentials prefer:	Order and quiet Exact directions Guided Practice Know the accepted way of doing something Can apply ideas in a practical, hands-on way Are given approval for specific work done
Abstract Sequentials prefer:	Lecture and reading Follow traditional procedures Work alone Research Logical explanations Are respected for intellectual ability
Abstract Randoms prefer:	Cooperative work Assignments with room for interpretation Balance of social activities and work Noncompetitive atmosphere Personalized learning Are given personal attention and emotional support
Concrete Randoms prefer:	Trial and error approach Hands-on experiences Brainstorming and open-ended activities Produce real, but creative, products Original and unique approaches to problem solving Self-directed learning

The different styles struggle with:

Concrete Sequential stretches:	Making choices Open ended assignments and "what if" questions Dealing with opposing views Taking new approaches Interpreting abstract ideas Seeing the forest
Abstract Sequential stretches:	Expressing emotions Working cooperatively in groups Writing creatively Taking risks or facing the unpredictable Open ended problems Placing grades in perspective...reducing perfectionism
Abstract Random stretches:	Working alone Attending to details and giving exact answers Working within time limits Concentrating on one task at a time Being corrected Expecting less emotional response from others
Concrete Random stretches:	Pacing and meeting time limitations Completing projects Choosing one answer Keeping detailed records Prioritizing Accepting others' ideas without showing another way Accepting when change is impossible

Mind Style Characteristics

The Concrete Sequential individual:

Needs and enjoys structured situations.
Likes to work with hands-on projects.
Likes things to be ordered and arranged in specific ways.
Likes clear and definite directions.
Is always "busy", looking for constructive things to do, can't sit still for long.
Is a natural organiser.
Prefers to do things step by step.
Follows directions.
Is a natural editor, can take anything and make it better.
Has a great fear of being wrong.

The Abstract Sequential individual:

Reads avidly for information and ideas logically presented.
Needs a quiet environment to think and work.
Likes to debate about ideas and controversial issues.
Likes to learn just to learn - self-directed.
Gathers information and analyses ideas.
Strives for intellectual recognition.
Thinks in a structured, logical and organised way.
Fears appearing foolish or uninformed.

The Abstract Random individual:

Dislikes routine procedures and orderliness.
Is extremely sensitive to his/her own and others' feelings.
Is flexible, accepting and responds easily to change.
Learns well through discussion and sharing of ideas.
Is imaginative.
Personalizes information.
Is usually involved in many projects or interest at one time.
Is focused on friends and relationships.
Has a fear of not being liked.

The Concrete Random individual:

Is highly curious.
Finds out-of-the-ordinary answers to problems.
Seems driven to say or do things in a way others have not.
Is a risk-taker.
Likes to discover his/her own way of doing things; must test things for self.
Is extremely independent and competitive with self.
Prefers to investigate and experiment; enjoys hands-on experimenting.
Skips steps and details.
Shows original creativity; has varied and unusual ideas.
Has multiple projects going at once.
Finds possibilities, creates change.
Is notorious for not reading directions or instructions.
Fears structure.

Preferred learning styles
Which fits best?

I think that I am a _____ learner.

I say this because _____

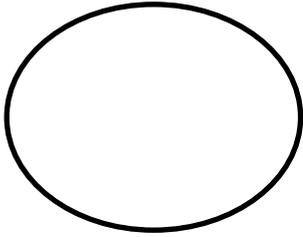
The impact that this has on my learning is _____

With this in mind I think that I should aim to develop _____

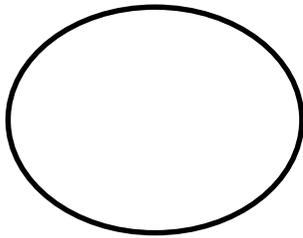
I will do this by _____

What do I want to do in the future?

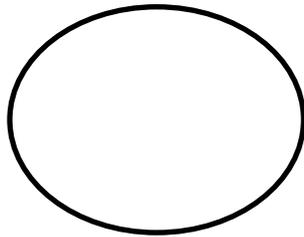
Where do I want to be?



What can I do to help me get there?

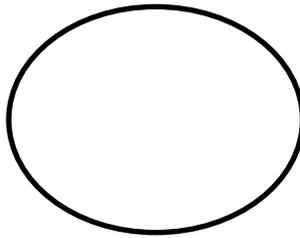


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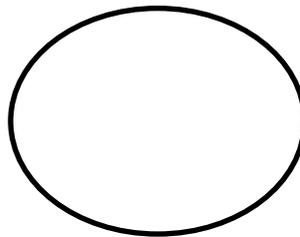


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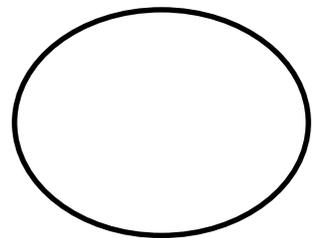
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What can I do to help me get there?



Learner – Mentor target setting record sheet

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				

Learner – Mentor target setting record sheet

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 7				
Session 8				
Session 9				
Session 10				
Session 11				
Session 12				

How have I made progress on my targets?

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
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Session 3				
Session 4				
Session 5				
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Session 11				
Session 12				

Self-reflection 1) – How is it going?

Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

Self-reflection 2) – How is it going?

Write honest answers to the questions below. This should be completed at the end of every half term.

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My Achievements:

Academic	Pastoral

Revision techniques

Preparing for exams:

- Know which exams you have on which day.
- Know how many subjects you have to revise for.
- Know what content you have to revise for each subject.
- Start your revision well in advance of your exams.
- Plan your revision by drawing up an exam timetable. (don't forget to add breaks)
- Work out how much time you have to revise each subject.
- Plan to revise the subjects/topics that you find most difficult. (this is good revision)
- Balance your revision time – don't spend too much time on one subject.

Some advice about revision

- Divide your revision time up into short slots with a break between each slot
- Plan what you will do with your revision time each evening and set a deadline for finishing
- Reward yourself at the end of the revision with something you like doing
- Revise in a quiet area without distraction and at a table/desk where you have space.
- Don't just read through notes (unless you know that this works for you)
- Use colour and thinking tools when making your notes
- Get someone to test you
- Explain topics/key questions to someone else