

Kelly Road Secondary

A Learning-based Approach



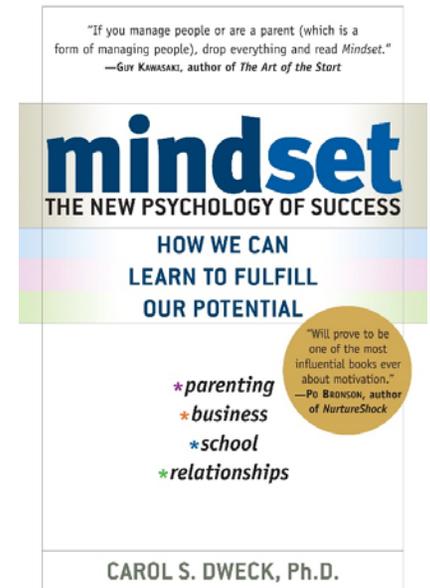
Kelly Road Secondary School: Effort Based Recognition

Kelly Road Secondary School is transitioning from grade-based recognition using Honour Roll and Principal's List to learning-based recognition that will be determined by learning habits. This new program will reinforce the importance of developing skills and habits of learning and will not exclude students who are at earlier stages of their learning. Moreover, it will not recognize students who are achieving high marks without putting forth effort to learn.

KRSS LEARNING HABITS

	Needs Improvement	Satisfactory	Good	Excellent
Respect <ul style="list-style-type: none"> • communication • cooperative learning 	<ul style="list-style-type: none"> * I am not using language that is appropriate to the school setting * I am not contributing ideas in a respectful manner * I am not actively listening to the ideas of others 	<ul style="list-style-type: none"> * I need reminders to use language that is appropriate to the school setting * I need reminders to contribute ideas respectfully * I need reminders to listen to the ideas of others 	<ul style="list-style-type: none"> * I consistently use language that is appropriate to the school setting * I consistently contribute ideas and openly share my learning respectfully * I consistently listen to the ideas of others 	<p>I am meeting the criteria for 'Good' and...</p> <ul style="list-style-type: none"> * taking a leadership role by encouraging and guiding others
Responsibility <ul style="list-style-type: none"> • work ethic • participation • attendance 	<ul style="list-style-type: none"> * I do not complete many tasks and assignments OR I need to be reminded most of the time * A lack of focus on learning tasks is interfering with my learning * absences or late arrivals are limiting my learning * I do not bring necessary materials to class 	<ul style="list-style-type: none"> * I complete assignments and tasks most of the time * I make up missed work most of the time * I require guidance to focus on the learning task * I engage in active listening with some inconsistency * I bring necessary materials to class most of the time 	<ul style="list-style-type: none"> * I complete assignments and tasks with care and according to the timeline and embrace the importance of practice * I make up missed work in a timely manner * I engage in learning tasks by actively listening and taking part in discussions * I utilize available supports within the classroom and school 	<p>I am meeting the criteria for 'Good' and...</p> <ul style="list-style-type: none"> * challenge myself with work and classroom roles to deepen my learning
Perseverance <ul style="list-style-type: none"> • seeking help • self-assessing • acting on feedback 	<ul style="list-style-type: none"> * I do not ask questions nor use my time to improve my learning * I do not attempt to assess the accuracy or quality of my work * I do not use feedback to revise my work to meet learning goals 	<ul style="list-style-type: none"> * I ask questions and use my time to improve my learning * I usually assess the accuracy and quality of my work according to the criteria * I have to be reminded to use feedback to revise my work to meet the learning goals 	<ul style="list-style-type: none"> * I use errors as an opportunity to improve my understanding * I ask teachers and peers specific questions when I am unsure * I understand the criteria and can explain the criteria that I have met * I use feedback to revise my work to move my learning forward 	<p>I am meeting the criteria for 'Good' and...</p> <ul style="list-style-type: none"> * seek new challenges to improve my learning * set attainable goals and assess my progress in relation to those goals

The decision to eliminate the Honour Roll and Principal's List recognition program is primarily based upon research into the effects of mindsets on student learning by Carol Dweck, a professor of psychology at Stanford University. Much of her work focuses on the positive effects of a Growth Mindset. Dweck's book, *Mindset: The New Psychology of Success*, explores the affect of a Growth Mindset over a Fixed Mindset.



Students with a Growth Mindset approach tasks with a belief that intelligence can be learned and improved upon, while Fixed Mindset students approach tasks with a belief that their abilities are limited by a lack of natural ability. Fostering a Growth Mindset is essential for learning. A leading factor related to a fixed mindset is the belief that mistakes are bad for learning. The fear of being wrong adversely affects motivation, risk taking, and a general willingness to engage in difficult tasks.

The work of Dweck and psychologist Carol Dwyer reinforces the importance of recognizing effort over intelligence. Dweck and Dwyer explain that learning can be positively impacted by effort-based praise. Research indicates this to be true for all learners at all levels of learning. However, intelligence-based praise has been proven to negatively impact learning.

Honour Roll and Principal's List recognition is intelligence praise. As intelligence praise has been proven to negatively impact learning, Kelly Road is moving away from it. We look forward to recognizing the hard work and learning of Kelly Road students.

Mindset



Fixed Mindset

- Believe intelligence is limited to natural ability
- Approach tasks with reservation
- Fear of making mistakes – mistakes equals failure

Growth Mindset

- Believe intelligence can be learned
- Approach tasks with perseverance
- Not afraid to make mistakes – recognize mistakes are essential for learning

Motivation and Learning



Intelligence-based Praise

- Lower intrinsic motivation
- Less willing to take risks
- Decrease in learning

Effort-based Praise

- Increased intrinsic motivation
- Greater risk taking
- Increased learning

Learning- Based Academic Recognition

Our current Honour Roll/Principal's List model recognizes grade-based achievement as an indicator of academic success. Students frequently achieve high level grades without the need for hard work. Conversely, students who frequently achieve low grades feel they do not have the capacity to achieve high level grades. As a result, the level of learning can be quite low at both ends of the spectrum.

Kelly Road is affirming that learning and the skills needed for learning are in fact academic. These are skills that employers and post secondary institutions continue to call for. Academic recognition at Kelly Road will continue; however, it will no longer be based upon grades. Learning-based academic recognition will be phased in alongside the current model of Honour Roll and Principal's List beginning in February 2017 and will replace the current model beginning September 2017.

Please view the following link to see an overview of Kelly Road's learning-based focus.

http://prezi.com/8zp5qzzzbure/?utm_campaign=share&utm_medium=copy

The following links provide more information, including original research.

Videos

- [https://www.ted.com/talks/carol dweck the power of believing that you can improve?language=en](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en)
- <https://www.mindsetworks.com/>

The Effort Effect

- https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124

The Secret to Raising Smart Kids

- <http://www.scientificamerican.com/article/the-secret-to-raising-smart-kids1/>

Praise for Intelligence Can Undermine Children's Motivation and Performance

- https://psychology.stanford.edu/sites/all/files/Intelligence%20Praise%20Can%20Undermine%20Motivation%20and%20Performance_0.pdf

Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention

- https://psychology.stanford.edu/sites/all/files/Implicit%20Theories%20of%20Intelligence%20Predict%20Achievement%20Across%20an%20Adolescent%20Transition_0.pdf

Brain Points: A Growth Mindset Incentive Structure Boosts Persistence in an Educational Game

- https://psychology.stanford.edu/sites/all/files/brainpoints_chi.pdf