

Thinking & Learning

Conference



DR CAROLYN COIL

Friday 22 May

**Seven Steps to Successful
Student Achievement**

Session 3

MELBOURNE

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Carolyn (EdD) is an internationally known speaker and consultant who has worked in the field of education and training for over 30 years. She currently teaches courses in gifted education and does workshops for schools on a wide variety of topics. Carolyn has been adjunct professor at several universities and worked all over the world in places like Bermuda, Ecuador and China.



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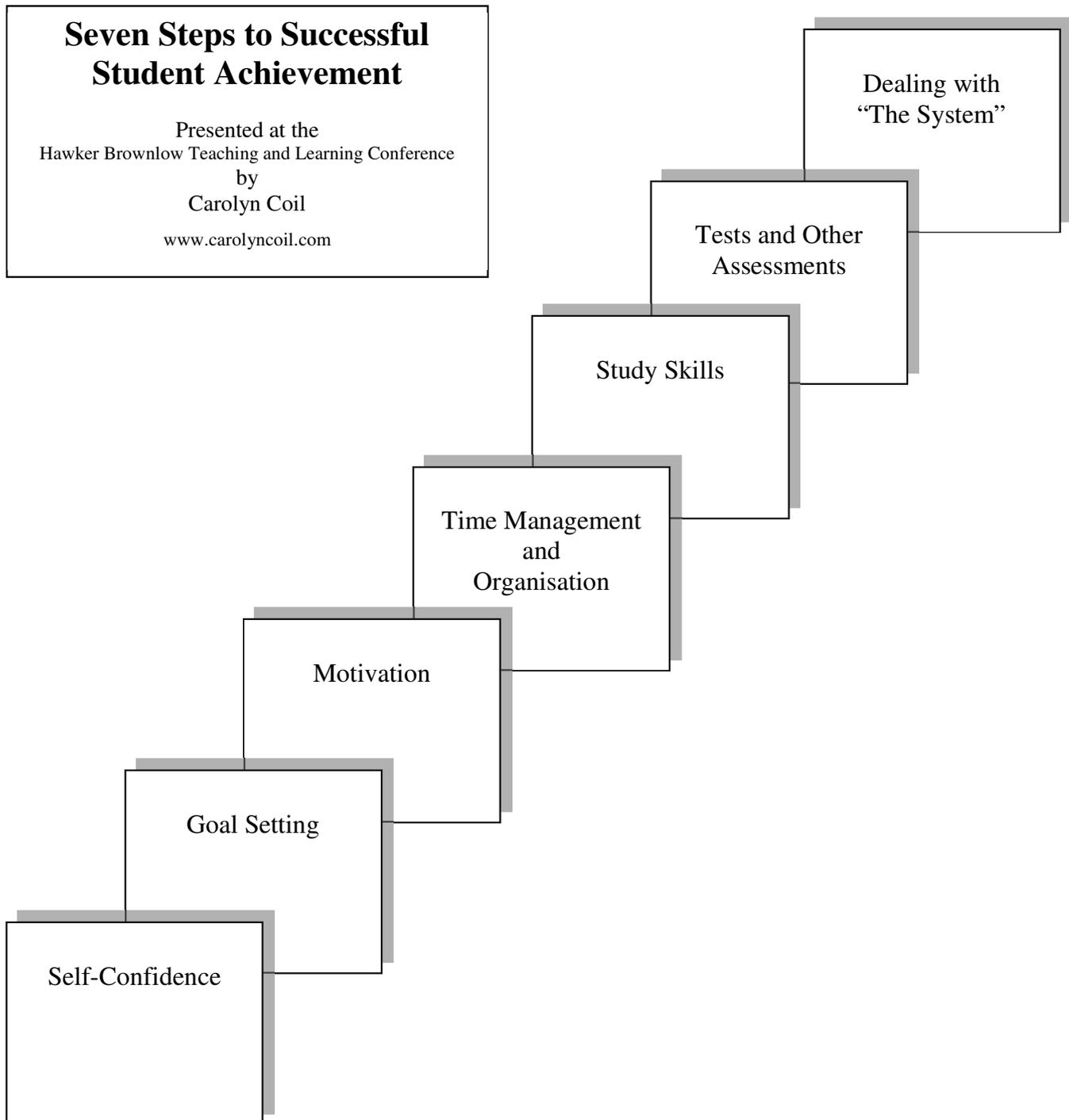
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Seven Steps to Successful Student Achievement

Presented at the
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by
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Seven Steps to Successful Student Achievement

Outline of concepts and major topics

Session by Carolyn Coil www.carolyncoil.com

1. Self-Confidence

- ▶ Parents, Other Adults, Peers
- ▶ Independence and Responsibility
- ▶ Identifying Strengths

2. Goal Setting

- ▶ Hopes and Dreams
- ▶ Sports Analogies
- ▶ Planning Backwards

3. Motivation

- ▶ Interests
- ▶ External Motivators

4. Time Management and Organization

- ▶ Organisation Quiz
- ▶ School Supplies “luggage tag”
- ▶ Procrastination

5. Study Skills

- ▶ Reading
- ▶ Listening and Note Taking
- ▶ Memorisation
- ▶ Academic Holes

6. Tests and Other Assessments

- ▶ Test Taking Skills
- ▶ Portfolios
- ▶ Using Rubrics

7. Dealing With “The System”

- ▶ Local School Systems
- ▶ State Systems
- ▶ Bringing about Change

Self-confidence**Becoming an achiever: Personal characteristics**

Rate yourself in these areas. First, put a tick under **S** for all those items that indicate your strengths. Next, count the number of strengths you have ticked. Then tick **W** for weaknesses; BUT you are not allowed to tick more weaknesses than strengths.

S	W	
—	—	I have confidence in myself.
—	—	I let my teachers know when I am having a problem and work with them in problem solving.
—	—	I am a risk-taker.
—	—	I am willing to work to make changes in myself.
—	—	I listen to those in authority.
—	—	I take responsibility for my problems and do not put all of the blame on others.
—	—	I work well in a group that is working on a constructive project.
—	—	I have a close friend or friends who share similar positive interests.
—	—	I am flexible and can see more than one possible solution when solving a problem.
—	—	I have an area of special interest.
—	—	I practise self-discipline and self-control.
—	—	I use my influence over others in a positive way.
—	—	I have a positive attitude toward school.
—	—	I know when I have contributed to a behaviour, problem or conflict.
—	—	My friends are achievers and have positive attitudes about school.
—	—	I try to have appropriate behaviour.

Goal setting**What can you learn from the world of sports?**

Below are 15 sports ideas to encourage top performance. They are also very useful concepts for other parts of life. Write your ideas about how these could apply to your life at school or at home. Discuss with a friend, your parents or another adult.

1. Show up both for practice and for the main event.
2. Practise skills before the big performance.
3. Know where you're heading and know what the goal is.
4. Have several game plans, not just one.
5. Don't count on the one thing that is the least likely to occur.
6. Work toward small goals (short-term goals) to reach larger goals.
7. Don't give up because you're penalised or make a mistake.
8. Figure out what you want to accomplish and then plan backwards.
9. Have a coach and have people who cheer you on.
10. Know the rules and abide by them.
11. Have the right equipment and know how to use it.
12. Listen to the umpire.
13. Work as a team to get things done.
14. Strive to beat your personal best.
15. You don't need to win every time to be a big success.

Time management and organisation**Organisation quiz**

Put a tick under **Yes** or **No** to indicate how organised you are. Then, count how many times you ticked **Yes**.

No	Yes	
		1. There are things in my locker or backpack that I haven't looked at in a month or more.
		2. At home, I have a pile of newspapers, comic books or magazines that I haven't read yet but that I'm going to read some day.
		3. I never write down assignments because I think I can remember everything that is important.
		4. I forget about long-range assignments until it's too late to do a good job on them.
		5. My parents keep track of my schedule of after-school activities and I just do whatever they tell me I'm scheduled to do.
		6. I leave at least one of the following: lunch money, notebooks, homework, notes that are supposed to be signed, etc. at home once a week on average.
		7. I have a hard time keeping track of my keys, glasses, purse, wallet or other necessary items.
		8. I have trouble remembering important dates like anniversaries, birthdays, class excursions, test dates, etc.
		9. When I start on an assignment or project, I have a hard time completing it because I get distracted easily.
		10. I keep telling myself, 'I've got to get organised', but I never do.
		Totals

Scoring	
10, 9 or 8	You have major problems with organisation!
7 or 6	You need to develop additional organisational skills.
5, 4 or 3	You have good organisational skills but can still improve.
2, 1 or 0	You have excellent organisational skills!

Study skills**Think about it!**

What are the best ways for you to memorise information?

Write down the memorisation techniques you use.

List those you would like to try.

Which subjects do you find most difficult in terms of memorisation? Why?

Talk to the teacher about your problems. Decide on a plan for improving your skills in memorising the vocabulary and/or concepts for that class. Write your plan in the space below.

Tests and other assessments**An achiever rubric**

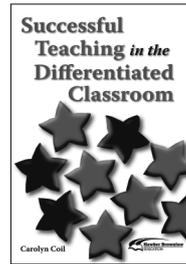
Look at the rubric below. Where would you score today?
Try using this rubric often as you work to become an achiever.

Criteria:	Not so hot	Working on it	Almost there	You're an achiever
Self-confidence	I know I'll just be a failure so I don't even try.	I think I have some strengths, and I try not to get discouraged when I fail at something.	I learn from my failures. My teachers, parents and friends have confidence in me.	I know I will do well in anything I try. I look forward to learning from my mistakes and I never give up.
Goal setting	I don't set any goals. I hope I'll be lucky and win the lottery one day.	I set goals for the week or exam period in at least one subject.	I have short-term and long-term goals and check regularly to see how I'm doing.	I set goals regularly and have a plan for meeting my goals. I plan backward for short- and long-term goals.
Motivation	I don't care what happens to me at school or in the rest of my life.	I'm interested in learning a few things. I have to be motivated by others to get my work done.	I try very hard even when things are difficult. My friends, teachers and family encourage me. Sometimes I'm a bit lazy.	I have lots of interests and am excited about learning. I put in the most effort when the task is difficult.
Organisational skills	I am totally disorganised! I can't remember my assignments and I lose everything.	Sometimes I write down my assignments and I get most things done although I procrastinate a lot.	I am organised, get all my homework done, but never have time to do things I enjoy.	My schoolwork, homework and life outside of school are in order. I plan long-range assignments and have time to have fun, too.
Study skills	I never study and really don't know how to begin.	Sometimes I study, but it's almost always at the last minute.	I get all my homework done. I know how to do a research essay and how to memorise things for a test.	I have excellent study skills. I know how to research, take notes and memorise new information. I am always prepared for tests.

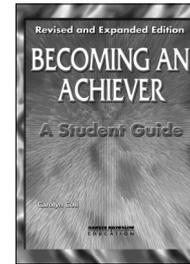


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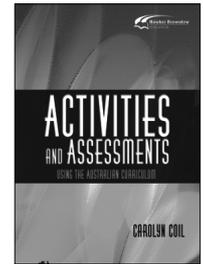
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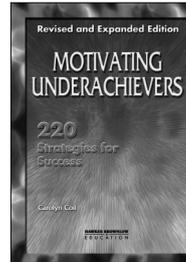
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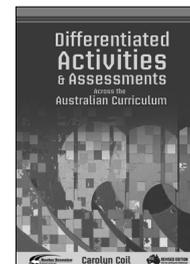
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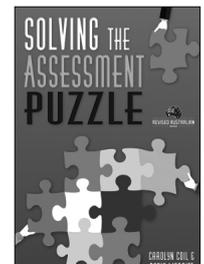
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