

The 5 Belief Sets for Educators

FOCUSING STUDENTS ON THE LEARNING vs. THE WORK

Work is not synonymous for learning. When educators engage in a "work" metaphor they are framing the classroom experience as the completion of work rather than shaping the experience to focus on learning. If we keep our students focused on learning, then we will be better able to monitor and assist their development of understanding.



TEACHING FOR UNDERSTANDING vs. KNOWLEDGE

Knowledge is a commodity; it is something you have. Understanding is a performance; it is something you do. Understanding goes beyond collecting facts in isolation or possessing a skill set. It can be defined as "knowing one's way around" a particular topic. There are multiple sides to a topic to be navigated, and we need to always be on the lookout for new perspectives and opportunities to explore.



ENCOURAGING DEEP vs. SURFACE LEARNING STRATEGIES

A teacher that uses deep-level processing strategies must ask, *What will I actually ask students to do with the skills and knowledge they are acquiring that will develop their understanding and push it forward?*



ENCOURAGING INDEPENDENCE vs. DEPENDENCE

Dependent students lack a resilience when faced with difficulties and challenges. They focus more on extrinsic motivation and display decreased creativity and motivation. Independent students has greater motivation, engagement and ownership, and drive. They have an enhanced self-esteem and develop into lifelong learners.



DEVELOPING A GROWTH vs. A FIXED MINDSET

Mindsets are powerful shapers of our experience. Students with fixed mindsets are more likely to shy away from challenges and even refuse to try new things. Growth-mindset students are more likely to focus on the learning over the work, framing challenges and questions as opportunities to learn and develop understanding.

