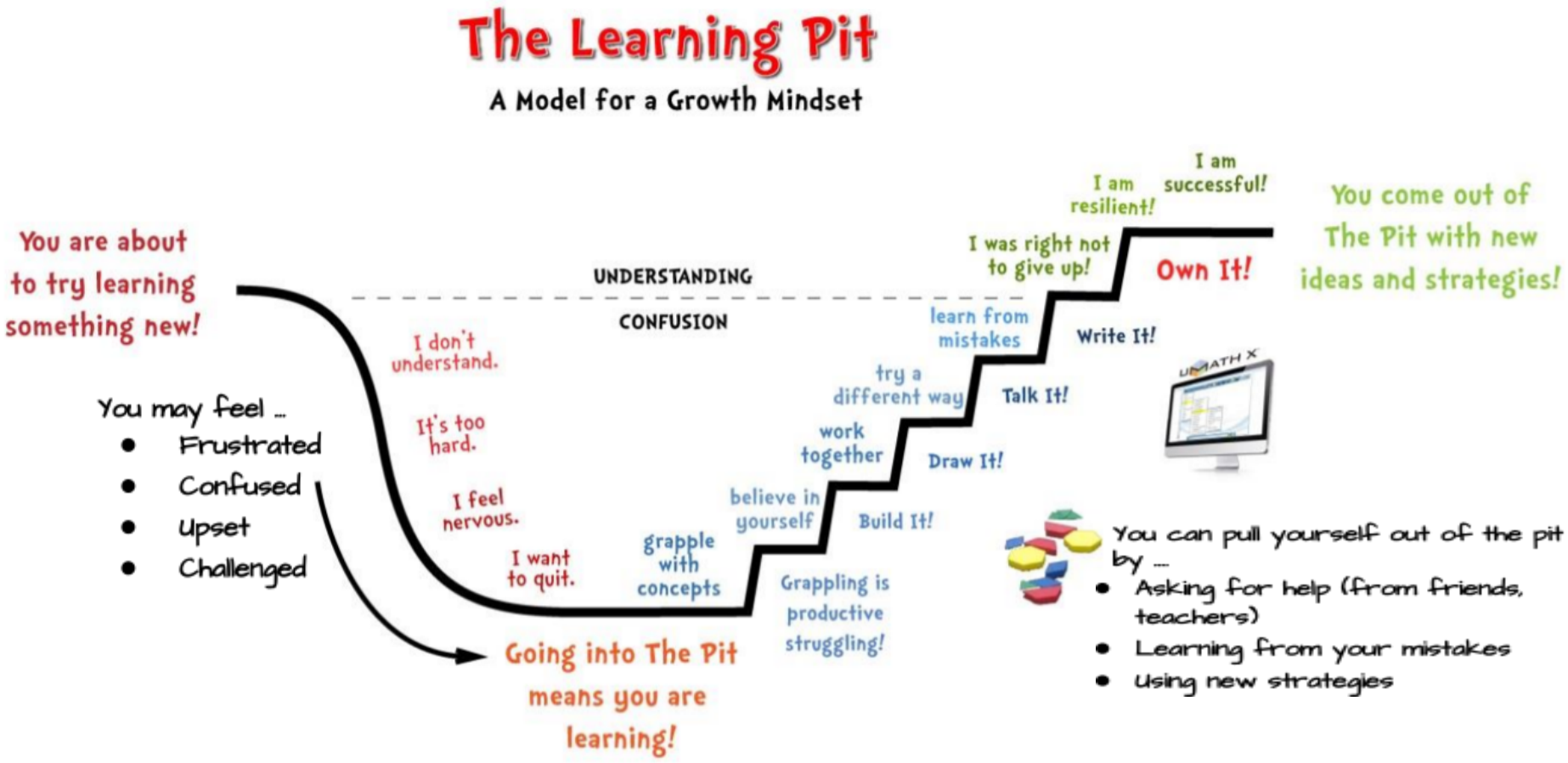
GROWTH MINDSET AND TARGET SETTING

Do you know?

For learning to take place, you will definitely find yourself falling into a pit, called …



Name: _____ CCA: _____ Sec: 1/2/3/4/5

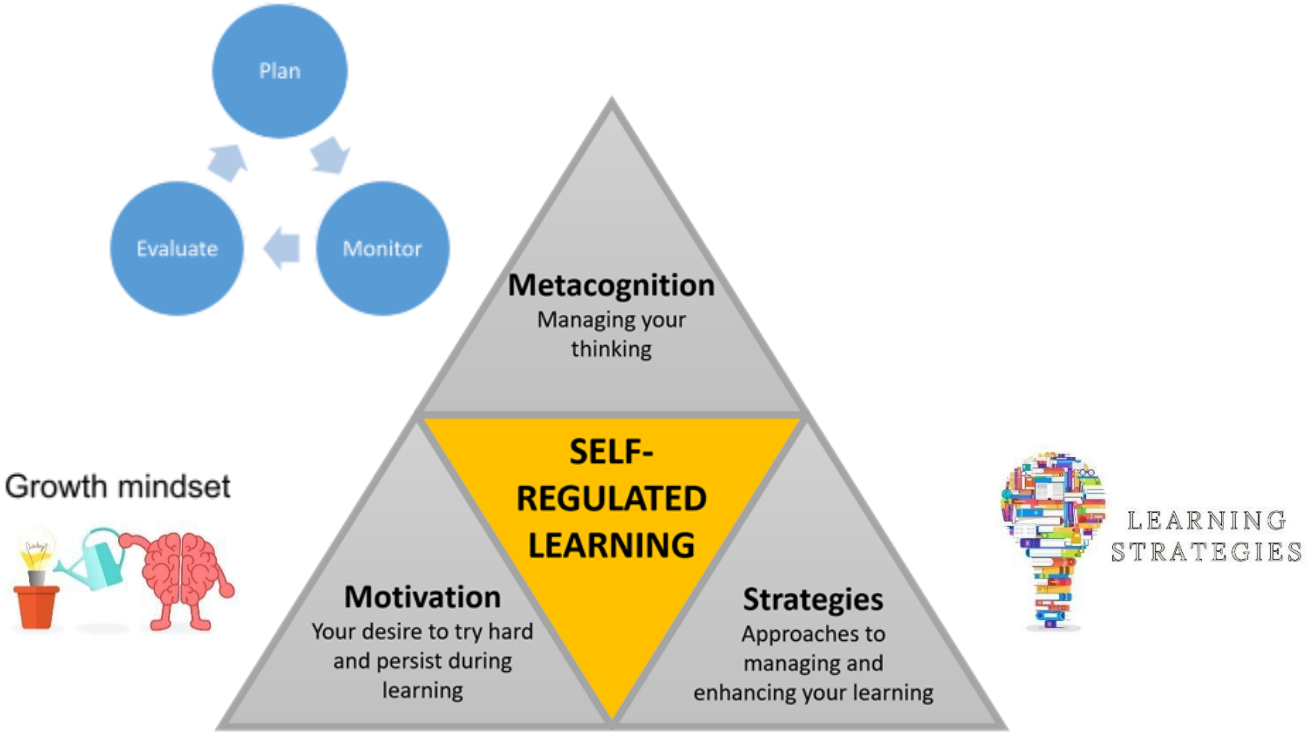
Self-Regulated Learning

Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

Self-regulated learners strategically manage how they learn in order to meet their goals. Self-regulation strategies help you achieve more academically and study more efficiently.

The triangle below shows 3 key elements of self-regulated learning:

- Metacognition
- Motivation
- Strategies



Study Habits Self-Assessment

It is important to be aware of how you learn, so that you know what you need to work on.

Reflect on how you learn and prepare for tests/ exams.
For each statement, tick the box that best describes your study habits.

Explanation notes

- **Often – I am already doing it! Keep it up!**
- **Sometimes – How can I be more consistent?**
- **Never – I have never done this. I need to do something about it!**

		Often	Sometimes	Never
Planning to Learn				
1	I read the success criteria at the beginning of each lesson/ learning activity.		**v**	
2	Before I start on my assignment, I understand the requirements (e.g. rubrics) needed to complete it.	**v**		
3	I can determine the best way to complete my assignments.			**v**
Monitoring my Learning				
1	I pause and check how well I understand a topic when studying.			
2	I ask myself how well I understand the materials when studying.			
3	I refer back to the success criteria of the topic to check if I understand.			
Evaluating my Learning				
1	I reflect on the effectiveness of the learning strategies I use.			
2	I assess what I need to do differently to improve.			

Learning Environment				
1	I study in a quiet place.			
2	I keep my study desk neat and free of distractions. (keep my mobile phone)			
3	When I sit down to study, I ensure I have the materials I need.			
4	I change where or how I am studying to avoid distractions.			
Time Management				
1	I finish my school work before I do anything else.			
2	I consider how much time I need for each task (assignment/ test/ exam) to be completed.			
3	I start work/ revise early to ensure I have enough time to complete the necessary.			
3	I keep a written study schedule to show the time I plan to set aside each day for completing assignments and studying.			
4	I use a calendar to help me think ahead about when I study for tests and exam.			
5	I take breaks between assignments or study sessions.			
Managing Understanding				
1	I make sure I know what I need to learn before every lesson using the success criteria.			
2	I test or quiz myself to ensure I have learnt.			
3	I ask myself the “Why” and “How” when I am learning a new concept.			
4	I connect new information to things that I have already learnt.			
5	I use graphic organisers/ concept maps to combine materials and to understand the relationship between different topics.			

6	When studying materials to be remembered, I summarized it to make it easier to memorise.			
Help Seeking				
1	In addition to reading notes/ textbooks, I look things up online (SLS, YouTube videos, etc) to help me understand.			
2	I ask my friends for help when I am confused or stuck.			
3	I ask my teachers questions when I am confused or stuck.			

Summary

For each category, total up the number of ticks in each column and record the number in the table below.

	Category	**Often**	**Sometimes**	**Never**
1	Planning to Learn [3]			
2	Monitor my Learning [3]			
3	Evaluate my Learning [2]			
4	Learning Environment [4]			
5	Time Management [5]			
6	Managing Understanding [6]			
7	Help Seeking [3]			

I will continue to …

I need to work on …

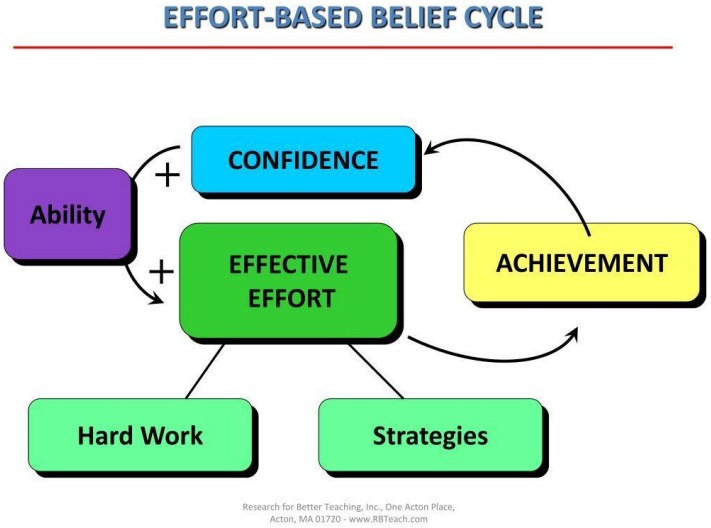
Target Setting & Review

What is Target Setting?

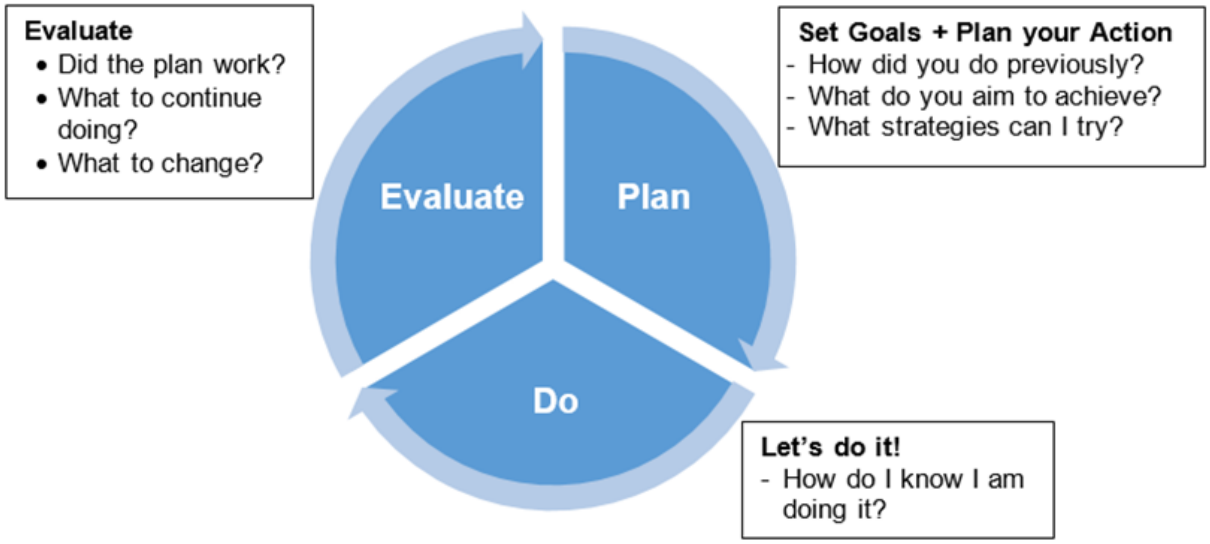
Setting **goals** gives you long-term vision and short-term motivation. It focuses on what you need to learn, and helps you to organize your time and your resources so that you can make the most of your time. This is part of self-regulation!

Why set Target?

Because you want to work towards climbing out of the learning pit. Because every time you manage to, you will feel more confident!



How to Set and Review your Targets?



Academic Target Setting for 2022

2021 Results:

Subject	English	Mother Tongue	Maths	Science						
Result										

Target for 2022:

Subject	**Minimum Target (given by Subj Tr)**	**Term 1 (WA1)**		**Term 2 (WA2/ MYE)**		**Term 3 (WA3)**		**Term 4 (EYE)**	
		Target	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**
English Language									

Suggested Strategies

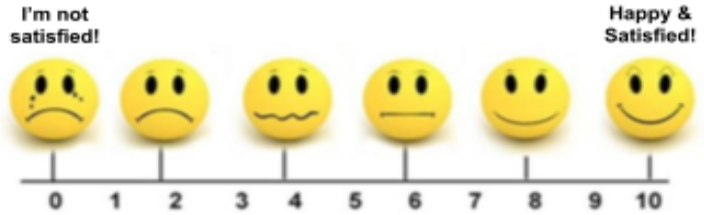
Now that you have identified the area you need to work on (page 5), pick some strategies to try to help you overcome your challenges.

Strategies for		**Suggestions:**
Managing understanding Your subject teachers will share more subject specific strategies with you!	How to use different learning strategies to understand new material and remember information?	● Stop and re-read when information is not clear or confusing. ● Draw pictures or diagrams to help me understand information. ● Test and quiz myself to see if I understand the information. ● Summarize what is learnt (after class/ studying). ● Use success criteria to help me focus on what I need to learn. ● Explain information and procedures to myself to understand them better. ● Relate new terms or concepts to words or concepts I already know. ● Use rubrics (if available) to check and improve my assignment before I submit. ● Practice important facts when I study for a test. ● Link what I have learnt to what I already know. ● Use what I have learnt from old assignments to do new assignments.
Managing learning - learning environment	How can you eliminate or reduce distractions?	● Study in a place that has no distractions (low noise level, no people talking) ● Keep electronic devices (computer, laptop, mobile phones) away. ● Ensure no one disturbs me when I study. ● In class, be actively engaged in the learning activities designed by my teacher.
Managing learning – time management	How do you manage multiple tasks to avoid becoming overwhelmed?	● Finish all of my schoolwork before I do anything else. ● Pace myself when learning/ studying/ revising so that I have enough time to complete. ● Use a calendar (weekly/ monthly planner) to organize my time to complete my schoolwork and revise.
Managing learning – help seeking	How do you develop this important survival skill?	● Ask others (friends/ teachers) for help when I don't understand something. ● Arrange for consultation with teachers to close my learning gaps. ● Look up on the internet when I don't understand something.

Beginning of Year Reflection & Term 1 Action Plan

In order to see progress, you need to actively reflect and evaluate whether the method/ strategy you tried worked.

<u>On your own</u>, reflect on your **study habits** and **academic results**:

(a) Identify **one area/ strategy** that you have put in effort to practise last year. (e.g. I use Frayer's Model to summarise my learning)	Area/ strategy I have put in effort for: From a scale of 0-10, rate how satisfied you are with the results of your effort last year. Mark with a cross on the scale.  Write down 2 things you can do better using this strategy. 1) 2)
(b) Identify **one area/ strategy** that you have **<u>not</u>** practised before and would like to focus on for term 1. (you may refer to <u>page 8</u> for some strategies you may like to practise)	New area/ strategy I want to practise is Write down 2 things you can do using this strategy. 1) 2)

<u>With your buddy/ partner</u>

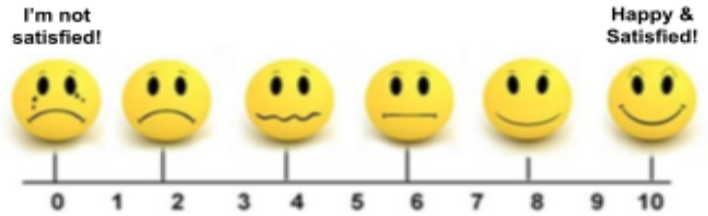
(a) [2 min] Share your reflection and new actions with your buddy/ partner.

(b) [1 min] Buddy/ partner share how to support you in your new action/s.

Term 1 Reflection & Term 2 Action Plan

In order to see progress, you need to actively reflect and evaluate whether the method/ strategy you tried worked.

<u>On your own</u>, reflect on your **study habits** and **academic results**:

(a) Identify **one area/ strategy** that you have put in effort to practise last year. (e.g. I use Frayer's Model to summarise my learning)	Area/ strategy I have put in effort for: On a scale of 0-10, rate how satisfied you are with the results of your effort last year. Mark with a cross on the scale.  Write down 2 things you can do better using this strategy. 1) 2)
(b) Identify **one area/ strategy** that you have **<u>not</u>** practised before and would like to focus on for term 2. (you may refer to page 8 for some strategies you may like to practise)	New area/ strategy I want to try is Write down 2 things you can do using this strategy. 1) 2)

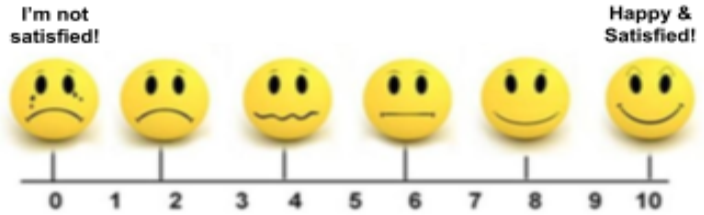
<u>With your buddy/ partner</u>

(a) [2 min] Share your reflection and new actions with your buddy/ partner.
(b) [1 min] Buddy/ partner share how to support you in your new action/s.

Term 2 Reflection & Term 3 Action Plan

In order to see progress, you need to actively reflect and evaluate whether the method/ strategy you tried worked.

On your own, reflect on your **study habits** and **academic results**:

(a) Identify **one area/ strategy** that you have put in effort to practise last year. (e.g. I use Frayer's Model to summarise my learning)	Area/ strategy I have put in effort for: On a scale of 0-10, rate how satisfied you are with the results of your effort last year. Mark with a cross on the scale.  Write down 2 things you can do better using this strategy. 1) 2)
(b) Identify **one area/ strategy** that you have **not** practised before and would like to focus on for term 3. (you may refer to page 8 for some strategies you may like to practise)	New area/ strategy I want to try is Write down 2 things you can do using this strategy. 1) 2)

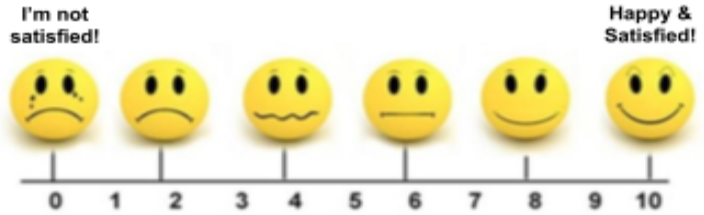
With your buddy/ partner

(a) [2 min] Share your reflection and new actions with your buddy/ partner.
(b) [1 min] Buddy/ partner share how to support you in your new action/s.

Term 3 Reflection & Term 4 Action Plan

In order to see progress, you need to actively reflect and evaluate whether the method/ strategy you tried worked.

<u>On your own</u>, reflect on your **study habits** and **academic results**:

(a) Identify **one area/ strategy** that you have put in effort to practise last year. (e.g. I use Frayer's Model to summarise my learning)	Area/ strategy I have put in effort for: On a scale of 0-10, rate how satisfied you are with the results of your effort last year. Mark with a cross on the scale.  Write down 2 things you can do better using this strategy. 1) 2)
(b) Identify **one area/ strategy** that you have **<u>not</u>** practised before and would like to focus on for term 4. (you may refer to <u>page 8</u> for some strategies you may like to practise)	New area/ strategy I want to try is Write down 2 things you can do using this strategy. 1) 2)

<u>With your buddy/ partner</u>

(a) [2 min] Share your reflection and new actions with your buddy/ partner.
(b) [1 min] Buddy/ partner share how to support you in your new action/s.

The Character and Values Assessment

The Character & Citizenship (CCE) Assessment Report provides students with a holistic overview of their character and self-leadership development. It also serves to affirm, recognise and motivate students in their demonstration of school values and self-leadership competencies in the classroom as well as through their co-curricular activities.

Domain	Descriptors
Respect	Student is able to communicate politely. Student treats others with respect and shows acceptance of individual differences.
Commitment	Student follows through with what he/she begins and exhibits consistent discipline to perform well in assigned tasks.
Compassion	Student is considerate and gracious towards others. Student can empathise with the difficulties faced by others and is willing to help.
Integrity	Student does what is right even if no one is looking. Student is honest and truthful and takes responsibility for his/her own actions.
Perseverance	Student remains unfazed by challenges and stays committed to tasks. Student is able to consistently come up with strategies to solve problems.
Leadership of Self	Student shows initiative and is effective in managing and leading self.

Rating	Explanation
Exemplary	Student has done a commendable job in leading self in his/her learning and inspires his/her peers as a positive role model in a school setting.
Proficient	Student is competent in leading self in his/her learning and has actualised his/her potential in a school setting.
Developing	Student has shown initiative in leading self in his/her learning and is further capable of actualising his/her potential in a school setting.
Beginning	Student is learning to lead self in his/her learning and is further capable of actualising his/her potential in a school setting.

(For S2 to S5 only) My ratings for each domain in my 2021 CCE Assessment Report are:

Respect	Commitment	Compassion	Integrity	Perseverance	Leadership of Self

Character and Values Assessment 2022
Target Setting and Action Plan

Semester 1:

The domain I am good at is:	**Target (to write in Term 1)**	**Mid-Year Score**
To stay in my strength, I plan to take the following action:		
Reflection: I met/ did not meet my target because:		
The domain I am working on is:	**Target (to write in Term 1)**	**Mid-Year Score**
To grow in this area, I plan to take the following action:		
Reflection: I met/ did not meet my target because:		

Semester 2:

The domain I am good at is:	**Target (to write in Term 3)**	**End-Year Score**
To stay in my strength, I plan to take the following action:		
Reflection: I met/ did not meet my target because:		
The domain I am working on is:	**Target (to write in Term 3)**	**End-Year Score**
To grow in this area, I plan to take the following action:		
Reflections: I met/ did not meet my target because:		

LEAPS 2022
Target Setting and Action Plan

Read Student Handbook (3.2) Leadership Learning, page 24 - 32 for more information.

CCA	Level	Character Coaches
	Sec 1/ 2/ 3/ 4/ 5	

Leadership Domain

	Sec 1	Sec 2	Sec 3	Sec 4/ 5
Target				
Actual				

Achievement Domain

	Sec 1	Sec 2	Sec 3	Sec 4/ 5
Target				
Actual				

Participation Domain

	Term 1	Term 2	Term 3	Term 4	Total
Your actual attendance					
Number of possible training sessions you should attend					
% Attendance					

Service Domain

	Sec 1	Sec 2	Sec 3	Sec 4/ 5
Service Hours				
Student initiated project?	YES / NO	YES / NO	YES / NO	YES / NO

For an Excellent co-curricular attainment, which is translated to two bonus points, the student should have attained a minimum Level 3 in all four domains with at least Level 4 in one domain.