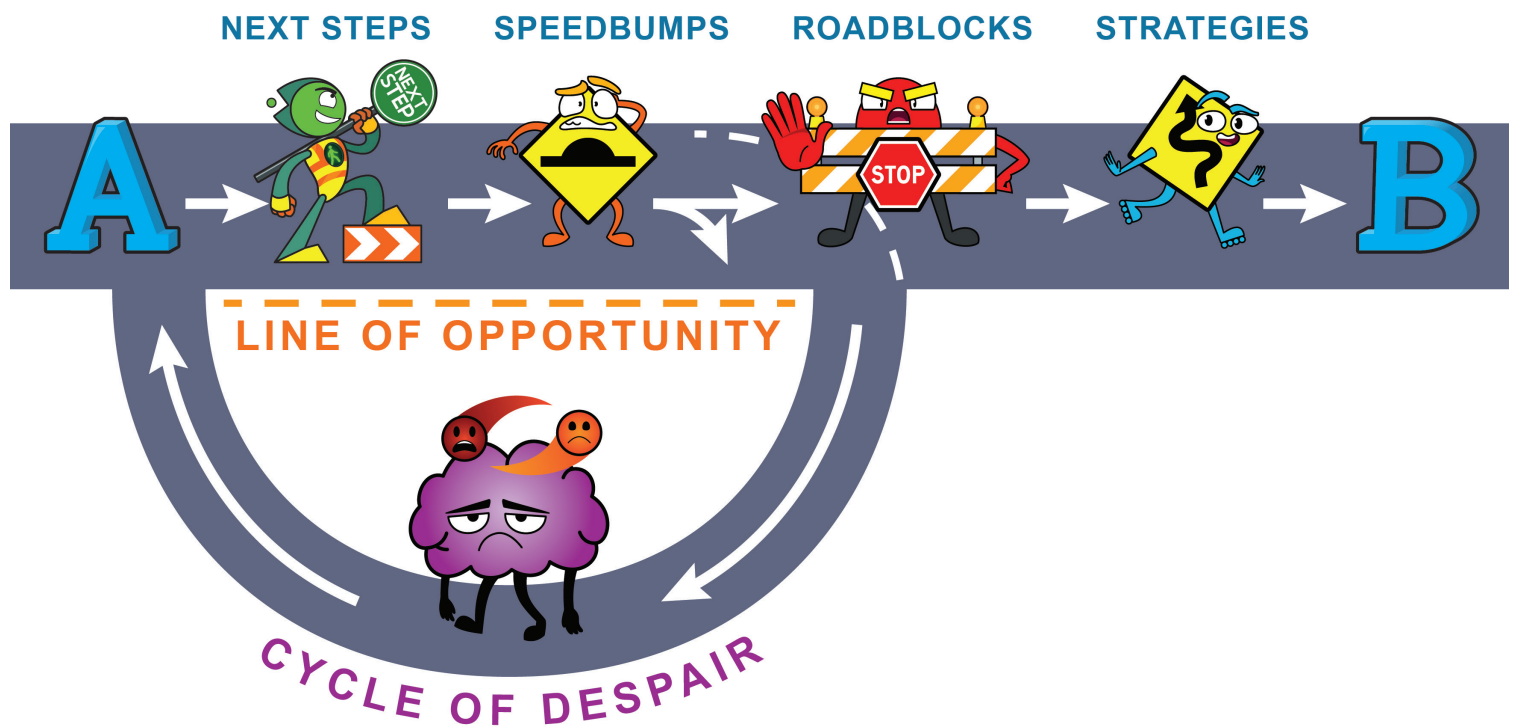


HOW-TO GUIDE:

REBOOT POSITIVE CHANGE HIGHWAY



Introducing lesson goals, new learning modules or learning tasks

The **Positive Change Highway** can be used to effectively introduce and facilitate discussion around lesson goals, new learning modules or learning tasks. Classes and individuals can reflect easily on the learning journey and predict both impediments and strategies to overcome any learning difficulties fostering greater student agency and self-efficacy. Student self-efficacy (an individual's belief in their ability to successfully undertake a task) is key to student outcomes (Hattie, date). Pre-empting the inevitable challenges that arise encourages a pro-active preparation and also a Growth Mindset toward challenges. Multiple repetitions of this simple problem solving process help provide clarity and linearity in a student's understanding of what is required to move forward, or what speedbumps and roadblocks are holding them back.

To use the Positive Change Highway in class...

1

Capture everyone's amygdala with an effective hook to initiate interest in the learning topic (see the Reboot Hook, line and sinker document for suggestions.) Questions that arise curiosity, such as "Does anyone know about **x**?" or "What could you do if you understood how to **x**?" to get the brain excited and focused.

2

Introduce the learning outcomes, task or learning goals of a module as point B on the Positive Change Highway. Link B to past learning and other areas of relevance in the student's lives. Ensure the Positive Change Highway can be clearly seen by all and you have illustrated or written in the learning outcome at point B.

3

It can be helpful at B to also introduce a number of sub-goals to support students to build their understanding of the key elements to successfully fulfilling a task or learning a new skill. For example, in a creative writing task sub-goals might include editing or peer editing, having a sizzling starter or a twist in the plot. In a hospitality class sub-goals might include preparation, or reading the recipe correctly, measuring items well, presentation skills etc. This supports students to develop clear personal goals and a better understanding of potential speedbumps and roadblocks in their learning processes.

4

If appropriate, have students select the particular sub-goal that they wish to focus on in this task and write this down as their personal focus.

5

As a class, in pairs or as individuals identify the speedbumps or roadblocks that might be experienced during this learning task/skill etc. Initial group sessions that highlight general and subject specific concerns help build an understanding of this process. Items might include learning problems, equipment concerns, missed classes and knowledge, misunderstandings of the task or terms, anxiety, procrastination and motivational aspects of learning. See the table below as a prompt. Have students identify which speedbumps and roadblocks are relevant to them personally (remembering that one person's speedbumps might be another's roadblocks.)

6

Brain storm possible strategies to address the identified speedbumps and roadblocks. You can provide a list or introduce a strategy to collectively experiment with each week. See the table provided for a list of possible strategies.

7

Have students choose the strategies that best work for them to address the speedbumps and roadblocks that they have identified. Have them write this down and think about where, when and how they can access anything required for this strategy to work. It's nice to highlight that avoidance, denial, procrastination and plagiarism aren't very effective strategies: they are roadblocks in their own right.

8

Have students reflect on their answers again at the end of the task or module. Did they encounter any unexpected speedbumps or roadblocks? Did their strategies work? See worksheet attached as a guide.

Introducing assessment tasks

(exams, assignments and practicals)

The Positive Change Highway can be used to effectively introduce, ensure clarity and facilitate discussion around assessment tasks. Introducing an assessment task in this way fosters greater student ownership of the learning process, their personal challenges specific to your class or subject area, and helps build greater student agency. The Positive Change Highway process below also allows for reflection about student's preparation, efforts and factors that contribute to the completion and marks earned in the assessment.

To use the Positive Change Highway to support assessment processes...

1	Introduce the assessment task, explaining what it is that you are wanting to see and why it's important that they can do this. In a class discussion give the task relevance to both their learning and their lives.	4	Have students identify which of these are relevant to them, especially in terms of past experiences.
2	Create timeline (either backward or forward) by outlining the steps required to successfully complete the assessment task including any sub-activities or options. For example, in a Health and PE practical assessment key steps might include: general understanding of the skill that will be learnt (watch video), interact with the equipment used, research the biomechanics involved, practice, seek feedback on your performance in class, practice in pairs (peer observation) and perform for assessment.	5	Brain storm possible strategies as a group and have individuals select those that will help to address their identified speedbumps and roadblocks. It is helpful if you have empowered students through the term by introducing strategies during class time.
3	As a class, in pairs or as individuals identify the speedbumps or roadblocks that might be experienced during this assessment. Initial group sessions that highlight general and subject specific concerns, including reflection on past assessment processes and outcomes. Items might include anxiety, lack of preparation, equipment concerns, missed classes and knowledge, misunderstandings of the assessment task or terms, procrastination and motivational issues. See the table below as a prompt. Have students identify which speedbumps and roadblocks are relevant to them personally (remembering that one person's speedbumps might be another's roadblocks.)	6	Include on the assessment task sheet fields that allow students to identify their speedbumps, roadblocks and strategies at the start of task preparation. This can be reflected on again when a student submits their work. Did their strategies work for them? Did they encounter any unexpected speedbumps or roadblocks? What would they do differently next time? See sheet attached.
		7	Further reflection: is the student prepared to do well in assessments in general or is she/he encountering a re-occurring speedbump or roadblock that is sabotaging his or her success?

Solving problems for individuals and groups

Effective problems solving skills are assumed, but sometimes lacking. The Positive Change Highway can be used to clearly demonstrate cause and effect and identify new strategies to overcome the speedbumps and roadblocks faced by both individuals and groups. Using the linearity and visuals it is possible to develop this problem solving meta-skill while addressing the immediate concern.

To use the Positive Change Highway to help solve problems...

1

Identify the current problem. Point A: if you don't have a clear understanding of the problem at hand it is very difficult to find an effective solution. It might be helpful to use the Quadrants, self-regulation and relationship Reboot tools to identify the problem.

2

Identify the desired outcome: Point B. What thoughts, behaviours or feelings are different at Point B? How would it feel if achieved? What would you have to give up to achieve it? (For example, revenge, procrastinating, being the victim, past hurts, expectations, habits etc.)

3

Identify the process with the various steps and stages involved. Brainstorm any speedbumps or roadblocks that might arise.

4

If it is a group or relationship problem consider the problem from different viewpoints and the different speedbumps and roadblocks that people might encounter. What is the common intention/desired outcome?

5

Do you have strategies to combat these possible speedbumps and roadblocks? Are your strategies roadblocks in their own right?

6

What are the next steps required? Do you need any help to make this happen?

7

What is one thing that you could do right now to initiate this process before you leave the room?

A

POINT A

Where are you now?

B

POINT B

Where would you like to be? (timeframe: 6 weeks?/ 10 weeks?/ 1 year?/ 5 years?)
And what are the steps to get you there?



NEXT STEPS

What are the steps to get you there?



SPEEDBUMPS

What minor problems could get in the road?



ROADBLOCKS

What seemingly large problems could get in the road?



STRATEGIES

Methods and tools to achieve your goals and overcome any problems:
what strategies would help you get over the speedbumps and roadblocks?

Things I need to make my strategies work:

1.

2.

Effective praise and feedback

Students need feedback to learn effectively. Ideally we deliver 3-5 pieces of specific and informative feedback to students per day. That's right – per day. It is challenging to find the time, mental space and clarity to be able to address the entire class in this way. The **Positive Change Highway** can be used to deliver quality feedback that is both informative and supports the development of a **Growth Mindset**. It becomes easier to reward the effort, strategies and learning gained by students. See the examples below.

Importantly, the language that we use when providing feedback or praise expresses to students what we believe, our expectations of them and what we as teachers value in the classroom. Consider the following 3 versions of praise:

NEUTRAL

"Wow, that's a really good mark."
OR
"Well Done."

PRAISING INTELLIGENCE

"Wow, that's a really good mark. You must be smart at this."

PRAISING EFFORT (PROCESS)

"Wow, that's a really good mark. You must have spent some time on this"

Extensive research indicates that the small difference in language and approach leads to a considerably different outcome for students. The impact of praising intelligence and praising process are very different.

Praising process encourages a growth mindset. A growth mindset is the belief that our skills and abilities improve over time with practice and effort. The brain is like a muscle and the more we exercise it the smarter it can become. Due to our belief that we can improve, we are motivated to put hard work into a skill or acquiring information.

In contrast praising intelligence encourages a **fixed mindset**.

Feedback/praise that helps to build a growth mindset is:

Specific: instead of "good job," we can praise the amount of effort or strategy selected, rewarding effort instead of ability. "I like the way you were patient when your group hit a speedbump and couldn't decide which topic to pick."

Praise effort: "I like the way you kept trying even when those problems seemed like a roadblock", "You used some new strategies really well to get over that speedbump", encouraging perseverance as the problems become harder.

Praise strategies: "I really like the way you went back and edited your response. You've made it really persuasive."

Praise process not completion: "You've used an excellent process to develop those ideas. Every time you reach a goal you start the Change process again."

Praise resilience: "Your hours of practice are really paying off. What an awesome strategy! What's the next step?"

Praise courage: "I'm really inspired by how you are pushing through even when you aren't sure how it is going to turn out."

Praise 'mistakes': "I love that mistake! Every trial is a step closer to finding a new path/solution."

Praise focus and impulse control: "Fantastic focus. It looks like your concentration is getting stronger and stronger."

Praise discomfort: "When it feels this hard I know I'm stretching my brain and it's growing/getting stronger etc." or "If it doesn't feel uncomfortable we aren't learning anything new."

A framework for self-assessment

Learning tenacity requires students are self-aware of how they are traveling and what they might need to be successful in the learning process. The **Reboot Quadrants** and the **Positive Change Highway** provide simple tools for both students and staff to evaluate their success and challenges in all aspects of learning. The simple questions below help a student to quickly build self-awareness and better manage their learning experience:

- Where am I now? or How did I get here?
- What speedbumps and roadblocks am I facing?
- What strategies could/did I use to move ahead?

From this position of knowing, everyone gains clarity on what might be needed to keep moving forward. It also builds confidence to move ahead and embrace the uncertain.

During a learning task or on completion of assessment pieces students are also able to use this language to easily reflect on their progress and how they might improve. Dialogue between student and staff is easier with this simple shared understanding of the learning process.

Supporting effective group work

Group work requires some very important relationship and working skills to be effective. The Positive Change Highway gives young people a language to be able to communicate effectively and better understand the working processes of their group.

Framework for student conferencing and parent-teacher interviews

The simplicity and linearity of the Positive Change Highway provides an easy-to-understand tool to share conversations with both parents/carers and students regarding subject progress and future goals.

The Wall of Awesome (or Book or Slide Show)



It's hard to feel negative emotions when you are feeling positive ones. Positive emotional experiences in classes can be captured, enhanced and expanded upon to create greater willingness to engage in the classroom. The Wall of Awesome is designed to build a sense of belonging, and associations of positive emotions with classes and the learning experience. Students seeing a Wall of Awesome are reminded of all the wonderful experiences, feelings, successes and relationships in the class, and through the positive associated feelings may feel a greater sense of belonging, safety and openness. The Wall is a great way to capture past high points and establish the tone for your classes.

WHAT?

A physical wall is a constant reminder and can grow and evolve as the class does. The Wall does not have to be static or even a physical wall. Versions of the Wall of Awesome include:

- Digital versions at the end of term or year to celebrate Awesome moments
- Wall of Awesome in faculty buildings
- School Wall of Awesome to celebrate the successes of past students (people from our community can cross the Line of Opportunity and experience great success)
- Book of Awesome: a diary or journal in which students can capture lots of positive images, feelings etc. about their school experience and may include goal setting, social and emotional wellness work etc.
- Postcards of Awesome: postcards that can be sent home in recognition or congratulations of great work, effort or character

HOW?

1. Designate a physical or digital space for the Wall of Awesome. The Wall often grows throughout the term or year so ensure you have enough space.
2. Collect pictures of enjoyable class moments and teaching material, excursions, mementos from events or outings or learning outcomes, samples of beautiful work etc. People love pictures that capture happy moments in relationships or cooperation to produce exciting outcomes. Faces of people enjoying each others company are very powerful. Have students actively involved in the collection.
3. Upload or paste these items onto the Wall. Digital Walls are a wonderful way to capture the positive outcomes of a term of work.