

Learners' orientations and school practice

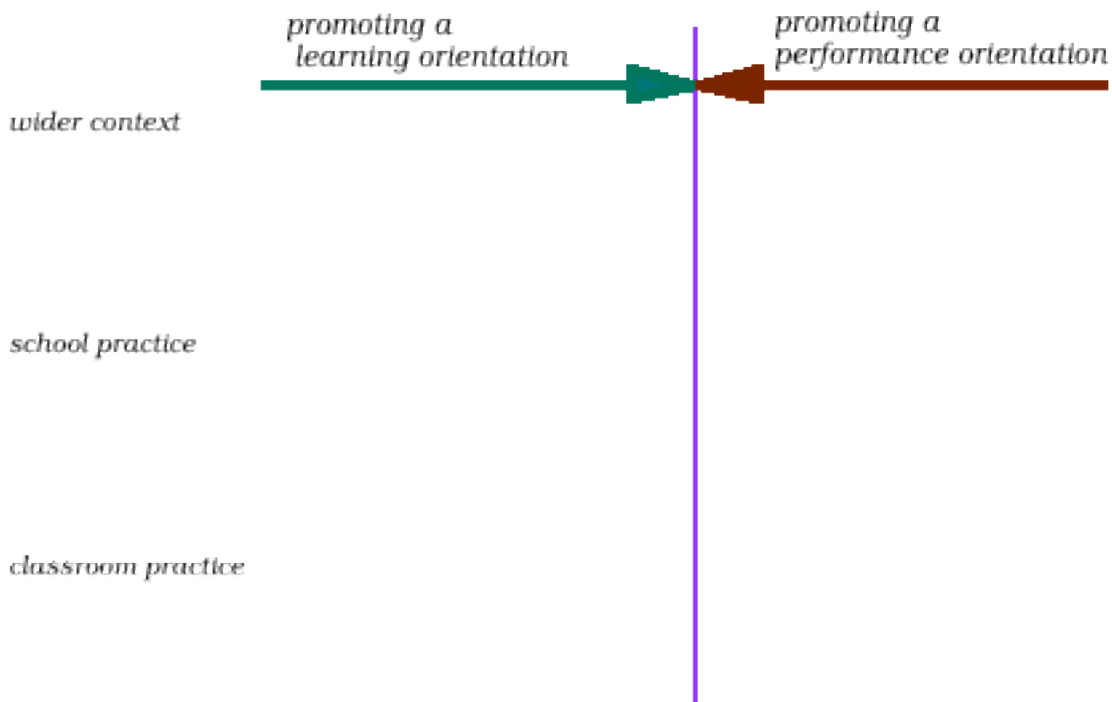
1 All of us as learners can vary on the dimension below:

<i>"learning orientation"</i>	<i>"performance orientation"</i>
←	→
<ul style="list-style-type: none"> • we believe that effort can lead to success 	<ul style="list-style-type: none"> • we believe that ability leads to success
<ul style="list-style-type: none"> • we believe in our ability to improve and learn, and not be fixed or stuck 	<ul style="list-style-type: none"> • we are concerned to be seen as able, and to perform well in others' eyes
<ul style="list-style-type: none"> • we prefer challenging tasks whose outcome reflects our approach 	<ul style="list-style-type: none"> • we seek satisfaction from doing better than others
<ul style="list-style-type: none"> • we gain satisfaction from personally-defined success at difficult tasks 	<ul style="list-style-type: none"> • we emphasise competition, public evaluation
<ul style="list-style-type: none"> • we talk to ourselves: when engaged in a task we talk ourselves through 	<ul style="list-style-type: none"> • when the task is difficult we display helplessness: "I can't do X"
<i>A concern to improve performance</i>	<i>A concern to prove performance</i>

- On your own, think of two learners you know who seem to differ on this dimension
Do you have a different orientation for supporting each one's learning?

The hazards of a performance orientation are widely known – including depressed performance. But school and classroom practice make a major contribution, so:

2 Note below some of the aspects of school practice which promote these orientations:



- With colleagues, briefly discuss aspects you have identified, and select appropriate practices which could promote more of a learning orientation.