

## Learners' orientations and school practice

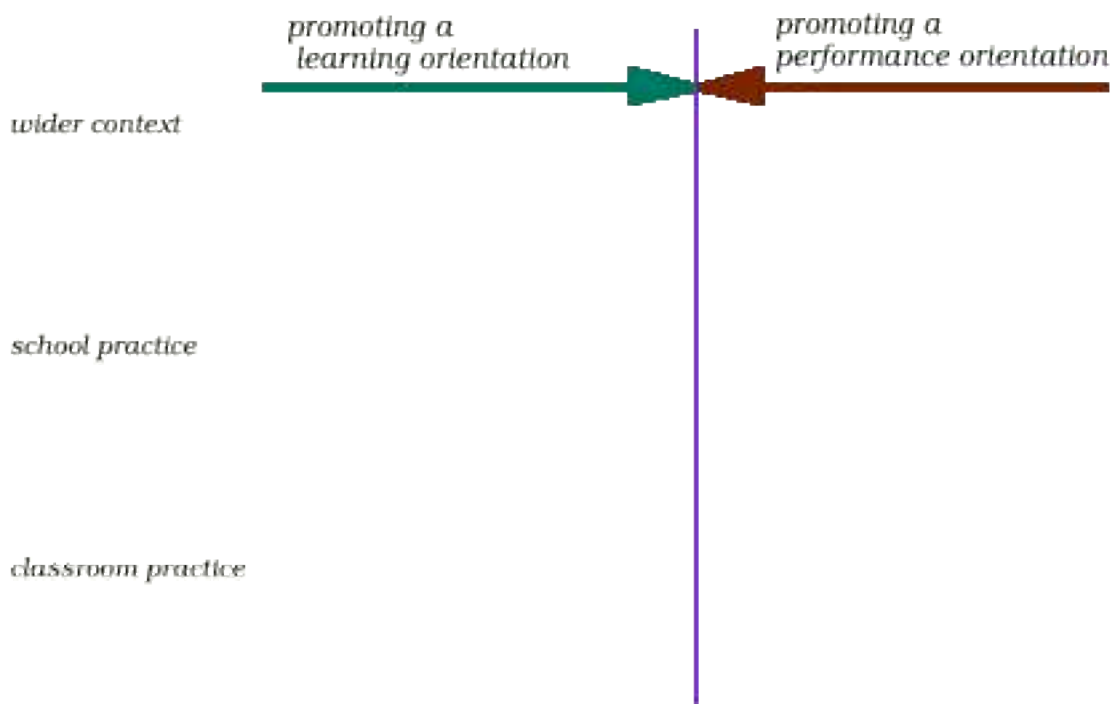
1 All of us as learners can vary on the dimension below:

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