

Accomplishing a Goal

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By Marianne

*Payton jumps from the
tree independently . . .*



"I did it Marianne" you came you to tell me excitedly today Payton. "I jumped by myself, come and see" and you pointed to the pohutukawa tree. I know that this is a challenge that you have been working on for awhile now Payton. I have supported you previously as you have climbed the tree balancing on the branches that form a V, before jumping off with the help of holding my hand. And so I was really excited to see your excitement at conquering this jump independently.

Over we went to the pohutukawa tree and up you climbed, looking to see if I was looking - of which I certainly was! Balancing on the branch you leapt off with a great jump landing on the mat below. Rolling over with a smile you were back up and ready to line up to jump again. Fabulous Payton!

And I think your enthusiasm was catchy. Very soon a group of children gathered around to join in with your tree jumping today.



Learning Happiness



What learning am I noticing here for Payton?

What a fabulous achievement Payton is recognising in her learning - she is excited and enthusiastic about her accomplishments and this comes from her strengthening dispositions of courage and perseverance as she continued to revisit the tree jumping that was a challenge for her. Carol Dweck writes of the importance of learning goals (as opposed to performance goals) where good learners strive to increase their competence, to master something new, attempting tasks for which success is uncertain. And this is what is highlighted to me in Payton's sharing in her excitement of her learning today. Payton was motivated to return and keep trying at this challenge because this was important to her and in this way she is building her Resilience and learning of the joy that comes with accomplishing a challenge.

"It is not just learning power that gives young people the tools to cope with uncertainty; learning is a deep and pleasurable urge in its own right. People seek out activities that will stretch and challenge them Young people are not different: they are inventive and enthusiastic learners. They will work hard to pursue their projects and will spend hours practising their dance steps They love the feeling of energy, absorption and satisfaction that such learning delivers"

What is education for? Is it for pouring facts and formulas into students heads, or is it for creating learners?



An environment that emphasises evaluation and testing creates a fixed mindset. That is, it sends a message that intellectual abilities are fixed and that the purpose of school is to measure them.

Learning Goals and Performance Goals Carol Dweck (1999, 2006)

When children are oriented towards **learning goals** they strive to increase their competence, to understand or master something new, attempting tasks for which success is uncertain.

When children are oriented towards **performance goals** they strive to gain favourable judgements of their competence or to avoid negative judgements. They are reluctant to attempt tasks for which success is uncertain.