

Learning vs. Work

- Focusing students on the learning as the priority, letting the work exist in context and serve the learning.
- What does this look like in practice?
- Teachers spend time with students listening for the learning – *Tell me what you have done so far? What questions are surfacing for you? What does that tell you?*
- Mistakes are seen as opportunities to LEARN, to GROW, to RETHINK.

Understanding vs. Knowledge

- Understanding depends on richly integrated and connected knowledge.
- Understanding requires that our knowledge be woven together in a way that connects one idea to another.
- Knowledge, skills and information play an important role in understanding and are necessary components of it.
- Knowledge is presented while working towards understanding with an expectation that learners will use that knowledge, apply, discuss, analyse and transform it.

Deep vs. Surface Learning

- Understanding is built up of many small performances of ever-increasing complexity stitched together.
- The key to designing performances that build understanding is asking – *What will learners do with the information and knowledge? How will I ask them to process it-that is to interact, use, manipulate, or change it?*
- It is the level of processing that is the key to developing understanding.
- High demand tasks that require students to explain, describe, justify, compare, assess, make choices, plan, formulate questions, or work with more than one representation.

Independent vs. Dependent

- Independent learners are internally motivated to be reflective, resourceful, and effective as they strive to accomplish worthwhile endeavours when working in isolation or with others – even when challenges arise, they persevere.

Growth vs. Fixed Mindset

- Mindsets are powerful shapers of our experience and develop through one's interactions with others, particularly in learning situations and in the feedback and input one receives in those situations.
- Growth-mindset students are more likely to focus on the learning over the work, framing challenges and questions as opportunities to learn and develop their understanding.