



A mentoring to use the tool & process to identify and value competences acquired by students thanks to a voluntary experience



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Guideline for the reader

The modules and examples you will find in this manual will clearly have to be implemented in particular situations and adapted to the particular context in which you work. In this sense, the best thing you can do to make sure that the exercises have a concrete result is to think and imagine how they could involve your students. Remember to be as creative as possible and try to imagine how your students could respond and behave during the proposed exercises.

Just some thought before implementing the proposed activities:

1. What benefits could come from one activity or another?
2. What might your students need?
3. In what situation could you use the proposed exercises?
4. How can I help students get into the exercise?
5. What feelings could the students taking part in during the activities prove?
6. What activities could impact to allow your students to overcome the specific difficulties they might encounter during their volunteer activities?

Remember that there is not just one way to use the proposed exercises. It all depends on the context, the people and their specific needs ... and especially on your creativity and your ability to evaluate and build a functional learning environment.

The competence-based approach

The main reference here is the European framework published by the European Commission- the so called "8 Key competence framework" (EC, Brussels 2006). The explanations provided are mainly based on this framework.

A definition

Every citizen needs a wide number of key competences to be flexible to adapt to a rapidly changing world.

Education has a social and economic role to play in this. Education plays a role in ensuring that citizens acquire the necessary competences to be able to adapt quickly and flexibly to the changes.

Competencies are defined as:

a set of knowledge, skills and attitudes needed in a certain context.

Key competences are those you need for:

your personal development, achieving active citizenship and social inclusion and finding appropriate work.

The meaning of knowledge

Compared to skills and attitudes, knowledge is generally the most easy to develop. Acquiring knowledge is possible in many different ways: through training, self-study, learning in the workplace, ...Acquiring knowledge often involves acquiring skills. After all, the intention is that you also put what you know into practice.

The meaning of skills

With the word skills we refer to the capability of converting knowledge into practice and carrying out certain acts.

- Skills can be developed through training, repetitive exercise and routine.
- Skills are about correctly performing certain (technical) actions and putting into practice the knowledge that has been acquired.

The meaning of attitudes

Your attitude determines the willingness and / or ability to show certain behavior.

This is largely determined by your standards, values, motivation and personal motivations. Attitude is difficult to develop because it is so interwoven with our identity and does not take place on a conscious level.

Examples of attitudes are: willingness to learn, sense of initiative, positivity, perseverance, flexibility, cooperativity, decisiveness.

During training or other forms of learning, it is important to take into account any obstructive beliefs such as 'I can never do that', 'I cannot make mistakes', ... Finding positive convictions helps people to put them in their power. Learning is not just a question of wanting or not wanting. Motivation, intelligence, talent and whether or not to get opportunities also play a role.

The common European framework of reference: 8 key competences

The following skills can be identified and assessed when young people experience difficulties at school. In that case, their competencies are (also) assessed on the basis of volunteer experiences.

- 1- **Communication in the mother tongue:** the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing),
- 2- **Communication in foreign languages:** the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in another language
- 3- **Mathematical competence and basic competences in science and technology:** the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.
- 4- **Digital competences:** the confident and critical use of information Society Technology (IST) for work, leisure and communication.
- 5- **Learning to learn:** the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information individually and in groups
- 6- **Social and civic competences:** personal, interpersonal and intercultural competence and behavior that equip individuals to participate in an effective and constructive way in social and working life.

- 7- **Sense of initiative and entrepreneurship:** individual's ability to turn ideas into action -creativity, innovation and risk-taking, as well as the ability to plan and manage projects
- 8- **Cultural awareness and expression:** Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

The link between the key competences, competencies acquired at school & competencies acquired during volunteer work

Key competences	Competencies achieved at school	Competencies achieved as a volunteer
1. Communication in the mother tongue	Fundamental basic skill: literacy Learning the national language/the mother tongue may be different (for pupils with migrant background)	To be able to answer the questions asked by the public of the association both in an oral way and in a written way
2. Communication in foreign languages	Fundamental basic skill: language Learning a foreign language (English for most of the European countries, another language for English people)	To be able to explain to "foreigners" the main aim of the association, its activities, and its outcomes....
3. Mathematical competence and basic competences in science and technology	Fundamental basic skill: numeracy Mathematics from primary school level onwards	To be able to build a budget, a balance sheet, to collect the financial data concerning the association (resources/expenses)
4. Digital competence	Fundamental basic skills in information and communication	To be able to develop the website of the association, a weblog to enhance

	technologies (ICT). Access to computer since the primary school	communication with its public
5. Learning to learn	Learning to learn supports all learning activities	To be able to explain to other volunteers the tasks to be fulfilled, to develop any document to explain the content of the mission
6. Social and civic competences	Some "optional" activities mean to enhance a collective work linked with "social and civic learning"	To be able to raise awareness on a specific problem in society among the general public To be able to defend a cause
7. Sense of initiative and entrepreneurship	Any activity meant to develop critical thinking, creativity, initiative, problem-solving, risk assessment, decision- taking and constructive management	To be able to create and implement an activity among the association To be able to create one's own association
8. Cultural awareness and expression	Most of creative activities such as painting, drawing, theatre, music...	To be able to express a different perspective considering a given context To be able to involve different cultures

Designing a competence-oriented education

We offer a number of options in which competency-based education can occur. In practice, these different approaches can overlap or intermingle. (Competentiegericht onderwijs vorm geven sd).

Trough learning curves

Competence-based education based on learning curves builds upon (a part of) the curriculum from competencies. A strong emphasis will be placed on the systematic process of developing the competences.

We can develop 'generic competences' (for example basic competences to be achieved by each teacher), but also more specific competencies such as 'reflection skills', 'collaborative learning', 'communication skills'...

These learning curves are then linked to working and evaluation forms that ensure increasing complexity and decreasing support and guidance. The aim is to develop more self-management, self-responsibility, reflection skills, being able to actively cooperate and collaborate.

From reality

In competence-based education we often start from realistic situations or real problems. This is mainly the case with courses that prepare to a specific profession. However, this approach can also be valuable for all courses because in this way the learning environment is broadened.

From learning questions

In demand-driven, competence-based education, we start from learning questions that are formulated by the students. Based on this, a personal development plan is then conceived. Here too, the demand-driven element in the training gradually increases.

Dochy & Nickmans distinguish two subcategories:

- Authentic tasks that gradually increase in complexity and decrease in guidance. The supervision is about responding to the learning questions. It means working with personal development plans in which practical problems of the student form the starting point of the educational process.
- The educational process starts with an open assignment. Based on this, the student makes a personal development plan describing how and on which competences he will work. A competency matrix forms the framework that specifies which competences must be developed within which period and at which

level. Here, learners have a great responsibility for their own learning process and the teacher takes on a guiding role. This approach assumes that learners end up naturally with the necessary learning content. (Dochy, 2005)

Into Practice 1 (p 41)

⇒ ***Apply to your own school***

Types of learning

Many definitions have been published on the different types of learning. The genuine ones were part of the glossary published by the CEDEFOP (2012). Lately, the UNESCO also published definitions mainly based on the CeDeFop ones.

Formal learning

Formal learning is a form of learning with **structure** in the learning process (for example in terms of objectives) and where time is specially devoted to learning. This form of learning takes place in regular education and training institutions. It is an **intentional** learning process and it concerns **planned** learning activities (CEDEFOP, 2002).

Focused on the workplace, we mean by formal learning all those activities of which the organisation is involved in the planning, control and / or control of learning (Weistra, 2011). Formal learning can take place both on and off the workplace. Examples of formal learning at the workplace are internships, workshops in the workplace, etc. (Kyndt, Michielsen, Van Nooten, Nijs & Baert, 2011).

Informal learning

In addition to formal learning, which takes place consciously and systematically, we also have informal learning. Much learning from pupils, especially outside the school, is informal learning. Learning then takes place because the context for students is meaningful. **The situation provokes learning**. As a result, this type of learning is also **sustainable**: the new experiences generate knowledge, skills or insights. Often result is a mixture of all of these three. This certainly is the case if this learning takes place in collaboration or in consultation with others. Informal learning is therefore always connected with an active role of those who learn. Informal learning is also very attractive in education because of these characteristics. The increasing influence of digital information sources also appears to promote informal learning.

Informal learning is most likely when the assignments that students work on rely (for at least a part) on their **own initiative and their own choices**. Informal learning is often effective when pupils are 'forced' to think for themselves

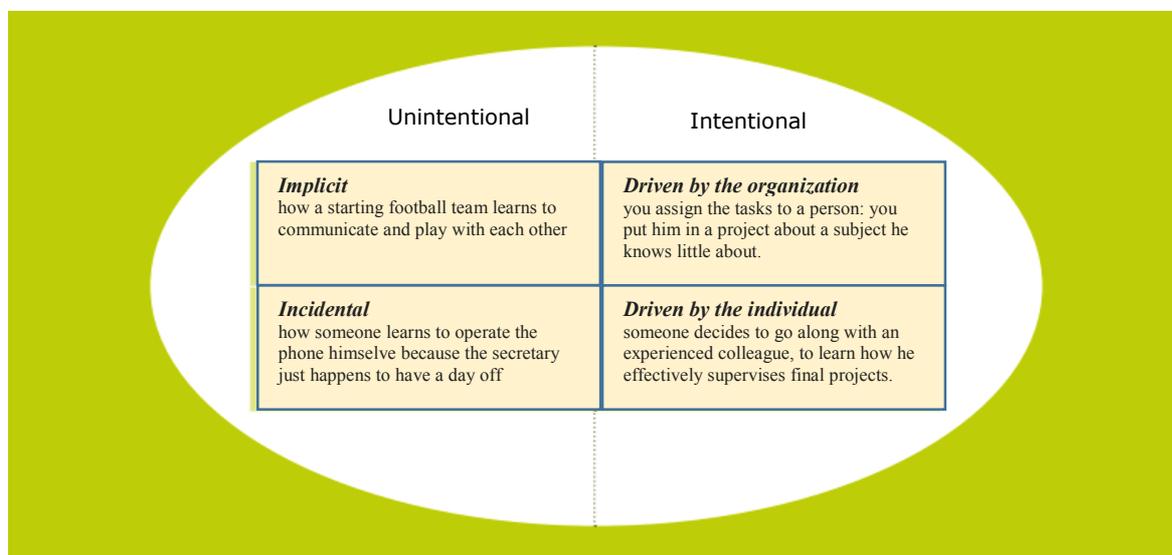
Formal learning, in which little is left to coincidence, is effective and efficient for certain purposes, for example when the student knows what to learn, to change or to improve. In the preceding phase, in which the student has to explore what is going on, how that relates to his own prior knowledge, what could be difficult, etc., that informal way of learning is more useful. Defining a subject too quickly kills initiative and deprives

students of the opportunity to use and strengthen the connections in their brain. Collaboration is very effective in that orientation phase (Janson, 2014).

In short, informal learning is characterised by a **low degree of planning and organisation in terms of context, support, time and goals**. Informal learning opportunities are not limited to a specific context. Informal learning results from daily activities where learning is not the primary goal. In informal learning we learn in an autonomous way with no 'teacher' involved (Kyndt & Raes). No specific learning strategy is followed, there is usually **no official assessment or certification** (Informal learning, 2013)

Although often a strict distinction is made between formal and informal learning, this distinction needs to be nuanced. After all, **every learning activity has both formal and informal characteristics** (Colley, Hodkinson, & Malcolm, 2003). In other words, the distinction between informal and formal learning should not be regarded as a dichotomy, but rather should be seen as a **continuum**.

We can consider the concept of 'informal learning' as a collective term with different forms. Van der Klink draws a circle with four quadrants.



Source: Stompedissee, 2017, p. 11.

The quadrants of the left half contain the forms that usually occur unconsciously or unintentionally in a human being: the implicit and incidental learning. In this, the person does not learn for the sake of learning, but because the situation requires it.

The right half contains the two intentional forms: the informal learning driven by the individual and the organisation (school). Informal learning requires an 'entirely different mental model'. The management of informal learning starts with the question: 'which interventions should I do in the nature of the work?' This can be anything: job enrichment, internship, volunteer work... These are often small interventions: By changing the form you create the possibility that very different things emerge, which in turn are an incentive for learning. (Klink, 2017)



"What I find fascinating is that we often learn informally without being aware of it. If you want to make the most of these experiences, we have to talk about that together. If we do not make it explicit, people will not come to the conclusion that they have learned. It is like a fish in a fish bowl, which also does not notice that it is in the water. Until you take it out. You should also do this with those people, make sure they have conversations about what they have done" (Klink, 2017; Stompedsisse, 2017).

Non formal learning

Non-formal education is usually organised outside the regular education system (for example by cultural and social associations ...). This involves **intentionally organised and structured learning**. The transfer of knowledge takes place via an educator. The certificates of non-formal education are usually not recognised by the ministry, but do have an added value on the job market.

Into Practice 2 (p. 43)

⇒ ***Practice on the different types of learning.***

Formative assessment

Theory on formative assessment is very extensive, and thus many important suggestions could be made for further or deeper reading on the matter. A trustworthy introduction could be found in the work of Dylan William.

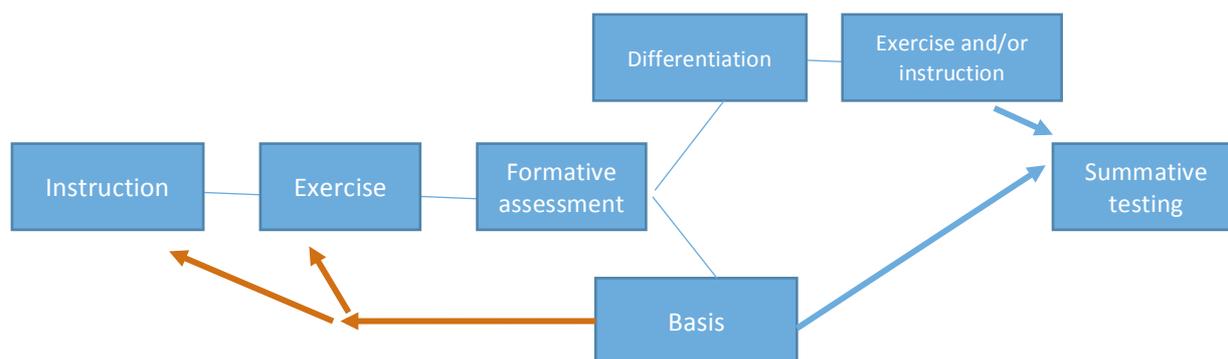
Introduction

Within a class group there are major differences in pupils' learning needs. To be able to respond optimally to their individual learning needs, teachers need to find out to what extent students have already acquired knowledge and skills. Formative assessment offers teachers the chance to find out in which areas pupils need more guidance or more depth.

As more and more schools and districts make the move to a growth mindset and in depth learning, formative assessment may be the most powerful tool to help teachers identify strategies to improve their own practice, while providing students with the personalised attention they need to succeed academically.

Formative assessment provides immediate student feedback **while** learning happens. Unlike summative tests, which typically occur at the end of a chapter or unit, formative assessments are usually ungraded or don't carry heavily weighted points. Rather, formative assessment is a quick check for understanding to help teachers answer important questions about student growth: What do my students know? What do they still need to learn? How should I adapt my instruction? (10 Formative Assessment Ideas for K-12 Classrooms 2016).

In following figure (Smets, 2018) the difference between formative and summative evaluation is presented schematically. Assessment is used in summative evaluation to express a final opinion about the learning performance of students. For example, the English teacher gives a written test when a particular chapter has been completed. By, on the other hand, starting in English with an explanation about the present simple and then giving a short exercise as 'formative evaluation', the teacher and students already know during the learning process who needs additional instruction about the basic material or who is ready for it (Smets 2017).



Key elements of formative evaluation

How can teachers implement assessment in their classroom practice? In their review study, Sluijsmans, Joosten- ten Brinke, and Van der Vleuten (2013) describe three core elements; 1) formative evaluation tasks, 2) asking questions and 3) giving feedback.

Formative evaluation tasks

Formative evaluation tasks are an important way to integrate formative evaluation into lessons. Formative evaluation tasks cluster a variety of written activities in which chances are created for students to share their knowledge, insights and ideas (Kang, Thompson, & Windschitl, 2014). This category includes techniques such as concept mapping, where pupils are asked to visualize content and core concepts of the lesson. Exit tickets, one minute essay and one sentence summary, in which students summarize the core of the lesson, also fall under this category (School board of Levy County, 2009). The formative evaluation tasks are intended to inform pupils and teachers about what the student already knows so that they can build on in the (following) lesson. Matters that were misunderstood by the pupils are made visible by these tasks (Sluijsmans et al., 2013).

Asking questions

Asking questions gives teachers insight into the extent and the depth of students' understanding of the subject material. The art is to gather the right information by asking the right questions (Bennett, 2011, Black & Wiliam, 1998, 2003, 2009). Closed questions will inform the teacher about the knowledge-level of a student, while open questions stimulate the student in his thinking and understanding. (Torrance & Pryor, 2001). Previous research shows that when teachers ask open questions, this gives students more opportunities to share their ideas, to make their learning strategies explicit and to give teachers more insight into the learning process (Cazden, 2001, Coffey et al., 2011).

Giving feedback, feed-forward and feed-up

Feedback is one of the most important core elements within formative evaluation.

Feedback is not limited to clarify to students how they have performed a certain task. Two other types of information are also important when speaking of effective feedback, namely feed-up and feed-forward.

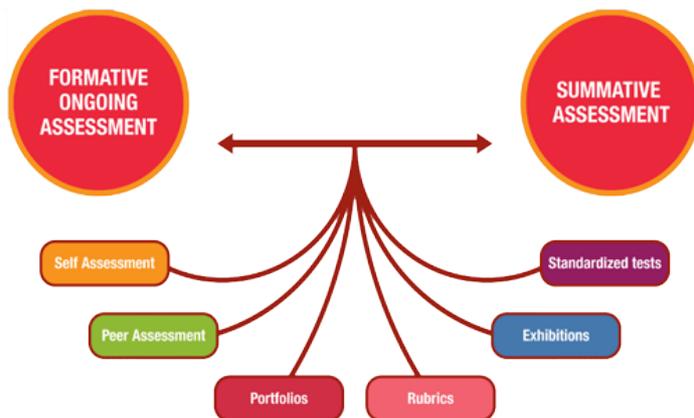
At **feed-up**, the pupil is made clear where he / she is going. A condition for giving feedback is that the goals and assessment criteria are clear. **Feed-forward** provides the student with information about how he / she should proceed. The central questions are 'What is the next step?' And 'Which approach is needed to achieve growth?' (Hattie & Timperley, 2007, Sluijsmans et al., 2013, Struyven, Coubergs, Gheysens, & Engels, 2015)

It is a challenge for teachers to provide qualitative feedback. According to William (2011), feedback that is not well-formulated can cause students to not understand what the teacher wants to say, give up or choose for an easier learning goal. The challenge for teachers is to formulate feedback in such a way that students feel more responsible for their own learning process (William, 2011).

As feedback is designed to enhance student learning, it is insufficient to only provide feedback at the end of the module simply telling students where they've gone wrong. To be effective, feedback needs to be a two-way dialogue which helps motivate students (although not all students need the same type of feedback). Students need ongoing formal and informal feedback on their work (both assessed and non-assessed) throughout each module, along with support on how to use it. It is important to make sure students are aware that you are giving them feedback. This should be clear when using written feedback, but remember formative feedback may not always be written down. Students also need the opportunity to give teachers feedback on what they have learned. Feedback should therefore be a continuous process of conversation and reflection. (Rowe sd)

Teachers can also choose for self-evaluation or peer feedback. The advantage of self-evaluation is that when students can evaluate themselves properly they understand the tasks better and know better which steps they need to take further in order to reach the desired end goal (Cauley & McMillan, 2010; Sluijsmans et al., 2013; Struyven et al., 2015). In peer feedback, students also indicate that giving feedback to their fellow students contributes to understanding the evaluation criteria (Black & Wiliam, 1998, 2009). A condition for the success of self-evaluation and peer feedback is that teachers

must guide the feedback process by formulating clear criteria, setting achievable goals and teaching students feedback skills.



Most teachers find that incorporating formative assessment strategies into their classrooms is rather easy and seamless. In fact, probably many teachers already incorporated some type of formative assessment – they just may not have called it by “formative assessment.”

Source: <https://abdao.wordpress.com/2015/07/18/formative-assessment-vs-summative-assessment/>

Into Practice 3 (p. 45).

⇒ ***Formative assessment examples***

Growth mindset

Carol Dweck has extensively reported on empirical interventions aim at studying and developing students' growth mindset. An accessible introduction on her idea's is her book 'the new psychology of success'. A more academic introduction could be found in her book on self-theories.

Intellectual skills

People differ in background, experience, education or way of learning. A big supporter of this idea was Alfred Binet, the inventor of the IQ-test. He designed this test to find out which children could not participate in public education in Paris schools with the aim of designing new special educational programs to get them on the right track. He believed that education and exercise could cause fundamental changes in intelligence.

"Some modern philosophers (...) claim that intelligence has a fixed size, a size that cannot be enlarged. We must protest and take action against this gross pessimism (...). With practice, training and above all regularity we can increase our sharpness, memory and insight and become more intelligent than we were ". (Quote from Binet from his book: Les idées modernes sur les enfants (1919)).

Intelligence is malleable. It is changeable, mobile, something that (re)organises on the basis of new challenges. The circuit of the neurons and the connections that are made determine our capabilities and intellectual capacities. The process of making new connections continues until old age and is called plasticity.

The book 'Make it stick' distinguishes three cognitive impulses that can increase the already acquired intellectual skills (Peter C. Brown J. S., 2014): Growth mindset, intensive practice and finally using memory aids.

Growth mindset

Are human capacities fixed, or can they develop? This issue is centuries old. It appears that human capacities develop in an interaction between nature (predisposition) and nurture (environment). The vision you have on the possibility of developing capacities has important consequences for your learning attitude.

The American psychologist Carol s. Dweck (Dweck c. s., 2016) describes her discoveries in her book 'Mindset, the road to successful life '. She concludes that not only our talents and skills ensure success. Our success also depends on our mindset, our way of thinking.

She discovered that there are two mindsets: the fixed mindset and the growth mindset.

1. Fixed mindset

Someone with this mindset assumes that **intelligence is fixed**. That is why he wants to come across as smart. **He avoids challenges**, because then you can make mistakes. He is always looking for confirmation about his intelligence, personality or character. It's all about having success, being smart, being accepted and feeling a winner. The great fear is failure, seeming stupid, being rejected and feeling a loser. He behaves defensively when he faces obstacles and gives up quickly.

Effort is pointless, because if you really are a genius, you do not have to take the effort. Criticism and the success of others feel like a threat. The result of the static mindset is that you do not really develop and thus achieve less than is possible. The static mindset limits performance. It is destructive for our thoughts and leads to poorer learning methods.

There are **two types of fixed mindset people**. One group thinks that the world must change and not their self. They think they are entitled to something better: a better job, home, husband, ... The world should recognise their special talents and treat them appropriately. The other group thinks that nothing needs to be changed: 'My life is perfect' (Dweck, 2006). These people often run away from their problems. It is easier to believe that everything is going well than to confront the problems. (Dweck, 2006)

2. Growth mindset

Although people are different when it comes to talent, interest and temperament, everyone is able to change by learning and gaining experience. Someone with this mindset assumes that you can develop your basic capacities by making an effort.

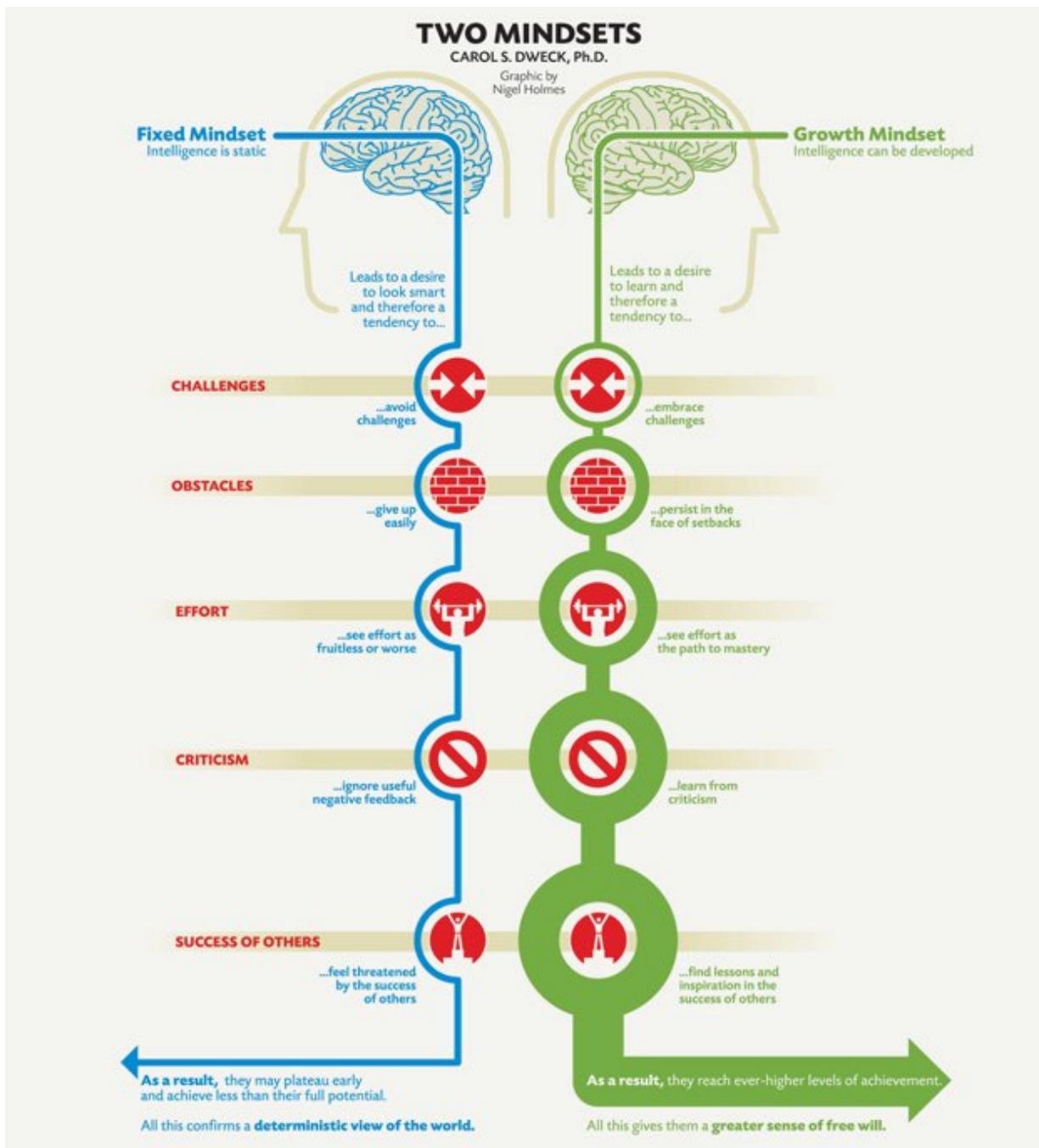
Intelligence can be developed. This ensures that this person wants to learn. He believes that the true potential of man is unknown and that it is unpredictable what he can achieve by working and practicing for years.

Someone with a growth-oriented mindset is happy with **challenges** and does not give up in case of a setback. Effort is the way to mastery. Someone with a growth mindset learns from criticism and is inspired by the success of others. The result of this mindset is that you continuously reach an higher level.

We can now understand how one thing leads to another. If you believe your abilities are fixed, it leads to certain thoughts and actions. However, if you have the conviction that

your capacities are developable, then this conviction creates a great diversity of thoughts and actions.

The mindsets in diagram:



Source: Holmes in Dweck, 2006.

Talent and effort

People with a static mindset do not like effort, but only talent. They find that effort shows that you do not have talent. Because if you have talent, then it comes naturally. People with a growth mindset look at it very differently. Geniuses must also work to become successful. And, what is so heroic about having talent? Of course they also want talent, but they admire the effort. Because whatever your abilities are, it is the effort that unfolds talent and turns into performance.

Carol Dweck studied the reaction of students to a bad grade for a new course. Students with a growth mindset said they would study more for the next test. But students with a static mindset said that they would study less next time. Because why would you learn if you do not have the capabilities? They do not learn from their mistakes but they mainly try to restore their sense of honor. For example, by looking at students who scored worse.

In case of failure, students with a fixed mindset search for external causes. The problem in that case is that you do not improve yourself. Students who are looking for the cause in themselves are also focused on how and what they would do differently next time.

Performance and feedback

Dweck also did research about performance and feedback. In this study she divided students into two groups and gave them a fairly difficult assignment. Then she gave one group feedback: "Great, you have a nice grade, you have to be very good at this." The other group received the following feedback: "Great, you have a nice result, you must have worked hard". When they were then allowed to choose another assignment, students from the first group refused a new challenge. They did not want to run the risk that their talent would be questioned. 90% of the students in the second group chose a more difficult challenge from which they could learn.

Then she gave both groups more difficult assignments, which they did not do as well. The first group did not find themselves that smart anymore and did not like it anymore. After these more difficult assignments, their results became worse, even if they received simpler orders. They had lost confidence in their talents. The second group still liked it and enjoyed the more difficult assignments. They performed better and better. The encouraging of effort and commitment had a more positive effect. This shows how important the way of giving feedback by teachers is.

The importance for educators and teachers

If we link Carol Dweck's findings on successful employers, employees and companies to successful schools, this involves a working atmosphere where skills are presented as 'developable', where learning and perseverance are valued, where we are not only looking at the presence of talent but where feedback encourages to learn. Students with a static mindset do well if they have everything under control. They lose interest in a big challenge. They say: 'I cannot do this', and forget the word 'Yet'. Students with a growth mindset remain interested and see it as a challenge, even if becomes difficult.

Encouraging effort increases the feeling of 'control' that you have about your own result, while if you post 'being smart' as a result, you give the child the feeling of having little or no control over the result, especially in changing situations. These children are less constructive in facing challenges and difficulties. Paul Tough (author of 'How children succeed') states that our success is less dependent on intelligence than on our curiosity, discipline, creativity, optimism, self-control and perseverance.

Teaching students to deal with mistakes is very important as a teacher. Failure and making mistakes gives us a lot of information about what we can accomplish when we persist. Someone with a growth mindset will link failure to insufficient commitment and an inadequate approach. It encourages perseverance and a different approach. This is in contrast to people who believe that their possibilities are 'fixed', that there is nothing to change. In that case, a failure is the result of its own shortcomings, which cannot be resolved. Getting no challenges, or getting too much confirmation that 'being smart' leads to the results, will not bring you to a higher level of 'learning'. (Peter C. Brown J. S., 2014)

A teacher, giving appropriate feedback, stimulates his students to a different attitude towards failure and thus let his students grow in a growth mindset. We can therefore conclude that teachers and educators best teach their children and students to embrace challenges and to be curious about mistakes, to enjoy effort and to continue learning. In this way they become more independent of rewards and can strengthen and restore their self-confidence.

A **motivation study** by Falko Rheinberg (Potsdam University) showed that **the mindset of the teacher is of great importance**. If a teacher assumed that the performance of the students would remain the same throughout the year, it would indeed remain so. If a teacher assumed that the students achievements could grow and he acted accordingly, then the students developed much better. High expectations among the teacher ensures that the expectations of the students also grow (Hattie, 2014).

Dweck: 'Many teachers see evidence for a fixed mindset every year. The students who start out at the top of their class end up at the top, and the students who start out at the bottom end up there. Research by Falko Rheinberg shows that when teachers believe in fixed intelligence, this is exactly what happens. It is a self-fulfilling prophecy. However, when teachers hold a growth mindset, many students who start out lower in the class blossom during the year and join the higher achievers. As educators, we want all of the students we teach to profit from our efforts. A growth mindset—ours and theirs-- helps students to seek learning, to love learning, and to learn effectively.'

Changing mindset

Mindsets are an important part of your personality, but they can be changed. The fact only that you know that they exist, can be enough to make you think and react differently. You can challenge yourself if you find yourself in the grip of the static mindset, for example if you feel discouraged when something takes a lot of effort. In that case switch to the growth mindset: take chances, learn from mistakes, take the effort.

Moreover, someone with a static mindset does not always have to think that way. Your mindset can also vary per skill. For example, you might believe that intelligence is developable, but that artistic skills are fixed.

When changing the mindset, the **internal monologue - (self-)reflection** - plays an important role. An internal monologue aimed at conviction must change into a monologue that directs development.

Knowledge about the functioning of the brain can contribute to changing the mindset. Recent brain research shows that the brain looks like a muscle: it becomes stronger if you use it more often. When learning, new, small connections are created. The more you challenge yourself to learn, the more brain cells arise. The result? A healthier, clearer mind.

If your mindset changes, your old beliefs will not suddenly disappear. The new beliefs remain next to the old ones. When they become stronger, they offer a different way of thinking, feeling and behaving. You have to persevere. Changing your mindset does not happen applying a few tricks. It is about changing your thinking.

Good teachers believe in development of intelligence and talent and are fascinated by the learning process

Carol S. Dweck

Into Practice 4 (p. 46).

- ↳ **Statements from students & teachers**
- ↳ **Increasing awareness**
- ↳ **Discussion**

Positive communication

Theory on the conditions to achieve positive communication is very extensive, and thus many important suggestions could be made for further or deeper reading on the matter. An important insight about nonviolent communication will be found in the work of founder Marshall B. Rosenberg.

"All that has been integrated into Nonviolent Communication has been known for centuries. The intent is to remind us about what we already know – about how humans were meant to relate to one another – and to assist us in living in a way that concretely manifests this knowledge."

Marshall Rosenberg

Good communication at school and between teachers and students provides a good starting point for working together. Positive communication prevents problems and is a condition for a safe learning environment. We can also state that a safe learning environment is a precondition for achieving good communication.

A Positive climate

In the literature we find different types of definitions with regard to classroom (learning) environment. In the broadest descriptions, a **positive learning climate** is regarded as an atmosphere that the teacher creates in the classroom through the rules that apply, the interaction with the students and the physical environment (Freiberg, 1999, in Teacher Effectiveness Enhancement Program, 2002). It is an environment where students feel good, enjoy themselves, work in a pleasant atmosphere and interact (B.J. Fraser, 1991).

Also Fraser found significant relationships between positive learning climate and engagement, behavior, self-efficacy, performance, social and emotional development, the leadership style, burn-out among teachers and the general quality of school life. In several studies we discover that a positive classroom climate plays **a key role** in student performance (Fraser & Walberg, 1991)

How do we achieve good communication? Communication is not a process of action and reaction but of **interaction**, of mutual and simultaneous influencing. We influence and are influenced. Usually we are very aware of the influence others have on us, but very little of the influence we have on others.

Four levels in communication

Content

The first function of communication is passing on the content, the information. The more clear you bring the message, the greater the chance that communication will succeed.

Relationship

The way in which a person communicates a content shows how he looks at himself, the message and the recipient. The relationship and content level are inseparable. We mainly use non-verbal signals to make our relationship clear.

Perception

Everyone gives meaning to what he perceives, using their frame of reference (family rules, educational values, cultural and social norms). Depending on our background and experiences, we interpret our rules and habits differently.

Communication problems arise if we do not (want to) know that there can be another reality than ours. Understanding each other's frame of reference is therefore important. Good communication starts with 'I understand (enough) how the others look at these facts'.

Appreciation

Appreciation is linked with the feeling that you are recognised. Every person has the fundamental right to be accepted as he is with all his faults and qualities. Communication will only succeed when the discussion partners feel acknowledged.

What basic skills are needed in an open and honest communication?

First of all **acknowledge** the student: students (and teachers, everyone) have a certain image of themselves. They are constantly concerned with the way they want to see themselves in relation to others. Recognition is showing that you see and understand how the other person sees himself.

Recognition is to **empathise** and leave the student in his value. The gain of recognition is mainly that the other person feels understood. This is an important condition for creating a real contact in a conversation.

Listen actively

Active listening is a conversation technique that pays off at every conversation. Active listening is listening in an active way. While listening, you show that you are alert

through certain behavior, you pay attention to the other person and you try to understand him.

The following feedback forms can be used:

1. **Paraphrasing:** «If I understand you correctly you will find that...»
2. Give feedback on the **consequences:** «Saying that, do you also mean that...»
3. Give feedback on **feelings:** «I can imagine that...»
4. Invite to **tell more:** «Can you tell me how...»
5. **Non-verbal:** through body language (open, receptive attitude, interested...)

Problems with communication often arise when people mix up the content level and the relationship level. In addition to the content level and the relationship level, there is also the context level: the place, the moment and the circumstances of the communication. This is a material context (the place of the conversation), the social context (acquaintances, family, working relationships) and the socio-cultural context (religion, culture). The context determines the effect of the message. Ensuring a safe environment is therefore a condition for good communication. (Class for teachers, 2000)

Into Practice 5 (p. 50).

⇒ ***Exercises: statue, mindset, coaching cards, working with images***

Portfolio

A main reference and definition of a portfolio is given once more by the glossary published by the CEDEFOP (2002). Another definition was also given by the first portfolio designed to identify and assess a voluntary experience (iriv & alii, Leonardo da Vinci project, 2003-2006). The following definition is directly inspired by the definitions taken as basis by the VAEB project and the CEDEFOP.

A portfolio is a collection of materials that represents a person's skills and knowledge as acquired during a particular experience. It is important to validate non formal and informal learning because it ensures that youngsters can gather their experiences and thus bring together evidence of what they have learned.

Competence-oriented education and portfolio

The development-oriented portfolio

The major change for the **student** in competency-based education is that it becomes **increasingly responsible for its own learning process** and its evidence. The student is increasingly responsible for all phases of the learning process: orientation, planning, implementation and evaluation.

In competence-based education metacognitive knowledge and skills (including reflection) are essential skills for the student: students can analyze their own strengths and weaknesses in the learning process and in their knowledge and skills. Based on this, they can make choices, formulate learning objectives and monitor their own learning process. The portfolio is ideally suited to support these processes. A portfolio in a competence-based curriculum is therefore necessarily a development-oriented portfolio. The development-oriented aspect points in two directions: the student **records his development and monitors his own development** and while working with the portfolio he develops **metacognitive skills**.

An important condition for a development-oriented portfolio is that the student feels as being **owner of the portfolio** (Wade, 1996). The consequence of this is that the student has a certain degree of freedom in designing and compiling his own portfolio and that the student determines who can view parts of the portfolio.

Development-oriented portfolios provide a valid idea of the **learning process** and the level of an individual student. A development-oriented portfolio requires an open learning attitude and also a vulnerable attitude.

In summary, a development-oriented portfolio has the following functions:

1. Monitoring own learning processes
2. Showing the growth and development of the competences
3. Communicate about choices, goals and learning processes
4. Stimulating the reflection process of the student
5. Registration of individual curriculum.

The assessment portfolio

A portfolio in a competence-based education not only has a development-oriented function, but can also have a function in the appraisal of the student. Using the **evidence** in the portfolio, the student demonstrates that he is competent within certain skills, knowledge and attitudes. The assessment here has a **formative function**. This form of assessment is guiding the learning process and contributes to the development of the student. **Feedback** (from peers, from teachers or coaches / educators) should focus on strengths and weaknesses in the student's functioning and support the reflection process. This formative assessment fits perfectly within the development-oriented portfolio. (Ritzen & Kösters, 2002)

Recognising and validating competences

We realise that competences are not only developed in education, but in several other domains (work, hobbies, volunteer work, sport, family life, ...) we also develop competences. Therefore, it can be useful to validate / acknowledge them.

We make the distinction between '**validating**' competences on the one hand: this is a formal recognition that must be preceded by an assessment. On the other hand, we can '**recognise**' competencies: this refers to the awareness of your acquired competences.

These two tracks complement each other. Recognition of competencies is a first step towards formal validation of competences.

From development-oriented to assessment portfolio

There are many models for development-oriented portfolio. We describe the STAR model.

	START	TELL	EXAMPLE
S	Situation	<i>What was the situation?</i>	
T	Tasks	<i>What were your tasks?</i>	
A	Activities	<i>How did you handle it? Did you use resources?</i>	
R	Result	<i>What was the result?</i>	

An assessment portfolio can be derived from the development-oriented portfolio:

Achieved competencies	In which situation I have achieved this?	How did I handle it?	What did I achieve?	How can I prove that?

Evaluating the portfolio

The assessment of the information gathered in the portfolio is a complex matter. A portfolio is the representation of a **very personal process**.

In order to increase the objectivity of the assessment, a number of **quality criteria** can be used;

- Authenticity
This refers to the confidence that an evidence in the portfolio is also a reflection of the student's experience and expertise.
- Relevance
This concerns the extent to which evidence covers the most important elements of one (or more) competencies.
- Quantity
This relates to the duration or amount of the evidence.

- Variation

The greater the variation of contexts in which experience is gained, the higher the reliability of evidence, and thus the probability that competences have been developed.

Collecting evidence of competences in portfolio

We can give the students several possibilities to put their evidence of competencies in the portfolio:

- report of experiences
- feedback from teachers and / or peers and / or other educators
- testimonials
- evidence of experiences (for example video recording)
- certificates
- observations of actions
- interviews
- drawings
- music
- ...

Into Practice (p. 55).

- ⇒ ***A matrix***

Getting started with the Schola-approach

This last chapter is directly based on the first Intellectual output designed for the Schola project – the portfolio with the 4 step approach.

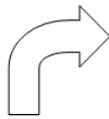
We can use the above insights to get started with students who are about to drop out, suffer from school fatigue, have little self-confidence ... We propose an approach in which we distinguish different phases in a dynamic cycle. Some steps can be combined depending on the circumstances.

Before starting with the experiences of the students, it makes sense to go through an introductory phase (intro phase). The phases are collected in a portfolio by the student. In addition we suggest to organise feedback sessions at school in order to reflect, individually or in group, and guided by a teacher, about the process, growth, strength and acquired competences of each student.

Important is always to keep in mind the goal of the Schola-project. We try to make student more resilient, to develop more self-confidence, to see learning at school as an extension of their volunteer work, to increase their motivation. A written or digital portfolio is the means to achieve that goal and not the other way around. It is therefore highly important to look for a means (for example in consultation with the student) that is workable and stimulating for that student.

Whether this portfolio will also be used as an assessment tool in order to be able to validate the competences is also an important decision to make.

Recommendation for teachers: involve your students in decisions about volunteering. Ask them what they want to do.



1st step – experience acquired by youngsters thanks to a volunteering

detailing with the youngsters the tasks and missions fulfilled during their voluntary activity

main condition: an activity at least for 6 months to a year on a regularly basis (each week or each month)

5 main characteristics: free (freedom), unpaid (not for profit), for others (altruism), for the general purpose (for the Community) in the framework of a not for profit structure (association, local authority, church...)

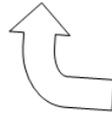


4th step – building an action plan

To bridge the gap between formal learning (at school) and informal & non formal learning (outside school)

2nd step-reflexion on the action

gathering feedback of the outputs achieved or any tangible result trying to identify and analyze feelings and thoughts after this new experience



3rd step – assessing the competences

- Basic level- I can if I am supported by an educator
- Collective level- I can if I am in a group
- Autonomous level- I can alone/by myself
- Expert level- I can explain to others / I can become a tutor



Introductory phase: the role of volunteering

Goals

1. Stimulating self-awareness and self-assessment;
2. becoming aware of the (f)actors that motivate the youngsters;
3. mapping the acquired competences, thus 'Who am I?';
4. becoming aware of the role of volunteer.

The Johari window

The Johari window (Joseph Luft and Harrington Ingham, around 1950) is a model that gives insight into how a person sees himself and how he is seen by others in the context of a relationship. The Johari window has four quadrants:

	Known to yourself	Unknown to yourself
Known to others	Open space	Blind spot
Unknown to others	Hidden area	Unknown area

- The open space is known to both, we can communicate about this.
- The blind spot is known to others, but not to yourself. For example: someone has a bad breath and does not know it himself.
- The hidden area is deliberately hidden from others.
- The unknown area is unknown to both yourself and others, and therefore not a subject of communication.

In general, in a relationship it is good to make the open space as large as possible. This can be done by asking for **feedback** from others (then the space shifts from the blind spot to the open space) and by **open communicating** (then the space shifts from the hidden area to the open space).

When we want to help students to get the best possible view of themselves and their own competences, it is therefore the challenge to reduce the parts of the 'blind spot' and the 'hidden area' and to increase the '**open space**'.

Into Practice 7 (p. 56).

- ⇒ **Workshop 1: Figure volunteer**
- ⇒ **Workshop 2: Origami with volunteer figure**
- ⇒ **Workshop 3: 'Oxford style' debate**
- ⇒ **Workshop 4: Role play**

Phase 1: describing experience with volunteering

	START	TELL	EXAMPLE
S	Situation	<i>What was the situation?</i>	
T	Tasks	<i>What were your tasks?</i>	
A	Activities	<i>How did you handle it? Did you use resources?</i>	
R	Result	<i>What was the result?</i>	

Phase 2: reflecting on the action

We can define reflection as a retrospective to move forward. We reflect on two levels. On the one hand, students reflect on their actions **in their portfolio**. On the other hand, reflection moments are planned at school in order to reflect together (in a stimulating, creative way) on the past period, actions, events, emotionsThese moments of reflection can be organised with 1 student, but it is also possible to gather different students. Students then can also give feedback to each other. In this way, peer feedback and peer learning are given a place. We refer to the importance of a growth mindset in giving feedback and in the conversations that take place with the pupils.

What can you reflect on?

1. Experiences

Use any material or method that the students prefer (telephone, images, newspaper, social media, ...) to secure the experience.

2. Feelings

When students reflect or talk about feelings, we need to be aware that the appropriate language to express emotions (frustration, doubt, happiness, ...) is not always acquired. See 'communicate with youngsters exercise pg. 28. We give some tips:

1. Prepare a questionnaire that can be used in dialogue ('the power of two').
2. Create a list of words that can be used.
3. Collect images that students can use to clarify emotions or feelings.
4. Work with music fragments.

3. Factors influencing the actions

We make a distinction between internal and external factors:

1. Internal factors (skills, emotions, ...)
2. External factors (environmental factors, social, ...)

Phase 3: expressing the experience in terms of competences

Translation of achieved competencies to matching competencies at school

On the basis of the described actions, the students are guided in making the translation to corresponding competencies at school. We refer to the possibility to use the following format (see From development-oriented to assessment portfolio p. 31).

Achieved competencies	In which situation I have achieved this?	How did I handle it?	What did I achieve?	How can I prove that?

Self-assessment

Students appoint their own qualities. Such self-awareness leads to **more empowerment and motivation**. Students practice in answering following topics:

1. What is my strength?
2. I am proud of
3. I can use this for ... (competencies at school)
4. I have achieved this competence at the following level:
 - Basic: I can do it with support
 - Collective: I can do it in group
 - Autonomous: I can do it alone / on myself
 - Tutor: I can explain it to others

Positive assessment / feedback by teachers & educators

The purpose is to give positive feedback and constructive statements about the student's performance on the basis of his competencies, dedication and skills. We want to:

1. Gain insight in the performance / qualities of the student.
2. Define the qualities of the student.
3. Recognise and acknowledge the achieved competencies.
4. Make a link with the curriculum (learning goals or cross-curricular).

When giving feedback, think of the power of a growth mindset (see Performance and feedback p.22) and formative assessment (see Key elements of formative evaluation p.16).

Phase 4: an action plan

We map what a student will undertake:

- Which goals do we put first?
- which specific actions are taken to achieve this goal?
 - Where?
 - In how much time?
 - By what means?
 - What obstacles do we see?
- Which competencies will be further developed?
- How will this further influence the skills / goals at school?

Into Practice 8 (p. 60).

⇒ ***Exercise: designing one's portfolio – brainstorming & general discussion***

Into Practice

Into Practice 1: the link between the key competences, competencies acquired at school & competencies acquired during volunteer work

The goal of this exercise is to make the transition from the 8 key competences to the reality of the own school.

1. Consider the following questions.
 - Which cross-curricular objectives are pursued within certain school projects (at subject, year, grade or school level)?
 - Which research competencies are achieved through specific assignments or projects?
2. Complete the table below: link the competencies with the corresponding European key competence
 - Describe the acquired competence + project at school or course in which this is acquired.
 - How can these competences be achieved as a volunteer?

Key competences	Competencies achieved in school + project / course / assignment in which this is acquired.	Competencies achieved as a volunteer
Communication in mother tongue		
Communication in foreign language		
Mathematical competence and basic competences in science and technology		
Digital competence		
Learning to learn		
Social and civic competences		
Sense of initiative and entrepreneurship		
Cultural awareness and expression		

Into Practice 2: different types of learning

a. indicate where the following learning experiences belong

	Formal learning	Informal learning	Non-formal learning
Sofie learns how to cook spaghetti on a youth camp.			
Hatim learns the calculation rules for multiplying of powers in the classroom.			
Teaching discipline is done at our school by letting students feel how important it is arriving on time every day.			
Guys at the football club learn the importance of team spirit and solidarity.			
As a volunteer at that organisation I set up a campaign to support poor farmers in the South. Learning how to use social media is fascinating. I am not very social, but with my computer I learn lot of social skills.			
During the annual cake sale, Kelly becomes more aware of how much fun she has doing things in group.			
Thomas follows a course for monitor. He learns communication techniques and becomes aware of the importance of being responsible as being a monitor.			

b. describe the essential characteristics of (1) formal learning, (2) informal learning, (3) non-formal learning, on the basis of some key concepts

(1) formal learning

(2) informal learning

(3) non-formal learning

Into Practice 3: formative assessment examples

Postcards

This formative assessment strategy works particularly well for history or social studies students, but can also be used in other contexts.

Ask students to take on the persona of a volunteer figure to write a postcard to another individual. Students should think about certain facts, such as dates or locations, and also consider context, causes and effects, and other social factors. You may also choose to provide them with a series of questions to help them start writing.

Two Stars & a Wish

Peer assessment and collaboration are another way to implement formative assessment.

After the work, ask each student or group to write down two stars (areas where the work was excellent) and a wish (an area where it may be improved) about a peer's project.

This formative assessment example is designed to keep things positive, while still providing each student with constructive feedback.

Bullet List

At the end of a lesson, encourage students to list three things that he or she didn't understand. Students may write down their responses or send them electronically. After writing them down, you may also ask them to share their questions out loud to provide an opportunity to receive peer feedback.

Collages

Spark creativity in your students by asking them to create collages with a mix of images they believe demonstrates their understanding of a concept or project.

You can ask students to present their collages to the others and explain why they chose to include each image. Allow students to ask questions or provide feedback.

A Quick-Check Quiz

Ask students to answer questions that will demonstrate their mastery of material. Their responses will help you determine if it is time to move on, divide students into groups, provide more examples, or identify students that needs a little extra help.

(10 Formative Assessment Ideas for K-12 Classrooms 2016)

Into Practice 4: Growth mindset

a. Complete the table with statements from students / teachers.

STUDENT SPEAKS ABOUT THE TASK TO BE PERFORMED	FIXED OR GROWTH? WHY?	IF FIXED, GIVE AN EXAMPLE OF A GROWTH STATEMENT
Why do I need to make more difficult tasks than my neighbor?		
May we work together, it will work better?		
I am not writing down, because I already know this.		
I don't want to do this, it is too difficult.		
STUDENT SPEAKS ABOUT REPORT/POINTS	FIXED OR GROWTH? WHY?	IF FIXED, GIVE AN EXAMPLE OF A GROWTH STATEMENT
What have I done wrong here?		
Do we get another chance?		
Do not correct too severely!		
TEACHER SPEAKS ABOUT ASSIGNMENTS '	FIXED OR GROWTH? WHY?	IF FIXED, GIVE AN EXAMPLE OF A

		GROWTH STATEMENT
Challenge yourself to perform as high as possible.		
If you are really committed to this, then I'm sure you can do this.		
Make sure you pass!		
You have talent, you can do this.		
TEACHER WRITES ON REPORT	FIXED OR GROWTH? WHY?	IF FIXED, GIVE AN EXAMPLE OF A GROWTH STATEMENT
You are a natural		
Those are beautiful results		
I hope to see more commitment next month for history		
TEACHER DISCUSSES STUDENTS AT CLASS COUNCIL	FIXED OR GROWTH? WHY?	IF FIXED, GIVE AN EXAMPLE OF A GROWTH STATEMENT
... is not a worker		
... has to work harder for his grammar		

b. Increasing the students/educators awareness

Aim: Increasing the students/educators awareness to what extent beliefs about our abilities and effectiveness influence our motivation.

The introduction: This exercise will last three minutes. During this time, you'll create five letter words. No words should ever be repeated. In each following word, you can only use two letters from the previous word.

Step 1

Below, mark in the right place what you think about your possibilities of doing this task.

I am very good	I am good	I am rather good	I am average	I am rather weak	I am weak	I am very weak

Step 2

On my signal you start working. You have three minutes. When I say "stop", you stop.

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.

Step 3

If you think that you have **succeeded**, answer why.

SUCCESS

I was lucky	I disagree 1 2 3 4 5 7 8 9 10 I disagree
I have the ability to do such tasks	I disagree 1 2 3 4 5 7 8 9 10 I disagree
I put a lot of effort into this task	I disagree 1 2 3 4 5 7 8 9 10 I disagree
It was not a difficult task	I disagree 1 2 3 4 5 7 8 9 10 I disagree

If you think that you have **not succeeded**, answer why.

FAILURE	
I was unlucky	I disagree 1 2 3 4 5 7 8 9 10 I disagree
I do not have the ability to do such tasks	I disagree 1 2 3 4 5 7 8 9 10 I disagree
I did not want to put a lot of effort into this task	I disagree 1 2 3 4 5 7 8 9 10 I disagree
It was a difficult task	I disagree 1 2 3 4 5 7 8 9 10 I disagree

c. Discussion: how can 'Growth mindset statements' be relevant for the use of the Schola tool?

Into Practice 5: Positive communication

a. Statue

Goals:

- Expressing emotions
- Stimulating self confidence

Required material:

- List of different emotions (scared, angry, happy, sad, embarrassed, disappointed ...)
- Stopwatch

Approach:

- All participants walk around in the same rhythm.
- The leader of the group gives a signal and all participants express the emotion mentioned. The participants express this emotion physically for about a minute.
- After this minute a signal is given and the group starts walking again. The next signal is given. After a number of times, another leader can be chosen.

The participants are not allowed to think too much about the emotion. Once the signal has been given, they must physically express the emotion within a few seconds. Take care of spontaneity! The first chosen expression is mostly the right one. The participants must have confidence in their actions and their emotions.

Evaluation

- Which statue did affect you the most?
- Which statue was easy to represent?
- Which statue was more difficult? Why?

(Baker)

b. Mindset

Goal

Experience the power of a positive mindset

Approach

- Point out pairs of students.
- Introduce the approach with a participant (A).
 - o Ask him to stand up easily, the feet slightly apart.
 - o Explain: "I'm going to push against your shoulder, but first I ask you to take something in mind that you do not like, something you find difficult or something you are not in to. Do you imagine something? Now think about that".
 - o Push from the side against his shoulder; chances are that he is quite weak and that you can easily push him aside.
 - o Do it again, but now with this instruction: "Now I want you to think of something nice, something you look forward to and feel like doing. Do you imagine something?" While A thinks of something positive, you push again. Chances are that he cannot be easily moved now.
- Let the pairs try this together.

Discussion on:

- the effect of a positive mindset.
- how a positive mindset helps you to function in power.

(Job Cornelissen Source variant: Michiel Knotnerus)

c. Coaching cards

Version 1: individually

Goal

Discovering our talent, ambition or vision.

Preparation

Choose the context: in which context should the questions be answered? If necessary, make a selection of coaching cards in advance.

Approach

The student chooses a card and answers this question in form of a comic strip. The strip consists of a maximum of 5 drawings.

Version 2: in duo

Duration: ± 60 min.

Goal:

Discuss talents and development goals in duo.

Approach

- Determine the topic of conversation; a learning goal, a talent that you want to develop or a specific situation.
- Everyone chooses ten cards that fits in the chosen context. Note: For every red card (negatively formulated question), take two green cards (positively formulated question).
- Show your cards and take a moment to look at the questions on the table. Choose one question that you are most curious about and turn it around.
- Discuss in random order ten of the twenty cards lying on the table.
- Finally, turn the card with the question you were most curious about and see if the answer adds anything to what you have already discussed.
- Answer the following questions at the end of the conversation.
 - What do you want to change?
 - With what do you want to start?
 - With what are you going to stop?

Questions by category

<p>Negatively formulated questions (red)</p> <ol style="list-style-type: none"> 1. What are you not looking forward to? 2. What is your biggest blunder? 3. What makes you angry? 4. What annoys you? 5. What are you not good at? 6. What do you like to postpone? <p>Positively formulated questions (green)</p> <ol style="list-style-type: none"> 7. When do you feel special? 8. How stubborn are you? 9. What do you enjoy? 10. What are you good at? 11. What would you do if you could become invisible? 12. What do you dream of? 13. When do you forget time? 14. What are you proud of? 15. What are you looking forward to? 16. In what do you want to be the best? 	<p>Reflection questions (pink)</p> <ol style="list-style-type: none"> 17. What is the best advice you ever received? 18. What is your favorite feeling? 19. What do you smile about? 20. How do you want people to remember you? 21. What were you good at as a child? 22. What was an important turning point in your life? <p>Future questions (yellow)</p> <ol style="list-style-type: none"> 23. Where do you see yourself in 10 years? 24. What are you hoping for? 25. When are you successful? <p>Talent questions (blue)</p> <ol style="list-style-type: none"> 26. How do you define your limits? 27. Who do you want to work with? 28. What do you find important in your contact with people? 	<ol style="list-style-type: none"> 29. How creative are you? 30. How important is clarity for you? 31. What do you like to spend your money on? 32. What do you believe in? 33. When do you ask for help? 34. What does integrity mean to you? 35. How important is money for you? 36. How do you want to be guided? 37. How do you learn? 38. What do you find important in a collaboration? 39. How do you know what someone needs? 40. Who do you ask for help? <p>(...) (Blaauw 2011)</p>
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d. Working with images

Approach

- Provide photos or images from all kinds of contexts and lay them on the floor.
- Create a circle with the students and ask them questions such as:
 - What makes you most happy?
 - When do you feel most confident?
 - When do you feel insecure?
 - ...
- Each time the students choose an image for their answer.
- They formulate their answers based on this image.

Goals

- Talking about emotions and feelings.
- Giving an alternative way of communication than using words.

Into Practice 6: Portfolio

- a. Brainstorm: which other collection methods are possible?

- b. Draw a matrix to map the competencies and link them to the criteria.

Experience/evidence:	Authenticity	Relevance	Quantity	Variation
Report of experiences				
Feedback				
Testimonial				
Evidence of experience				
Certificates				
Observations				
Interviews				
Drawings				
Music				
...				

Into Practice 7:

Introductory phase: the role of volunteering

Workshop 1: Figure volunteer

Approach:

- The teacher draws a large volunteer figure on the board. He gives each student post-it's in three different colors.
- The students write down or draw on 3 post-it's an answer to the following 3 questions (each question has its own color post-it):
 - Question 1: what motivates you to be a volunteer?
 - Question 2: What do you like about your volunteer work?
 - Question 3: what do you do best there?
- The post-it's are stuck on the figure on the board.

Debriefing, possibilities:

- Students take 1 post-it (not from them) from the board if they know who's post-it it is. They then explain why they knew that was from that person (for example: "I know that Pieter is very good at swimming and he is good in explaining as well so I think this comes from him").
- Students take 1 post-it (not from them) from the board where they read something to which they look up.
- Students take 1 post-it (not from them) from the board where they read something that they want to achieve themselves.
- Students take 1 post-it (not from them) from the board where they read something that they find very nice and motivating.
- Teacher: if a link can be made with competences that are useful in school, make that link explicit.

Goals:

- Becoming aware of your own possibilities and strengths.
- Becoming aware of general motivation and motivation to be a volunteer.

Workshop 2: Origami with volunteer figure

Approach:

1. Each student tears his own mini-volunteer figure out of colored paper.
2. The student answers a specific question on each part of the body. He answers each question imagining he is a volunteer:
 - Brain: What do you know a lot about?
 - Hair: What do you panic for?
 - Ear: What does not interest you at all?
 - Eye: What makes you sad?
 - Nose: What interests you?
 - Mouth: What are you not good at?
 - Neck: What are you proud of?
 - Shoulders: What do you like to do best?
 - Heart: What do you love enormously?
 - Veins: What makes you very angry?
 - Hands: Who do you always want to help?
 - Fingers: What can you do very well?
 - Knees: What dare you not?
 - Feet: What do you stand for? What is important to you?
 - Toes: What makes you nervous?
3. All volunteer figures are put together into one big collage.
4. Debriefing, possibilities:
 - b. We discuss 'what do you like doing your best for?' How can you also use this at school? Students give each other suggestions.
 - c. We discuss 'what can you do very well?'. How can you also use this at school? Students give each other suggestions.
 - d. ...

Goals:

1. Increasing awareness about your own strengths.
2. Mapping development needs.
3. Stimulate self-knowledge

Workshop 3: 'Oxford style' debate

Approach:

1. 4 speakers are pro a proposition, and 4 are against it. First there is a vote on the topic to be chosen. (for example 'volunteering is exploitation' / 'Volunteers don't need certain skills' ...)
2. Arguments are discussed about this statement within each group.
3. The speakers challenge each other's arguments.
4. Finally, the speakers summarise their own argumentation so that they can also point out new arguments.

Goals:

1. Strengthen the involvement of volunteers.
2. Improve the image of volunteering.

Workshop 4: Role play

Approach:

Students play a role play. They get a card with a situation. Various roles are possible (depending on the scenario): students, volunteers in volunteer work, teachers, student counselors.

Example of a situation: Teacher Johnson and teacher Smiths are very displeased because their students Ann and Stef spend so much time on other things when they are at school. Ann and Stef work as a volunteer at a food-aid organisation. Occasionally they leave the lessons because they talk about this with the student guidance.

The students and student counselor must convince teacher Johnson and teacher Smiths of the importance of volunteering and of the importance of the skills they learn.

Goal:

Increase awareness of their own development through volunteering (Borek, 2017).

Into Practice 8: designing one's portfolio- brainstorming & general discussion

We have already discussed that in addition to the **recognition** of competencies, it can be useful and motivating for the pupils to actually **validate** the acquired competences.

Each school has its own pedagogical approach. It can by consequence use a method at choice. In this context, it makes sense to explore the limits of what is desirable and achievable.

The following questions can serve as inspiration.

1. Do we implement a development-oriented portfolio and / or an assessment-oriented? (see Competence-oriented education and portfolio p.29)
2. Do we set the quality criteria (in order to prove their acquired competencies) in consultation with the students? (see Collecting evidence of competences in portfolio p.32)
3. Do we consider a personal development plan? (see Designing a competence-oriented education / From learning questions p. 10)
4. What shall we do with the product of the portfolio?
 - Reach out an (unofficial) competency certificate?
 - Presentation of the portfolio?
 - Insert a comment of the acquired competences on the official school report?
 - Dispensation of certain courses or assignments based on acquired competences?
5. How do we consider the portfolio?
 - As an evaluation system (summative)?
 - As support for the personal development process (formative)?
 - As support for the personal learning process (formative)?
 - As a motivational awareness system?
 - ...
6. ...

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