

Exploring...A Student's Perspective on Successful Learning (Appendix A)
-When It Comes to Learning, What Does Success Mean?-

A-Introduction

Each conversation, along with in-between work of this inquiry, is framed in the context of student improvement. Coincident with recognizing a student's learning needs is that our own: the process also helps us to determine how to best provide support while honoring student voice.

Goals & Desired Outcomes:

- 1-Primary Goal: Student
 - Guiding Questions: What would you like to improve? How? What will you notice when you've reached your goal?
 - Goal (Anticipated): *I would like to redefine what success in school means for me.*
 - Success Criteria (Anticipated):
 - *Through goal setting and monitoring my progress with others (e.g., my teacher, Student Success Teacher/Learning Resource Teacher, and/or Principal), I will become a more resilient learner.*
 - Other:
- 2-Collective & Educator Goal:
 - Guiding Questions: These questions mirror those helping the student to frame their own thinking about improvement (above).
 - Goal (Anticipated): *Collectively, we want to offer better support for students developing a positive sense of well-being (e.g., cognitively and emotionally).*
 - Success Criteria (Anticipated):
 - Through goal setting and monitoring our progress, we will reach our goal
 - Offering support requires that we develop a deepened understanding of how student voice can contribute to our own monitoring process
 - We are collectively accountable to supporting the development of students' non-cognitive skills (e.g., resilience)
 - Other:

B-Proposed Timeline

| Date | Pre-Conversation | Conversation w/ Student | Post-Conversation | Follow-up/ In-Between |
|--------|---|---|--|--|
| DATE1 | ___pre-conversation meeting w/ educator | ___led by facilitator (e.g., coach, admin) ___documented as video ___conversation prompts in Section C, below ("Conversation #1") | ___debrief with student and educator ___share monitoring template (Appendix B) with student for journaling <ul style="list-style-type: none"> ● Craft goal and success criteria ___share link to video #1 with group of collaborators for pedagogical considerations | ___Confirm next DATE2 ___Check-in re: trajectory towards DATE2 |
| DATE2* | ___pre-conversation meeting w/ educator | ___as above ("Conversation #2") | ___debrief with student and educator <ul style="list-style-type: none"> ● ___Frame debrief using template ● ___Re-visit goal & success criteria ___share link to video #2 | ___Confirm DATE3 ___Check-in re: trajectory towards DATE3 ___*Summarize, share and publish narrative of inquiry (to this point in time) |
| DATE3* | ___pre-conversation meeting w/ educator | ___as above ("Conversation #3") | ___as above <ul style="list-style-type: none"> ● Discuss where student is in relation to goal attainment and next steps ___share link to video #3 | ___Confirm "Consolidation" Date ___*Summarize, share and publish narrative (full inquiry) <ul style="list-style-type: none"> ● Incorporate aspects of Consolidation Meeting (optional) |

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|---|--|--|--|--|
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| Consolidation Meeting -Suggested (Date TBD) | <ul style="list-style-type: none"> ● Whole group discussion (Collaborators) <ul style="list-style-type: none"> ○ Framed using student’s documentation, documentation of conversations, as well as school-level monitoring (where applicable) ○ The learning and perspectives shared can be documented (e.g., video) for future, pedagogical considerations | | | |

*Reporting Out: These times could be coincident with school-level improvement planning work (i.e., could help to inform school inquiry process concerning student well-being). A key feature of the monitoring process for the student is that it can shadow a school learning team’s monitoring.

C-Conversations

Conversation #1: DATE1

SAMPLE OF ORDERED PROMPTS:

- WHAT/SO WHAT: To recognize needs & identify strategy/ies
 - 1-Establishing context for the conversation
 - a-Tell me a bit about yourself;
 - b-What happened? Why?;
 - c-Describe yourself as a learner (How have you been learning best?);
 - d-How do you define success as this learner?;
 - (Anticipated: e-Based on what you’ve said, I’m detecting that there are two, opposing views at play. Do you have some ideas as to what is challenging your thinking...your views?)

- NOW WHAT:
 - 2-(Anticipated) You’re identifying some discomfort between what you believe to be the hallmarks of successful learning and how you see yourself as a successful learner.

Knowing this, what might you explore (maybe a strategy, being very intentional about how you’re learning) to see if it has an impact on your belief system/how you feel/see yourself as a successful learner?
 - 3-What support or resources might you need to help you with your exploration?
 - 4-Before we meet again, how will you come to know if your exploration is making a difference? What will you be looking for/tracking?
 - 5-Thank you so much for speaking with me today. I think that what you’re doing is very courageous—both for yourself and for a lot of other students...even some adult learners who may never have had conversations, of this type, about learning. Do you have any questions for me at this time? I’m looking forward to our next conversation on DATE2.

- (Immediately following Conversation #1, the student monitoring template (Appendix B) can be shared for use with the next, two conversations)
 - Encourage the student to add their new goal to the monitoring template

Conversation #2: DATE2

SAMPLE OF ORDERED PROMPTS:

- WHAT/SO WHAT:
 - 1-Since we last met, you intentionally chose a strategy to see if it could have an impact on your belief system/how you feel/see yourself as a successful learner.
 - The goal you decided on was...
 - How are you doing in working towards this goal? Tell me more with an example (or two).
 - 2-Have there been other supports (people) or resources (e.g., articles, other class experiences) you've been using to help support you with your exploration?
 - If so, what are they?
 - How might the supports/resources be helpful? (OR Are they helpful? Tell me more about this.)
 - 3-Overall, how successful do you feel this strategy is in helping you meet your goal? Why?/Tell me more.
- NOW WHAT:
 - 4-Given what you said up to this point, will you:
 - a-Continue with this strategy?
 - b-Change to a different strategy?
 - c-Keep working with your current strategy and introduce another?
 - Do you have another strategy in mind? What is it? How do you think it might help?
 - 5-Thank you so much for speaking with me today. Do you have any questions for me at this time? I'm looking forward to our next conversation on DATE3.
 - (Before ending the interview, encourage the student to summarize our conversation and add to the monitoring template provided at the end of Conversation #1)
 - 6-Let's take a moment to start writing some success criteria for your monitoring template.

Conversation #3: DATE3

- WHAT/SO WHAT:
 - 1-Since we last met, you have been working with some strategies to see if it could help you reach your learning goal. (You also recorded these as success criteria on your monitoring template.)
 - a-How are you doing in using these strategies? Tell me more with an example (or two).
 - b-Overall, how successful do you feel you are in meeting your goal? Why?/Tell me more.
 - 2-(OPTIONAL) Have there been other supports (people) or resources (e.g., articles, other class experiences) you've been using to help support you?
 - If so, what are they?
 - How have they been helpful? Tell me more with an example (or two).
- NOW WHAT:
 - 3-Given what you said up to this point, will you in the future:
 - a-Continue with this/these strategy/ies?
 - b-Change to a different strategy?
 - c-Keep working with your current strategy/ies and introduce another/others?
 - Do you have another strategy in mind? What is it? How do you think it might help?
 - 4-Thank you so much for speaking with me today. Do you have any questions for me at this time?
 - 5-This has also been a great learning experience for me.
 - I think that what you're doing is very courageous—both for yourself and for a lot of other students...even some adult learners who may never have had conversations, of this type, about learning.
 - (Anticipated) Throughout this process, it's clear that you have been demonstrating a deep commitment to learning about a growth mindset and that the journey to learning something new is just as much a reward than the result itself. Congratulations :) I would like to encourage you to keep growing your mindset and to share your learning with others moving forward into next year.
 - (Before ending the interview, encourage the student to summarize the conversation and add to the monitoring template provided at the end of Conversation #1.)

- 5-Let's take a moment to go back and review the criteria from your monitoring template. If some revisions need to be made, let's take some time now to do so.
- 6-Based on the requests of others in our group, we might have one final, wrap-up conversation in the next couple of weeks.
 - If so, your teacher (and/or your principal) will be in touch to let you know about the goal of that conversation.