

Volition Year 7 and 8 Volition Workbook – Draft

A Student Learning, Growth and Development Resource
Draft Consultation Document

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Contents

Volition	4
Anthony's story of volition	4
Understanding more about you and what you would like to achieve	6
Self-efficacy	15
Anthony	16
Self-determination	17
Anthony's self-determination	18
Self-regulation	19
Anthony's self-regulation	19
Self-regulation and emotions	20
Moving schools: managing change, challenge and opportunity	22
Belonging	25
Daiyu's challenge	25
Emile's story of resilience	27
Changing schools: same, but different	29
Self-reflection – finding time to think about the past, present and your future	30
Sarah's vision for her future career	30
Personal strengths	32
Learning, growth and development	35
Growth mindset	36
Purpose	38
Remember Sarah?	38
Motivation	39
Principles	40
Process	42
Practice	46
Learning preferences	47
Multiple intelligence	49
Solutions focus	51

Decision-making	52
Sarah's decision.....	52
Bias	54
Sarah's challenge.....	55
Habits	56
Routines	58
Being Resourceful	59
Ash Barty is resourceful.....	60
Feedback	61
Ash Barty uses feedback to learn, grow and develop.....	62
Goal setting	63
Dileep's goal ladder.....	65
Personal best goals	70
Sarah's personal best.....	70
Success	72
Good luck	73
Glossary	74

Volition

The purpose of this workbook is to help you achieve what is important to you. It's full of ideas and ways to build your confidence and capability to take more control of your future – to demonstrate volition.

Ideas in this workbook may be new to you. To help you understand these ideas a **Glossary** has been provided at the end of the workbook. Words that can be found in the Glossary are in **bold** font. For example, the word volition may be new to you.

Volition is your ability to make choices and act in ways that you determine – that are in your interests. It is a powerful force that can provide you with great benefits when used wisely and with skill.

Volition also contributes to your sense of **wellbeing** by increasing your **agency** – the ability to create opportunities that positively influence your experiences and outcomes.

People who demonstrate volition often have a strong sense of **purpose**, are guided by **principles**, have clear **goals** and are **persistent**. They know what they want to achieve, why it is important, and how to get to where they want to be.

They don't wait for other people to decide for them, or expect that others will give them what they want. Instead, they plan for and work towards their goals with determination and **persistence**. These people create their own futures (with the support of others, when required). They don't compare themselves to others – they work towards what is important for them.

They believe in their ability to learn, develop and grow (even when things may be challenging), and use their strengths to achieve their personal best. They use **self-reflection** and **feedback** to monitor and evaluate their progress.

Anthony's story of volition

Anthony did what he had to, but not much more. Things just seemed to happen around him. He often felt like he was a passenger going along for the ride. That was okay, but it wasn't great either.

One day Anthony started thinking about what was ahead for him – what his future might be. He realised that if he continued to be a passenger he wouldn't have any control over where he was heading – in fact, he could end up anywhere.

Anthony thought this could be a bit risky – what if he ended up in a place he didn't want to be? He started to feel uncomfortable about his future and decided he needed to take more responsibility and control – to have more agency and demonstrate volition.

Anthony started to think about what was important for him and the goals he wanted to achieve. It took a little while for him to work through some of these big questions. Along the way he spoke with people he trusted about his challenges, opportunities, concerns, hopes, aspirations and goals – what was important to him.

Just starting to think about how he could take more control made Anthony feel better about his future. He began setting small goals that he worked towards achieving one step at a time. Every time Anthony achieved a small goal it gave him the confidence to set another goal. Before long, he felt like he was taking more responsibility and control – making good decisions and acting upon them to determine his future, rather than being a passenger.

On a scale of 1–5, what level of confidence do you have that you can take more control of your future? Circle the number in the box that best represents you.

1 I am not confident I can take more control of my future	2 I am somewhat confident I can take more control of my future	3 I am not sure that I can take more control of my future	4 I am mostly confident I can take more control of my future	5 I am very confident I can take more control of my future
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What would give you even greater confidence to take more control of your future – to demonstrate volition?

What benefits would there be for you in taking more control of your future?

This workbook is all about increasing your ability to demonstrate volition – to achieve what is important to you.

If you have a sense of purpose, and are positive and **persistent**, almost anything is possible.

The more you practise volition, the better you get at demonstrating it!

Understanding more about you and what you would like to achieve

A better understanding of your purpose, aspirations, motivations, strengths and interests will assist you to demonstrate volition – to make choices and act in ways that you determine are in your best interests. To achieve what is important to you!

This workbook will provide you with an opportunity to investigate these ideas more closely.

So, to begin the process, complete the following survey to find out more about yourself. Your responses will also provide your teachers with information that will help them to better support you to achieve what is important to you!

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	
I am positive about my future						What is your vision for your future?
I feel I can take responsibility for my future						How can you take responsibility for your future?
I believe I can learn, grow and develop						What will assist you to learn, grow and develop?
I know what I would like to achieve						What are your goals?

I am confident that I can achieve my goals						How can you achieve your goals?
I try to find purpose in the things I do						How do you look for purpose in the things you do?
I have principles that guide my behaviour						What are your guiding principles?
I often strive to achieve my personal best						When are you at your personal best?
I understand my strengths						What are your strengths?
I can adapt when things change						How do you adapt when things change?
I am persistent – even when faced with challenges						When are you most likely to demonstrate persistence?

I feel like I belong						What makes you feel like you belong?
I look for support when I need assistance						When are you most likely to need support?
I know what is important to me						What is important to you?
I know what I like						What do you like?
I know what I dislike						What do you dislike?
I understand my biases						What are your biases?
I can manage my biases						How do you manage your biases?
I plan before I decide to act						How do you plan before deciding to act?

I know what triggers my emotions						What triggers your emotions?
I can manage my emotions						How do you manage your emotions?
I notice when I begin to feel stressed						What do you notice when you are stressed?
I know what causes me stress						What causes you stress?
I am good at managing stress						How do you manage stress?
I value learning						What do you value about learning?
I like to learn by hearing and talking about things						What are the things you like to hear and talk about?

I like to learn by reading and writing about things						What are the things you like to read and write about?
I like to learn by seeing and visualising things						What type of things do you like to see or watch?
I like to learn by doing and making things						What types of things do you like to do or make?
I like to know how things work						What type of things interest you?
I like to make connections between things						What type of connections do you like to make?
I like creating ideas						What type of ideas do you like to create?
I like to solve problems						What type of problems do you like to solve?

Doing a good job is important to me						Why is doing a good job important?
Feedback is important to me						Why is feedback important to you?
I like to work by myself						What do you like about working by yourself?
I like to work with others						What do you like about working with others?
I like to share my ideas						What do you like about sharing your ideas with others?
I value friendship						What do you value about friendship?
I like to be a leader						What do you like about being a leader?

I like to follow another person's lead						What do you like about following another person's lead
I like to help others to achieve what is important to them						What do you like about helping others?
I value difference and diversity						What do you value about difference and diversity?
I can see things from another person's perspective						What are the advantages of seeing things from another person's perspective?
I am good at managing conflict						How do you manage conflict?
I like to be organised						What do you like about being organised?
I am good at managing my time						How do you manage your time?

I am into sport						What do you like about sport?
I am into visual art						What do you like about visual art?
I am into performance art						What do you like about performance art?
I am into music						What do you like about music?
I am into nature and the environment						What do you like about nature and the environment?

How would you describe yourself – what are your qualities?

The way you see yourself is important. It influences your ability to demonstrate volition – to take control and achieve what is important to you.

So, how would you describe yourself?

Choose four words that best describe you and your qualities. For example, adventurous, caring, and responsible.

Okay, over to you!

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The way you see yourself now is not the way it always has to be.

Choose four more qualities you will need to demonstrate volition – to make choices and act in ways that you determine!

For example, being more persistent, curious, and thoughtful.

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Great! The challenge now is to build these qualities through being mindful (aware) of the way you think and act. The more often you use these qualities, the stronger they become, and the more confident you become in using them. And the stronger they are, the greater your chance of demonstrating volition.

For example, being more persistent could assist you to demonstrate volition.

You may be able to increase your persistence by sticking with things, even when they get hard; and by finding different ways to achieve your goals, and recognising and celebrating your efforts and progress.

Okay, now it's your turn. Choose one of the qualities you will need to demonstrate greater volition and explain how you could strengthen it.

What benefits would you notice?

Self-Efficacy

Self-efficacy is belief in your ability to influence what's happening around you – including your future.

People with low self-efficacy believe they have little or no influence on what is happening around them – they have little or no control.

People with high self-efficacy believe they have a big influence on what is happening around them – they have high levels of control.

How would you rate your level of self-efficacy?

1 I have little ability to influence what is happening around me	2 I have some ability to influence what is happening around me	3 I am not sure of my ability to influence what is happening around me	4 I have a reasonable ability to influence what is happening around me	5 I have a lot of ability to influence what is happening around me
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An important part of self-efficacy is being aware of what you can and can't control.

Take responsibility for controlling what you can, and let go of what you can't.

Self-efficacy is not a constant – it is always changing.

You can build your self-efficacy by:

- being kind to yourself
- putting things into perspective
- using your strengths
- doing things you like

- having positive conversations with yourself – talk yourself up, not down
- setting goals
- recognising and celebrating your efforts and achievements
- comparing your progress against your own past results, not against the results of others.

Everybody experiences low self-efficacy at different times. The challenge is not to accept this always has to be – if you notice it, you can change it.

Anthony

Anthony used goal setting as a way of taking more responsibility for his future. He focused on what he could control, and he let go of what he couldn't.

Anthony decided to focus on achieving his best possible results at school, so that he would have career options when he finished. He didn't want to be left with no choice or little choice – with no control.

So, he began to set goals around completing his homework, and getting his assignments in on time – things he could control. Sometimes he needed to connect with other people to assist him with achieving his goals, but each goal he achieved gave him the confidence to set another goal.

Each achievement increased Anthony's self-efficacy – the belief that he could influence what was happening around him. Anthony accepted responsibility for his future, and he felt confident that goal setting would help him to achieve what was important.

How could you build your self-efficacy?

What benefits would you notice?

Self-Determination

Self-determination is similar to volition in many ways – it's the ability follow a pathway of your own choosing.

People who are self-determining have a strong sense of purpose, are guided by principles, and set goals to achieve what is important to them. It contributes to building their self-efficacy and improving their wellbeing.

Self-determination requires a high level of responsibility and self-reliance. This doesn't mean you shouldn't reach out for support when required – it means that you're responsible for managing the consequences (both good and bad) of your choices.

As a young person, you may have had important choices made for you, but as you grow and develop you will seek greater self-determination.

Making good decisions (choices) builds trust in your capacity to become more self-determining. Your ability to manage the consequences of your choices builds even more trust.

How would you rate your level of self-determination?

1 I don't demonstrate self-determination	2 I demonstrate self-determination where I can some of the time	3 I am not sure if I demonstrate self-determination	4 I demonstrate self-determination where I can most of the time	5 I demonstrate self-determination where I can all of the time
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Anthony's self-determination

Anthony had relied upon others to make decisions for him – choosing the pathway for him to follow.

He noticed this began to change when he started taking more responsibility for his thinking and behaviour. People around him noticed that Anthony was making good decisions and becoming more self-directed. He relied less on people telling him what to do. When he could, he worked it out for himself; when he couldn't, he asked for support.

When things didn't work out quite the way he would have liked, he took responsibility for the consequences and learned from the experience.

The more self-determination Anthony showed, the more opportunities he was provided with to choose his own pathway. Having more control and demonstrating greater self-determination made Anthony feel good about himself.

Anthony built trust with others to demonstrate self-determination.

How could you build trust with others to become more self-determining?

What benefits would you notice?

Self-regulation

Self-regulation is the ability to manage your thoughts and behaviour – to take responsibility and control.

It requires you to be mindful – to be aware of your thinking and behaviour. And, it requires you to be flexible – to modify your thinking and behaviour when required.

You may not be able to control all of the things that happen around you, but you can control the way you respond to them.

People demonstrate self-regulation when working towards achieving their goals – what is important to them.

They know what they want to achieve and how to achieve it. They self-regulate to stay on task, stay on track, and adapt (where required) to achieve their goals.

Anthony's Self-Regulation

Anthony realised he needed to be in control to achieve what was important to him. It wouldn't be easy, but he knew he needed to better regulate his thinking and behaviour.

Although he began to set goals around completing his homework and getting his assignments in on time, he noticed he was too easily distracted in class.

Anthony had some good mates and they enjoyed each other's company, but when they sat together in class it was hard for him to concentrate on his work.

Anthony knew things had to change if he was going to get the results he wanted at school. The type of results that would open up career opportunities for him

What could Anthony have done to better self-regulate and stay focused on the work he needed to complete in class?

What could you do to better self-regulate to improve your work at school?

What benefits would you notice?

Self-regulation and emotions

Emotions are strong feelings that can become overwhelming, and could result in you being unable to function well.

Emotions include feelings like anger, fear, sadness and joy.

Emotions can be aroused by triggers – things that result in a strong reaction. In this case, it's a strong emotional reaction.

When you can identify emotional triggers, you are in a better position to:

- recognise the triggers (and be aware of the potential for a strong emotional reaction to them)
- avoid the triggers
- manage your response to the triggers.

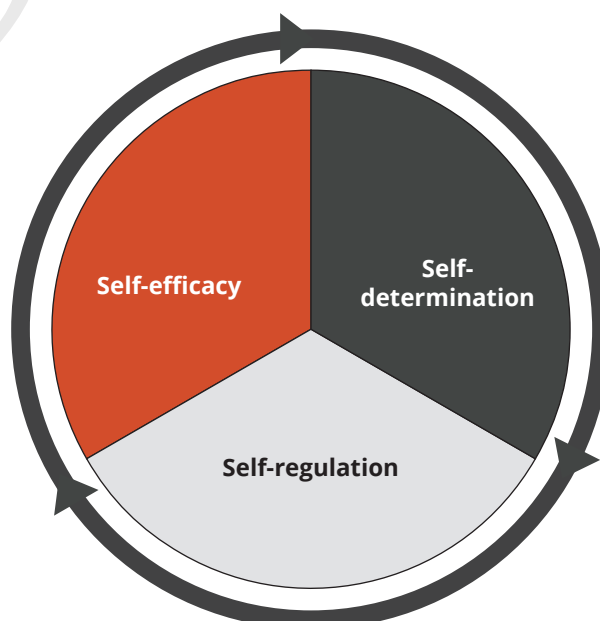
Managing your emotional reaction to triggers is an example of self-regulation.

So, what triggers your emotions and how could you better manage your reactions (some examples are provided)? Please feel free to add any emotions that have not been covered in the table.

Emotion	Trigger	Self-regulation strategies
Anger	Lack of fairness, rudeness, discrimination, confrontation	Think about your thinking Don't respond immediately Talk it over with someone you trust Provide a calm and considered response If somebody else is the victim, be an upstander
Fear		
Sadness		

Self-efficacy, self-determination and self-regulation work together to create volition –they are complementary.

Strengthening one of them strengthens the others.



Moving schools - managing change, challenge and opportunity

Many of the ideas covered so far may be useful when starting at a new school.

Schools can be similar but also very different, and moving schools can be a time of change, challenge and opportunity.

Sometimes change can create opportunities that are exciting, and motivate you to achieve your personal best.

At other times change can be challenging, which could cause you to feel a little stressed. But not all stress is bad. In manageable amounts, stress can energise you to perform at your best – like when you're competing in a sporting event, performing in front of an audience, or preparing for an exam.

It's when stress is ongoing and difficult to manage that it can have a significant impact upon your wellbeing – your physical, psychological, social and emotional health.

The causes of stress for one person may not be the same for another person.

Common causes of stress can include:

- experiencing change
- feeling as though you have no control
- feeling unsafe
- bullying or peer group pressure
- family problems
- school results
- thinking negatively about yourself
- a traumatic event

It is important to recognise when you're experiencing significant levels of stress, which could be unhealthy.

Common signs of significant stress include:

- headaches
- irritability
- poor concentration
- compulsive behaviour
- rapid heartrate
- sweating
- loss of appetite
- stomach upset
- lack of energy
- sleep disruption

Rate your ability to recognise signs of stress:

1	2	3	4	5
I can't recognise when I am experiencing stress	I sometimes recognise when I am experiencing stress	I am not sure I recognise when I am experiencing stress	I usually recognise when I am experiencing stress	I always recognise when I am experiencing stress

It is also important to identify what causes stress – its triggers. When you can identify the triggers, you are in a better position to avoid them.

When you can't avoid triggers, you could implement strategies that minimise the impact of stress, such as:

- connecting with people in positive ways
- adopting a positive attitude and avoiding catastrophising
- organising your time and prioritising your commitments (avoid procrastinating)
- creating routines to manage things you must do and can't avoid, such as preparing for exams
- finding time for doing things that make you happy
- building relaxation time into your day
- exercising regularly, eating well and getting enough sleep.

How would you rate your ability to manage stress?

1	2	3	4	5
I don't manage stress well	Sometimes I manage stress well	I am not sure I manage stress well	Usually I manage stress well	I always manage stress well

So, what are your stress triggers?

What do you notice when you are experiencing stress?

How do you manage stress?

Complete the table below (an example has been provided).

Trigger	Stress response	Management strategy
Exams	Worry a lot Find it hard to sleep Can't concentrate Get an upset stomach	Put the exam into perspective – the world won't come to an end if I don't do as well as I would like Prepare for the exam, be positive and know that I can only do my best Eat well, get some exercise, and get to bed at a reasonable time before the exam

When stress feels overwhelming, you may need to seek support by:

- talking to a family member, trusted friend, or teacher
- speaking with your doctor
- contacting Kids Helpline at <https://kidshelpline.com.au/> or headspace <https://headspace.org.au/>

Belonging

The need to belong is a part of being human. We all want to feel like we belong.

Belonging creates feelings of acceptance, inclusion, and of being valued. It makes you feel good about yourself and your relationships, which contributes to your wellbeing. A sense of not belonging can be stressful, and negatively impact on you.

A sense of belonging does not exist by itself – it has to be created through building connections and developing relationships. This could take some time and effort, but the benefits of persisting are worth it.

Your sense of belonging could change with your circumstances. For example, moving to a new school may impact upon your sense of belonging. Initially you could feel less connected at your new school and you may need to develop new relationships.

Be mindful that people will connect with you when you are positive and approachable. Once connected, there may be a mutual benefit in developing a stronger relationship.

To create a sense of belonging:

- try new things and meet new people to work out where and how you 'fit in' – the connections
- seek out people who share your principles, interests, goals and aspirations
- learn to see the world from different perspectives to build your understanding of what it is to belong
- contribute to others' sense of belonging, which then can be reciprocated.

Daiyu's challenge

Daiyu moved to a new school and felt a little overwhelmed. She didn't know many people, and she wasn't sure she fitted in.

She began to lose confidence and felt a little isolated.

Daiyu's mother suggested she look out for opportunities to connect with people at school. That's when Daiyu realised it was up to her to find her place and build a sense of belonging, and that it wasn't going to happen without her making an effort.

Acting on her mother's advice, Daiyu discovered an opportunity to join the school band. Through the band, Daiyu connected with a lot of different people who shared her interest in music.

The new relationships Daiyu developed by joining the band created opportunities for her to connect with people who shared some of her other interests.

Over time, Daiyu began to feel more comfortable and confident about how she fitted in at the school, which increased her sense of belonging.

Daiyu found support from her mother to assist her with fitting in to her new school.

Who else could have provided Daiyu with support?

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-
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Daiyu joined the school band. What else could Daiyu have done to connect with people at her new school?

What can you do to connect with people at your school?

Resilience

Resilience is the ability to bounce back after experiencing adversity (difficulty) in positive ways that maintain your wellbeing.

People can often demonstrate resilience when dealing with challenges associated with change.

Emile's story of resilience

Emile liked to be organised. This was fine when everything went to plan, but if things changed for some reason (and didn't go to plan) it caused him stress.

Whenever this happened, Emile felt anxious and started to become a little panicky.

This didn't help Emile in managing the challenges that sometimes come with change.

Emile realised he needed to do something – to demonstrate more resilience when things didn't go to plan. After all, feeling stressed and panicking didn't seem to solve anything. In fact, it only added to the challenge and made him feel even more stressed.

Emile heard about Kids Helpline at school (<https://kidshelpline.com.au/>) and decided to see if it could help him develop his resilience. He found a lot of helpful information on the website. He also found out how to connect with support using the site's webchat function, or by making a phone call to Kids Helpline.

Emile realised he needed to work on his mindset and build his capability to manage change. So, he set goals to build his resilience and worked towards achieving them. One goal Emile set was to become more positive about what he could control, and to let go of what he couldn't control.

Each goal Emile achieved contributed to building his resilience.

Although things weren't always perfect, he felt stressed a lot less often. It even gave him the confidence to step out of his comfort zone more often.

Emile turned the challenge of change into an opportunity for learning, growth and development. He demonstrated volition and agency by setting goals to build his resilience.

This allowed Emile to take on more challenges with greater confidence, which created more opportunities for learning, growth and development.

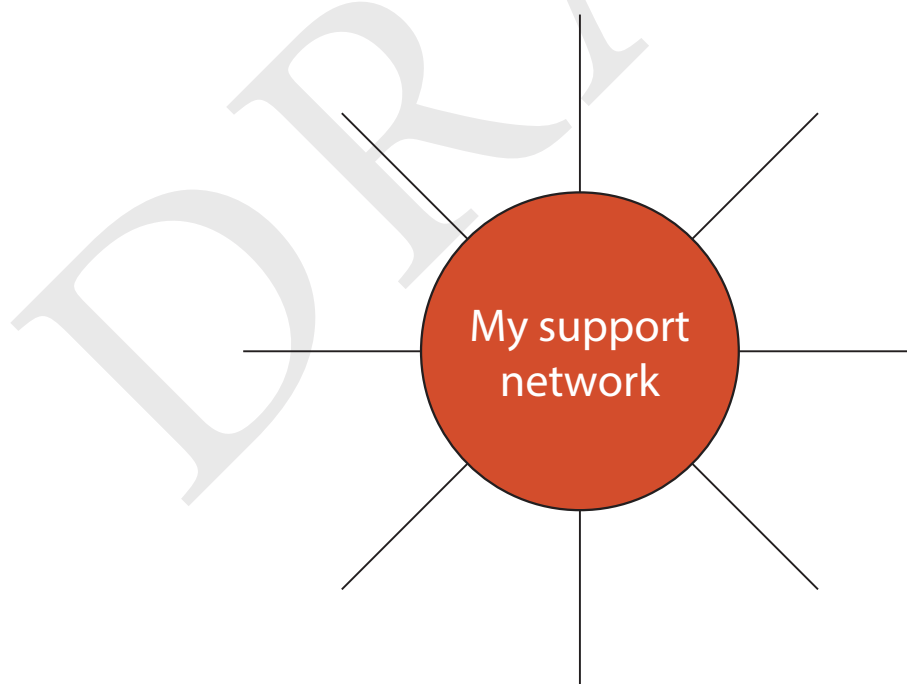
When have you turned the challenge of change into an opportunity for learning, growth and development? What did you do?

How did you benefit from this experience?

Remember: like Emile, you can reach out to find support when change and challenge may seem a little daunting.

So, who is part of your support network? Who could assist you to manage change (for example, moving schools) and the challenges that come with it?

Please feel free to add lines to the diagram below that represent your support network:



Remember: when requesting assistance, where possible, be specific about the type of support you need.

As we touched on earlier, schools can be similar, but also very different.

What challenges and opportunities do these similarities and differences create?

Who in your support network could assist, if required?

Similarities/ differences between schools	Challenges	Opportunities	How could you manage challenges and maximise opportunities?	Who in your support network could assist you, if required?
E.g. Having more than one teacher	Getting used to each teacher's expectations	Greater variety in the way things are taught	Be open to new ways of learning, and ask questions	Year Adviser, class teachers, school friends, parents

Self-reflection – finding time to think about the past, present and your future

Self-reflection is like looking into a mirror and describing what you see. And not only what you see today, but what has happened in the past, and what is possible for you in the future.

Self-reflection is a process that builds self-awareness to identify what is important for you, what you have achieved, and what goals you aspire to achieve.

Self-reflection often coincides with change – times when you may be pushed a little outside your comfort zone.

Moving schools is one of these times of change – when you are challenged to adapt to a new set of circumstances, develop new insights and understandings, and build new relationships.

Although moving school can seem a little daunting, it is also a new beginning.

It provides you with a chance to look at where you have come from, where you are heading, and what you may need to do to get to where you want to be.

It's an opportunity to imagine what is possible, and to develop the mindset and build the capabilities to achieve your vision for the future.

Have you thought about your future?

Where you might be heading?

What could be possible?

If you were to imagine your future (create a vision), what would it look like, sound like and feel like?

There is a saying that 'you can't be what you can't see'. The clearer and more compelling your vision, the more motivated you will be to set goals that achieve it.

Sarah's vision for her future career

Sarah began to think about what the future would be like for her. She was a little unsure. One thing Sarah did know was that she wouldn't be at school forever. That thought was exciting, and a little daunting.

Over time, Sarah began to realise her future was her responsibility – it was for her to create. Sure, she could get support from others along the way, but nobody could create her future for her (well, not necessarily the one she would like).

So, Sarah started to wonder what she would like to do once she finished school – the type of work she would find inspiring, worthwhile and satisfying.

She began to imagine what was possible.

Sarah decided she would like to work with her hands and to build things – she liked to be active. Sarah also preferred to work with other people – she liked being part of a team.

Sarah created a vision for a career after she left school. She could clearly see herself at work building houses with a construction team. She could sense the satisfaction of working with others to build homes that people admired, appreciated, and valued.

Sarah reflected upon where she was, where she wanted to be, and what was required to get there. She began to set goals to achieve her vision.

What benefits are there for Sarah in creating a clear and compelling vision for her future career?

What goals could Sarah set to achieve her vision?

How could Sarah's vision for a career in the building industry influence her approach to school?

Okay, over to you!

What could your future career look like, sound like, and feel like – what's your vision?

What goals could you set to achieve your vision?

Remember that it doesn't matter if your vision changes.

The important thing is that you imagine what is possible and work towards achieving it.

So, you have created a vision for your future career. You could also create a vision for other aspects of your life, such as your connection to culture; your lifestyle; or your participation in sport and recreation activities, the creative and performing arts, or the visual arts – any area in which you aspire to achieve.

Once you have a clear and compelling vision, you can begin to set goals to achieve it.

Personal strengths

Earlier we looked at how you would describe yourself – your qualities. Some of these qualities could also be strengths.

That's right – you have a set of personal strengths you can use to achieve your vision and goals.

Your strengths are not always obvious to you, but they may be to others. Self-reflection can help uncover your strengths, and use them more often.

The more often you demonstrate your strengths, the better you become at using them.

Everybody has a set of personal strengths, but not everybody has the same set of strengths.

And one particular set of strengths is not better than another – they're just different.

These differences can be an advantage when people team up to achieve shared goals – their strengths combine to create a powerful force to accomplish what is important.

Earlier we looked at how Emile developed resilience to better manage change, and the challenges that can come with it.

Resilience is an example of a personal strength.

Other examples of personal strengths include:



Identify your personal strengths in the table below. You can choose from those listed above or you can add new strengths. Explain how you demonstrate these strengths and the benefits that come with them.

Personal strength	How do you demonstrate this strength (what does it look, sound, and feel like)?	What benefits do you notice when you use this strength?

Now, identify three of your personal strengths and explain how you could use them to manage the challenges associated with changing schools.

Personal strength	How could you use these strengths to manage the challenges associated with changing schools?

Remember that personal strengths are like muscles – the more you use them the more powerful they (and you) become!

Learning, growth and development

Learning occurs when you develop the mindset and capability to change the way you think and act. Learning allows you to continually evolve and adapt to change, challenge and opportunity in positive ways to achieve your vision and goals.

School is a great place to build upon the learning from your life experiences.

A move to a new school involves change and challenges, but it also provides opportunities to reinvent yourself – as a person and a learner.

Learning is a skill you can develop through practice over time – in other words, you can learn to learn.

There is no secret to learning (sometimes it's just hard work!):

1. Adopt a growth mindset
2. Establish the purpose for learning, set learning goals and measures of success.
3. Identify the process required to be learned.
4. Practise the process with persistence.
5. Monitor your progress and use feedback to improve your learning.

Some of this may be new to you – so let's unpack it!

Growth mindset

Your mindset influences your learning, growth and development.

People with a Growth Mindset believe they can increase their skills and abilities by learning through practice over time.

People with a Fixed Mindset believe their skills and abilities are pre-determined and can't be changed (in other words, they're not able to learn).

But surely everyone has the ability to learn?

Yes, of course, and mindset is a choice.

If you believe you can learn, there is every chance you will!

If you don't believe you can learn, you probably won't!

Growth mindset	Fixed mindset
Learning and achievement is the result of effort	Learning and achievement is the result of natural ability and/or good luck
Don't give up when you are faced with challenges to your learning	Give up when you are faced with challenges to your learning
Mistakes are part of the learning process	Mistakes are personal failings
Feedback improves learning	Feedback is taken as a personal criticism

A person's choice of mindset can change depending upon the learning context.

For example, a person may believe in their ability to learn carpentry skills, but not in their ability to learn mathematical problem-solving skills.

A person may commit to regularly practising carpentry skills, but choose to avoid practising mathematical problem-solving skills.

So, they end up getting the results you'd expect – an improvement in their ability to demonstrate carpentry skills, and probably no improvement in their ability to solve mathematical problems.

Interestingly, carpentry requires mathematical problem-solving skills, such as measuring lengths, calculating the area of shapes, or estimating volumes. So, to be good at carpentry, you have to be pretty good with solving practical mathematical problems.

So, it's all in the mind!

Change the mindset, change the result!

So, what mindset do you tend to choose?

1 I adopt a fixed mindset to learning	2 I adopt a fixed mindset to learning most of the time	3 I am not sure of the mindset I adopt to learning	4 I adopt a growth mindset to learning most of the time	5 I adopt a growth mindset to learning
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To increase the likelihood of choosing a growth mindset you can:

Create a purpose for learning and set learning goals	You are more likely to be motivated when learning has purpose, and you target improvement
Be brave and take risks with your learning	Learning requires you to step out of your comfort zone – accept that you are going to make mistakes
Think about your thinking	Be aware of your thinking and avoid dwelling on negative thoughts and false conclusions – be positive
Choose your attitude	Only you can choose your attitude. You can be positive and determined, or you can look for excuses and blame others
Aim for your personal best	Measure your achievements against your past performance – not against the performance of others. It is all about you achieving your personal best, and the benefits that come with it
Focus on process	Focus on the process to be mastered for learning (how you will learn) to achieve the best results

Choose one of the strategies identified in the table above and explain how you will use it to further develop your growth mindset.

Purpose

Learning occurs when you develop the mindset and capability to change the way you think and act.

Purpose creates the motivation (the desire) to learn by identifying its benefits.

Sometimes, the greatest challenge is not what you are required to learn, but finding a purpose and motivation for learning.

Unfortunately, some people only discover their purpose for learning when it is too late, and the opportunity has passed them by – an opportunity that may be lost.

You can create purpose through establishing learning goals.

Remember Sarah?

Sarah created a vision for a career after school. She could clearly see herself at work building houses with a construction team. She could sense the satisfaction of working with others to build homes that people appreciated, valued and admired.

Sarah reflected upon where she was, where she wanted to be, and what was required to get there. She began to set goals to achieve her vision.

Sarah found a new sense of purpose for learning and her mindset changed.

Instead of just turning up to classes and filling in time, she made links between her learning and her career choice – her future.

One of Sarah's learning goals was to improve her results in maths. She knew that maths skills would be important in the building industry.

As a result, Sarah was motivated to achieve her personal best more often to achieve what was important for her.

Sarah realised that what she learned today would become even more valuable to her in the future.

Do you find purpose in what you learn at school?

1 I don't find any purpose in what I learn at school	2 I find some purpose in what I learn at school	3 I am not sure I find purpose in what I learn at school	4 I find purpose in what I learn at school most of the time	5 I definitely find purpose in what I learn at school
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To find more purpose in what you learn at school:

- adopt a growth mindset
- set learning goals
- be a curious learner – ask questions
- be an active learner – get involved
- be a reflective learner – think about your thinking and your learning
- have fun with your learning
- connect your learning to the real world
- imagine what is possible for your future and relate your learning to it

Choose one of the strategies above to find more purpose in what you learn at school, and explain how you will use it.

Motivation

Motivation is the desire to achieve – the need, the urge, the hunger.

People are most motivated when they find a clear and compelling purpose that comes from deep within (intrinsic). Motivation can also be strong when a goal benefits others.

People can also be motivated by external (extrinsic) rewards like awards, trophies, and prize money, but this type of motivation is rarely as strong and enduring as intrinsic motivation.

Finding the motivation to achieve your goals is one of the secrets to success.
So, what motivates you?

What have you noticed when you are motivated?

One way to maintain high levels of motivation is to set goals that challenge you to achieve your personal best!

How do you maintain your motivation?

Principles

If learning occurs when you develop the mindset and capability to change the way you think and act.

And purpose creates the motivation (the desire) to learn by identifying its benefits.

Principles guide your learning, growth and development.

Principles (or values) are like a personal GPS, which can assist you to head in the right direction. They are part of your **belief system** and contribute to an understanding of who you are as a person and what you value.

When you don't live by your principles you can feel like you have let yourself (and others) down.

For example, if you had fairness as one of your principles, you are more likely to think and behave in ways that are fair. This could include:

- playing by the rules
- treating everybody with respect
- ensuring everybody gets a fair opportunity
- speaking up when someone is being treated unfairly
- looking after other peoples' interests, as well as your own

In this example, how would you feel if you behaved unfairly?
How do you maintain your motivation?

Some other examples of principles include:

Honesty

Equity

Integrity

Selflessness

Authenticity

Acceptance

Justice

Responsibility

Reliability

So, what are your four most important guiding principles? How do they influence your thinking and behaviour?

You can choose your guiding principles from the list above or choose your own to complete the table.

Principle	Examples of how it influences your thinking and behaviour

Whenever you act with purpose you should be mindful that you are also acting with principle. Purpose provides the motivation to act, and principles guide how you act.

Process

Learning occurs when you develop the mindset and capability to change the way you think and act.

And purpose creates the motivation (the desire) to learn by identifying its benefits. While principles guide your learning.

Process is how you learn.

A process is a series of actions or steps that are organised in a way to achieve a goal.

For example, cooking a meal requires a process to ensure the finished product achieves the goal of being tasty, nutritious, and safe to consume. The process for cooking could be communicated by a recipe, or instructions on the packaging of a pre-prepared meal.

And (usually) after every meal there is washing up to be done.

Even washing up has a process with the goal of maintaining hygiene and safety, and also to ensure you have enough clean glasses, cutlery and dishes for your next meal!

The process you follow may be slightly different, but a process for washing up could look something like this:

1. Prepare the dirty glasses, cutlery and dishes for washing.
2. Fill the sink with hot soapy water
3. Wash the glasses, cutlery and dishes thoroughly to remove any residue.
4. Rinse the items to remove soapy water.
5. Place the washed items on a drying rack.
6. Allow the washed items to air dry, or dry with a cloth.
7. Store glasses, cutlery and dishes in their appropriate spaces for easy access at a later time.

On a scale of 1–5, how effective do you think this process would be to achieve the best results?

1 Not very effective	2 Somewhat effective	3 I am not sure how effective the process would be	4 Mostly effective	5 Very effective
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How could you improve the process to get an even better result?

Now, believe it or not, washing up is a skill that is learned by practising the process time and time again.

You need to get the process right (how you do things) to get the best results. If you are practising the wrong process (or getting the process wrong) you may never achieve the best results – no matter how many times you practise it.

Okay, let's go back to the process for washing up, but this time we'll mix up the order of the process and see whether it still achieves the best results. All the elements in the process are the same, just in a different sequence:

1. Store glasses, cutlery and dishes in their appropriate spaces for access later.
2. Place the washed items on a drying rack
3. Rinse the items to remove soapy water
4. Allow the washed items to air dry, or dry with a cloth
5. Wash the glasses, cutlery and dishes thoroughly to remove any residue
6. Prepare the dirty glasses, cutlery and dishes for washing
7. Fill the sink with hot soapy water

On a scale of 1–5, how effective do you think this revised process would be in achieving the best results?

1 Not very effective	2 Somewhat effective	3 I am not sure how effective the process would be	4 Mostly effective	5 Very effective
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How could changes to the process affect the results?

So, even changing the order of a process can have a significant impact on the results.

Although you may have a clear goal that you are highly motivated to achieve, unless you get the process right, you will not get the best results.

There is a saying that if you ‘master the process, the results will follow’.

This is true wherever you look to improve your results – including your school results. There are processes for writing essays, doing science experiments, making tech projects – the list goes on.

Mathematics is another example. There are processes for addition, subtraction, multiplication, division, finding the area of two-dimensional objects, etc.

When a person finds mathematics difficult it is generally because they are struggling to get the process right, or they are using the wrong process.

It's not the person that's the problem – it's the process.

If you master the right process, the results will follow – it doesn't matter who you are. The more you work on mastering the right process, the better your results will be.

And when you master a process, you can use it with confidence to consistently achieve great results, time and time again.

Okay, here is a mathematical challenge for you.

Describe the process you use to add up the following numbers (I will even give you the correct answer):

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 = 45$$

So, what's the process you used for adding the numbers together?

Now compare the process you used with the process your classmates used to get the correct result. Keep looking until you find somebody who has used a different process.

What was different about the process they used?

How effective was the process they used?

There could be more than one process that gets the correct result – so don't give up if at first you don't succeed!

Practise the process until you have it mastered, and good results will follow!

Practice

Learning occurs when you develop the mindset and capability to change the way you think and act.

And purpose creates the motivation (the desire) to learn by identifying its benefits.

While principles guide your learning.

And process is how you learn.

Then, we get to practice – the doing bit (the what?).

Practice is the repetition of process over time to develop mastery.

Okay, so let's look at a common skill – throwing a small ball.

Although this may sound like a relatively simple skill, it's actually quite a complex process. Throwing a small ball requires the coordination of different muscle groups, balance, power, and accuracy.

Mastering the process requires repeated practice over time to develop mastery.

And people who practise regularly are more likely to master the process and demonstrate skill. They generally throw with more power and accuracy than people who don't practise regularly.

Ever noticed who the best throwers are? They're usually people who play small-ball sports, such as softball, baseball and cricket.

Why? Because they are naturally gifted at throwing small balls? Probably not – they just practise throwing small balls a lot more than other people, because they train for and play a game that uses small balls.

Sure, you may get exceptions to the rule, but they are exceptions.

The requirement to practise can be applied to any skill – playing a musical instrument, learning another language, solving maths problems, making a cake, building a house, reading, writing – the list is as long as the number of skills there are to be mastered.

Usually, there aren't any short cuts – if you want to improve your results, keep practising the process.

Yes, practice can be hard work, but usually nothing worth achieving comes easily.

What skills have you mastered through practising process over time?

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What skills would you like to master?

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So, to develop skill – master the process through practice over time.

Learning preferences

How do you prefer to learn?

There are four learning preferences: visual, auditory, reading/writing and kinaesthetic.

No one preference is better than another – they are just preferences.

And a person may have more than one preferred way to learn.

Learning preference	Characteristics
Visual learners	Prefer learning by seeing information in diagrams, tables, infographics , etc., as well as through video and photography.
Auditory learners	Prefer learning by listening. They may also like to discuss what they are learning with others to clarify their learning.
Reading/writing learners	Prefer learning by reading and/or by using writing to assist them with their learning.
Kinaesthetic	Prefer learning by doing – being active and hands on.

Identify the type of learning preference represented by the following examples:

Learning preference	Examples
	Prefers making summaries of work that can be read many times over to enhance learning
	Prefers learning through practical activities like science experiments
	Prefers learning information using graphs, tables and diagrams
	Prefers participating in class discussions to enhance learning

So, how do you prefer to learn?

Rank your learning preference, with 1 being the highest:

- ☐ Visual
- ☐ Auditory
- ☐ Reading/writing
- ☐ Kinaesthetic

There is a risk your learning preference could dominate the way you approach new learning, which may limit your opportunities to learn.

Be mindful about the way you approach learning, and be curious about learning in different ways – it may create new and exciting learning opportunities for you.

Multiple intelligence

Intelligence is not a simple concept – it has many elements.

In fact, Howard Gardner identified eight different types of intelligence:

Intelligence	Abilities
Visual-Spatial	Drawing, painting, solving puzzles and interpreting diagrams, plans and maps, etc.
Linguistic-Verbal	Reading, writing, speaking, listening, explaining, storytelling, etc.
Logical-Mathematical	Experimenting, analysing, problem solving, etc.
Bodily-Kinaesthetic	Being active and physical – doing, making, constructing, dancing, riding, surfing, playing sport, etc.
Musical	Playing, singing, composing, conducting, etc.
Interpersonal	Interacting effectively with other people – communicating verbally and non-verbally; maintaining positive relationships; seeing things from another person's perspective; mediating and resolving conflict; collaborating and working as a team, etc.
Intrapersonal	Self-manages effectively – mindful, self-aware, self-motivated, principled, self-regulating, etc.
Naturalistic	Understands, values and interacts positively with nature, the natural environment and its interconnectivity with the world.

Like learning preferences, no one type of intelligence is better than another, and a person can demonstrate intelligence in more than one way.

From Gardner's eight intelligences choose three and identify how they best represent your intelligences – don't be shy, everyone is intelligent!

An example is provided for you.

Intelligence	Representation
Naturalistic	I like learning about birds and the different ways they behave. I can pick different birds from their call. I can also identify many birds by sight. I know where different birds nest and the time of year they have their young.

Intelligence cannot be measured by a simple test. So if you don't do well in one exam, don't jump to the conclusion that you aren't intelligent!

Solutions Focus

When you're faced with learning challenges, it can be easy to get caught in the 'can't do' trap, where you focus on what you can't do, rather than what you can do – what's impossible, instead of what's possible.

When you get into this trap you begin to look for excuses that validate your negative mindset – it becomes self-fulfilling.

You dig a hole in which to hide, and you just keep digging to avoid the challenge.

Negativity shuts down creative solutions and limits your ability to deal effectively with challenge.

A more productive approach is to focus on what you 'can do' – what's possible.

Sure, there may be some barriers, but adopt a solutions focus to manage each barrier as you come to it.

It's important to stay in the game – don't give up.

The longer you work towards a result, the closer you are to achieving it!

It has to be a better solution than digging a hole and hiding. After all, you'll have to come out of your hideaway one day!

Consider the following challenges and identify what you could do to manage them in a productive way to deliver better results.

Remember to focus on the solution, not the problem.

Challenge	Possible solutions
Developing friendships at a new school.	
Having two assignments due on the one day.	
Not understanding a concept taught in class.	
Forgetting to hand in a note for an excursion you really want to attend.	

When taking on challenges, adopt a positive mindset and a solutions focus!

Decision-making

You make decisions every day – big ones, small ones and everything in between.

Making good decisions follows a process, and, after all, it's in your best interests to make good decisions.

The process should go something like:

1. Identify the purpose for making a decision – what is the goal of the decision?
2. Establish measures of success.
3. Collect the information and/or evidence required to make the decision (access reliable and evidence-based sources of information, be objective and avoid bias).
4. Evaluate possible alternatives.
5. Select the best alternative – the one that achieves the goal of the decision making process, delivers the best outcomes, and best reflects your principles.
6. Act upon the decision.
7. Evaluate the decision against the measures of success.

Sarah's decision

Sarah aspired to work in the construction industry. She knew she would have to be well prepared for any opportunities that came her way.

This included decisions related to the subjects she studied.

Many of Sarah's friends selected subjects that sounded interesting, but didn't develop the skills required for employment in the construction industry.

Sarah was torn between choosing the same electives as her friends, or selecting subjects that were a better fit for her chosen career. Sarah's friends were important to her, but so was her career goal.

Sarah realised she needed to make an objective decision about which subjects she selected – one that was in her best interests.

Complete the decision-making process for Sarah in the table below.

What is the purpose for Sarah's decision – what is the goal?	
What measures of success could Sarah use to evaluate her decision?	
Where could Sarah find information and/or evidence to assist in making her decision?	
How should Sarah identify the best alternative?	
What should Sarah decide – to select the same subjects as her friends, or subjects related to employment in the construction industry? Or, are there other alternatives?	
How should Sarah act upon her decision? What should she do?	

Like many things, decision-making is a skill that's developed through mastering a process – the decision-making process.

But beware – there are some hidden traps, one of which is called bias.

Bias influences the way you see the world and can affect the decision-making process, sometimes leading to poor results. Bias needs to be considered when making decisions to ensure the process is objective and evidence based.

Bias

Bias is a preference you show when considering and acting upon information.

Biases often exist below your level of awareness (subconsciously), and influence your thinking and behaviour without you realising.

Biases are not necessarily good or bad, but when they don't reflect reality (they are not evidence based) they can be dangerous.

Bias is one reason why two people can see the world in completely different ways.

For example, one person may have a bias towards healthy eating and interpret a food menu in terms of its nutritional value. Another person may have a bias towards taste and may interpret a menu in terms of its flavours.

These different biases (preferences) could influence the decisions each person makes in their choice of meal.

In this example, bias may not have any significant consequences. But this is not always the case.

Unfortunately, some forms of bias can influence the way people are treated, and can result in discrimination and disadvantage.

Racism is one example of a bias that can result in discrimination and disadvantage.

What are other examples where biases can lead to discrimination and disadvantage?

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It can be difficult to deal with situations where you are the victim of bias and discrimination.

At best, the person demonstrating bias may not be aware of it. At worst, they may be aware of it, but deny or ignore it.

Either way, the problem belongs to the person demonstrating bias – they need to take ownership of it and deal with it. If you are a victim, you don't need to accept responsibility for another person's bias.

Where possible, bias should be called out and its impact explained.

This could require the support of someone with experience in dealing with bias – perhaps a teacher, parent, or older sibling.

Unfortunately, calling out bias is not always guaranteed to make a difference to the way people think and act.

Where a person is unwilling to accept their bias, or is unwilling to change their thinking and behaviour, it is important to protect your wellbeing by managing your response.

You could:

- Seek assistance by reaching out to organisations and people trained to support you, such as your school counsellor, doctor, or Kids Helpline (<https://kidshelpline.com.au/>).
- Share your story
- Create a support network
- Become an activist to support change
- Look after yourself by exercising regularly, eating well, and spending time doing things you like

Sarah's Challenge

Sarah often experienced bias when she spoke with people about her goal for a career in the construction industry. She was often told that construction was not a suitable career for girls – it was for the boys.

This didn't upset Sarah too much, except when she felt it resulted in discrimination. Like when she was given a hard time by other students in a construction class at school. She felt she was singled out for being the only girl in the class – that in some way she didn't have the right to be there.

Another time, Sarah found it difficult to get a work placement as part of her construction studies at school. No good reasons were given, but Sarah thought it may have been because she was a girl.

How could bias impact upon Sarah and her goal of a career in the construction industry?

What advice would you give Sarah in dealing with bias and discrimination?

Remember to be mindful of demonstrating bias and take responsibility for the impact it could have on you and others.

Habits

Habits are behaviours that are repeated regularly (often without you knowing it) – sometimes so regularly they can become part of who you are.

Habits can be triggered by events that are not easy to identify. So they can be very hard to notice, and, sometimes, even harder to change.

For example, a person could demonstrate the habit of cracking their knuckles when under stress, coughing when they are nervous, or talking to themselves out loud.

Habits can be a help (good habits) or a hindrance (bad habits), depending upon their impact.

If you are aware of your habits you are in a better position to manage them – to minimise their negative impact and maximise their benefits.

So, what habits do you have? Do they have a trigger? Are they a help or a hindrance? Complete the table below (examples are provided for you).

Habit	Trigger	Impact	Help or hindrance?
I begin assignments as soon as I receive them	Receiving an assignment	I complete and submit my assignments on time	Help
I leave my assignments until the last moment to complete them	Increasing levels of stress force me into completing an assignment	I struggle to complete and submit assignments on time, and it's stressful	Hindrance

Unfortunately, changing or eliminating a habit can be easier said than done.

One useful approach is to replace a bad habit with a good habit. For example, if you are in the habit of eating something sweet after a meal, consider replacing it with a piece of fruit! You would benefit by replacing a less desirable habit with a more desirable habit – and improve your diet!

To assist in developing good habits, you should link them to a goal. For example, to find things more easily, put things away after you use them. To maintain good teeth hygiene, floss and brush twice a day. To reduce pollution, recycle more.

Okay, now it's your turn!

Identify three good habits you could develop and link them with a goal!

Goal	Habit

Routines

A routine is a sequence of activities linked together.

A routine can become a habit when it is practised regularly. And, just like a habit, a routine should have a goal.

Routines save time and mental energy by providing an efficient way of getting things done, without having to think about them too much – particularly things you need to get done on a regular basis.

For example, a routine to achieve the goal of getting your homework and assignments completed on time may include:

- setting a regular time and (quiet) place to complete homework and assignments
- scheduling 25 minutes of work and a 5-minute break every 30 minutes for at least one hour Monday-Thursday
- reviewing due dates and prioritising homework/assignments at the beginning of each homework session
- completing work based on priorities and expected workload
- creating and implementing a plan for completing larger assignments in manageable 'chunks'.

If you don't have a routine you may find completing your homework/assignments on time a little chaotic and stressful, with a lot of last-minute racing around, and a fair bit of panic!

If you have a routine but it's clunky, it can always be adjusted to ensure it works better for you. The more you practise a routine, the easier (and better) it becomes.

So, what's your routine for completing homework and assignments (if you don't have one, it may be the time to develop one)?

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What else could you do to make your routine more efficient?

Routines can help you to resist the urge procrastinate – to put things off. They allow you to get on with the job without having to think too much about what you need to do – you just do it!

Remember that you need to be mindful about the impact of your routines. Keep an eye on whether they are providing the results you are hoping for. If not, they may need to be revised.

Being Resourceful

Unfortunately, things don't always go to plan – even with the best routines. You can always count on challenges popping up here and there.

Resourceful people find ways to turn life's challenges into opportunities. They focus on what's possible instead of being distracted by what's not possible.

Resourceful people set goals and work in flexible and innovative ways to achieve them.

There is a saying: 'when life gives you lemons, make lemonade'. Now that's being resourceful!

To become more resourceful:

- Flip challenges to create opportunities – turn things upside down and look for possible solutions.
- Be open to doing things differently – be flexible, agile and innovative.
- Reflect upon what has worked for you in the past, or what you have seen work for other people.
- Reach out to others to find inspiration and support when required – you can learn from other peoples' experiences.
- Avoid the perfection trap – you should have high aspirations and expectations, but don't get bogged down waiting for a perfect solution.
- Be persistent and resilient – try different solutions until you find one that works for you.

Many people achieve great things through hard work and commitment over many years by being resourceful. The road to success can be long and, at times, bumpy.

Ash Barty is resourceful

Ash Barty is an Indigenous Australian tennis player who reached number one ranking in the world. But it didn't happen overnight.

Ash started at 4 years of age by hitting balls against a wall with a squash racquet. She was so persistent her father took her to a tennis coach, and she began training at age 5. After school each day, Ash would hit a ball against a wall of her house for hours.

Ash showed ability in junior competitions; however, she was told she was too short to be a top-line professional tennis player – but that didn't stop her. After thousands of hours' training, Ash became a very successful junior player.

Things were looking promising for Ash, but deep down she wasn't enjoying the pressure of being a rising tennis star. She started to doubt her ability to be a professional player, which affected her wellbeing.

Ash reached out to her mentor Evonne Goolagong Cawley (also a champion Indigenous Australian tennis player) who provided Ash with advice and support.

Ash decided to quit playing tennis and looked around for other opportunities. She began training for cricket and played in the WBBL for the Brisbane Heat in 2015.

This experience recharged Ash's confidence and improved her wellbeing. She decided to make a return to professional tennis in 2016, but had to begin all over again – with a world ranking of 325!

Ash committed to working hard – hitting balls at training followed by strength and conditioning sessions. She also built a great support team around her to assist in managing the challenges of international tennis. This included a Mindset Coach who worked with Ash to help her accept her imperfections, and to focus on what she could control, not what she couldn't control.

Ash was coached to tell herself positive stories of achievement. These stories were motivating and provided Ash with the confidence to achieve her personal best instead of trying to be perfect. This change of mindset improved Ash's wellbeing, and her tennis!

Ash went on to achieve her goal of being the best tennis player she could be – oh, and at the same time, number 1 in the world!

Do you know of someone who has been resourceful and found ways to turn life's challenges into opportunities? What's their story?

When have you been resourceful and how did you turn a challenge into an opportunity?

What could you do to become even more resourceful?

Feedback

Feedback is information that can help you learn, grow and develop.

It can come from different places and in different ways.

Feedback can come from friends, parents, teachers, and coaches (amongst others) – you can even self-evaluate to create your own feedback.

Feedback can come through informal conversations, formal assessments and reports, and by using technology like video analysis and GPS trackers (and the list goes on).

No matter where it comes from, or who it comes from, you should be open to receiving and using feedback to support your learning, growth and development – it is a gift.

Feedback can provide:

- a measure of your progress towards achieving a goal
- direction on what else may be required to achieve a goal
- encouragement to continue working towards a goal
- recognition and appreciation of your achievements.

People who take control of their learning, growth and development look for feedback.

They connect with people who can assist them and ask questions that invite feedback to improve what they do.

Remember: when asking for feedback, be specific about the type of feedback you require.

No matter whether you're inexperienced, experienced, or expert, feedback is essential for you to be consistently at your personal best!

Ash Barty uses feedback to learn, grow and develop

Ash Barty is an Indigenous Australian tennis player who reached number one ranking in the world. In an article published online by USA Today (<https://www.usatoday.com/story/sports/tennis/2021/07/11/analysis-if-ash-barty-keeps-learning-shell-keep-winning/47394755/>), Ash explains how she uses feedback to improve her tennis, and to help her grow and develop as a person.

In the article Ash explains, 'I'm a firm believer in "everything happens for a reason", the good moments and the tough moments. I think being able to learn from both of them equally is really important as a person, especially as an athlete being able to understand that there are always learnings from every match. From every experience that you need to learn from, there is an opportunity for growth.'

'Being open to that growth is a massive part of my life, both personally and professionally. It's a massive part of my team as well — allowing ourselves to have open communication. Sometimes when it's hard conversations ... it's about trusting each other.'

Ash is open to feedback that informs her learning, growth and development – even when the feedback can be challenging to receive. For Ash, honest feedback from her trusted team provided the direction to make her the best tennis player (and person) she could be.

When have you used feedback to assist with your learning, growth and development?

Where did the feedback come from and how did it assist you?

Where else could you have looked for feedback?

Looking out for and using feedback should become part of everything you do. It can help you achieve what is important to you – your goals and aspirations. Just ask Ash Barty!

Goal setting

A goal is something you would like to achieve – and goal setting is the process to achieve it. Setting goals can increase your:

- motivation
- performance
- resilience
- self-efficacy
- self-regulation
- self-determination

You can develop goal-setting skills through practising goal setting over time. The more you practise goal setting, the better you become at using it, and the greater your likelihood of achieving success!

Once you have mastered the process of goal setting, you can use it almost anywhere to achieve what is important to you – it's almost like having a superpower!

Have you used goal setting before?

1 No – not at all	2 Not very often	3 I don't know how to set goals	4 Sometimes	5 Yes – a lot
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It's great to have big goals that represent your greatest hopes and aspirations.

Big goals can be really inspiring and motivating – for example, mastering a sport, musical instrument, language, hobby, trade, or profession.

Sometimes these goals are so big they need to be broken down into smaller goals, which build upon one another – a bit like a ladder you climb with each smaller goal taking you a step closer to achieving your big goal.

Goals on your ladder should be SMART: specific, measurable, actionable, relevant, and time bound to increase your chances of success.

Specific – the goal has a clear focus or target

Measurable – progress and success can be measured

Actionable – the goal is realistic, challenging and can be acted upon

Relevant – the goal has purpose and is important to you

Time Bound – the goal has a timeframe for its achievement

SMART goals can be developed using the stem:

By (date or time) ... I have/ I am/ I can (goal) ... so that (benefits) ...

The stem incorporates the key elements of SMART goals in an easy to use format.

Dileep's goal ladder

Dileep has a big goal to become a professional actor. But he knows he will need to take small steps towards achieving it – well, it is a big goal! It's not something that can be achieved in one big jump – he will have to work towards it one step at a time.

So, Dileep created a goal ladder – a series of smaller goals that climb towards achieving his big goal.

One of the steps in Dileep's goal ladder is to perform in this year's school play. This would provide him with great acting experience, as well as being a lot of fun.

Dileep has five weeks to prepare for an audition for a part. The audition requires participants to read a section of script from the play.

Dileep knows there will be strong competition and he will have to audition well to be selected. He won't be able to rely on just 'reading' the script – he will have to really 'perform' the part to give himself every chance of success.

So, Dileep decided to create another step in his goal ladder: a SMART goal that in five weeks he can successfully perform a section of script, so that he is selected for a part in the school play.

Each step in Dileep's goal ladder leads to another, which allows Dileep to climb closer towards achieving his really big goal one goal (step) at a time.

Dileep can add as many steps to his ladder as he needs to continue his climb, to progress towards achieving his big goal.

If Dileep feels himself slip a little, or become a little unstable during his climb, he can take the opportunity to reflect upon where he is on the ladder, how far he has climbed, and what he needs to do to continue his climb.

So let's see if Dileep's first step on his goal ladder is SMART.

Remember, Dileep's goal is that in five weeks he can successfully perform a section of script so that he is selected for a part in the school play.

Match the following indicators with the SMART elements in the table below.

1. Progress towards achieving Dileep's goal can be measured by his ability to successfully perform a section of script
2. The goal has a target of Dileep being selected for a part in the school play
3. The goal is to be achieved within five weeks
4. Dileep can action his goal by regularly practising his performance of the script
5. The goal is directly related to Dileep's big goal of becoming a professional actor

SMART	Indicator
Specific	
Measurable	
Actionable	
Relevant	
Time Bound	

Do you have any feedback for Dileep? How could Dileep make his goal even SMARTer?

Dileep has taken an important small step towards achieving his big goal – he has created the beginnings of a SMART goal ladder!

But setting a goal is just the start of a process; every goal requires a plan for it to be achieved. After all, a goal without a plan is just a wish!

As part of his planning, Dileep should consider all of the strategies he could use to achieve the goal.

Then he should select the most effective strategies.

Dileep should also establish measures of success against which he can monitor his progress towards achieving the goal.

Below is a plan that could assist Dileep to achieve his goal. Feel free to add any suggestions (feedback) that Dileep could use to further improve his chances of achieving the goal.

At the top of the goal ladder is Dileep's big goal to become a professional actor
An intermediate step in Dileep's goal ladder is to perform in the school play
A first step in Dileep's goal ladder is that in five weeks he can successfully perform a section of script so that he is selected for a part in the school play.

To achieve his Step 1 goal Dileep could:

- Schedule time each day to practise the section of script.
- Break the section of script into manageable chunks.
- Only move onto the next chunk of script when he has mastered the piece he is currently learning.
- Begin and end each practice session by performing what he has mastered so far.
- Practise in front of a mirror.
- Practise with a friend who could also be looking to audition for the play.
- Video his practice performances to provide feedback for improvement.
- Perform for friends/family and request feedback.
- Look online for resources that could assist him to develop his acting skills.
- Start acting lessons.
- Watch TV dramas to see how actors perform.

To achieve his Step 1 goal Dileep should:

- Schedule practice for 30 minutes Monday to Thursday.
- Break the section of script into manageable chunks.
- Only move onto the next chunk of script when he has mastered the piece he is currently learning.
- Begin and end each practice session by performing what he has mastered so far.
- Video his practice performances to provide feedback for improvement.
- Look online for resources that could assist him to develop his acting skills.

Dileep's measures of success could include:

- completing 95% of his scheduled practice sessions
- increasing the amount of script he can perform at each session
- perform the required section of script at the end of five weeks.

Okay, it's over to you!

Create a goal ladder to achieve a big goal

What is your big goal?
What is an intermediate step in your goal ladder?
What is Step 1 in your goal ladder?
What could you do to achieve your Step 1 goal?
What will you do to achieve your Step 1 goal?
What are your measures of success?

Now you have set a goal and planned for its achievement, it's time to act!

The most important thing is to adopt a growth mindset, be solutions focused and be resourceful!

If you experience challenges along the way, you can reset your goal, investigate alternative strategies, or seek support from others to manage any challenges.

Give it a try – you have everything to gain by using goal setting to achieve what is important to you!

Personal best Goals

Personal best goals are all about you – nobody else.

They focus on your learning, growth and development.

Personal best goals challenge you to be at your best to achieve what is important to you.

They measure your achievements against what you do, not against what others do.

Not everyone can be number one – and it isn't the only measure of success (in fact, it may not even be the best measure of success). So don't let comparisons with others stop you from being the best you can be – it's about you and not them.

Sarah's personal best

Sarah wasn't the best maths student in her class – in fact, she wasn't even in the top half of the class. But that didn't stop Sarah from chasing her goal to work in the construction industry after she finished school.

Sarah knew that working in the construction industry required good maths skills. And if she wanted to achieve her vision of working in the construction industry, she would have to work hard on her maths. This didn't mean she had to be first in the class – but it did mean that she would have to consistently be at her personal best

So, Sarah set personal best goals to keep her focused, motivated and persistent in working to improve her maths skills.

These goals weren't just about her performance in exams, they were also about mastering the processes required to solve mathematical problems.

Sarah realised that by mastering mathematical processes her exam results would improve – you can't get the right results without using the right process.

And because they were personal best goals, Sarah challenged herself to achieve her best. This was all about her – nobody else.

Sarah worked to improve upon her past performances and achieve the level of maths skills required for work in the construction industry.

Can you help Sarah to set personal best goals for her work in mathematics?

There could be many steps in Sarah's goal ladder, but we will keep it simple for this exercise.

Complete the table by adding your suggestions (some have already been provided as an example).

Sarah's big goal is to work in the construction industry when she has finished school.
An intermediate step in Sarah's goal ladder is to successfully complete a maths subject that builds the skills required to work in the construction industry.
The first step in Sarah's goal ladder is that by the end of each week, she will have mastered the mathematical processes taught in class so that she can successfully complete 10 example problems over the weekend.
<p>What could Sarah do to achieve her Step 1 personal best goal?</p> <ul style="list-style-type: none">• Share her personal best goal with her maths teacher and seek support, when required• Schedule 15–30 minutes study time for maths each school day to practise the maths processes taught in class, and to revise processes learned in previous classes• Attend homework club to work on processes she may find challenging• Match up with a study buddy who shares a similar goal• Look for online resources to complement her classroom learning• Get coaching in mathematics outside of school

What should Sarah do to achieve her Step 1 personal best goal?

-
-
-
-
-
-

What measures of success could Sarah use to measure her progress towards achieving her goal?

- Completing 90% of her study sessions each week
- Successfully solving 9 out of the 10 (90%) example problems she attempts each weekend

Success

Success means different things to different people.

Success can also mean different things at different times.

Successful people understand what is important to them – their purpose and guiding principles.

They demonstrate volition and take control of their future by setting and achieving goals.

They regulate their thinking and behaviour to increase their chances of achieving success.

When required, they connect with others to provide feedback, advice and support.

So, what does success mean to you?

How will you achieve success?

What will you notice when you achieve success?

Good luck

This workbook has focused on you taking control of your future.

We have investigated a lot of ideas to increase your chances of achieving your goals – what is important to you.

One thing that hasn't been covered so far is luck.

Luck plays a role in everything you do, but you can't depend on it.

So, you can't afford to leave your future to luck – unfortunately, the magic fairy doesn't seem to turn up very often.

There is a saying that 'luck comes to those who work hard'.

Demonstrate volition to take control of your future – work hard to achieve your goals and, perhaps, luck will shine on you.

Glossary

Adaptable	The ability to change when required e.g., <i>Bec was adaptable and changed her choice when the ice cream flavour she preferred was unavailable.</i>
Adversity	Challenge or hardship e.g., <i>Ula experienced adversity when moving to a new town.</i>
Agency	The ability to make choices and act upon them e.g., <i>Alysha showed agency in making a career choice she preferred.</i>
Aspirations	Hopes or ambitions to achieve something e.g., <i>Majid's aspirations to run a marathon motivated him to train very day.</i>
Aspires	Hopes to achieve e.g., <i>Amir aspires to be a great guitarist.</i>
Belief system	Understandings that help us to interpret and understand the world around us e.g., <i>Juvette's belief system was important for her to understand and respond to what was happening around her.</i>
Biases	Inclinations or tendencies e.g., <i>Xavier biases influenced how he spent his leisure time, including preferring online games to outdoor activities.</i>
Capability	The ability to do something e.g., <i>Xavier developed his online gaming capability and defeated a number of opponents.</i>
Challenges	Tests of ability e.g., <i>Troy new the challenges of playing against more experienced players would be a good test of his ability.</i>
Commitment	An obligation to do something e.g., <i>Sharon made a commitment to her sister to be on time to babysit her niece.</i>
Compelling	Convincing and/or motivating e.g., <i>Angelo found the need for action on climate change compelling and believed he should do something.</i>
Creative	Being imaginative e.g., <i>Nevaeh was being creative and used lollies to decorate a cake she made.</i>
Demonstrate	To show e.g., <i>Sumita could demonstrate determination when she was challenged on the soccer field.</i>
Discrimination	Treating someone or something differently e.g., <i>Jansher experienced discrimination when he was treated differently to the other kids.</i>
Drive	The motivation, energy and commitment to achieve something e.g., <i>Maria showed great drive to achieve her best maths exam result.</i>

Emotions	Feelings that can influence the way you think and behave e.g., <i>Sienna had her emotions under control even though she was very angry.</i>
Empower	To provide someone with the capability to choose and act upon their choice e.g., <i>Talia was empowered to make choices about her participation in sport.</i>
Energised	To be excited and full of energy e.g., <i>Sandeep was energised by the thought of playing in front of an audience.</i>
Exclusion	To be left out e.g., <i>Afri felt excluded from playing football because she was a girl.</i>
Feedback	Information which provides the basis for improvement e.g., <i>Camille used feedback about her dance routine to improve her performance.</i>
Fixed Mindset	A belief that ability cannot be changed e.g., <i>Miriam had a Fixed Mindset about maths and did not believe that working harder would make any difference to her results.</i>
Function	Operating or working in the correct way e.g., <i>Eryk could get the machine to function properly after reading the manual.</i>
Goal	Something that a person is trying to achieve e.g., <i>Blake had a goal to improve his maths exam mark.</i>
Goal setting	To identify, plan and act in ways to achieve something e.g., <i>Aashi used goal setting to be at her personal best in class.</i>
Growth Mindset	A belief that learning and improvement is the result of time and effort e.g., <i>Tyrone adopted a Growth Mindset in learning to play the guitar by practising every day, day after day.</i>
Infographics	Information presented in a visual way e.g., <i>a chart or table are both examples of infographics.</i>
Initiative	Taking responsibility to lead e.g., <i>Paul showed initiative when he organised a thank you gift for his team's coach.</i>
Influence	The power to change or affect something e.g., <i>Mataya was a positive influence on her friends.</i>
Injustice	Unfairness e.g., <i>there was injustice in the way some people were treated because they were refugees.</i>
Inspiring	Creating interest, excitement, and enthusiasm e.g., <i>Carl found nature inspiring and uplifting.</i>

Master	To show skill and control e.g., <i>to master the game of chess can take many years of practice.</i>
Mindful	Being aware e.g., <i>Leah realised she was annoying her brother and stopped teasing him.</i>
Motivate	The energy and drive to achieve something e.g., <i>Luca was motivated to win the game.</i>
Negativity	A pessimistic view or act e.g., <i>Kehlani showed negativity towards some of her classmates by ignoring them.</i>
Optimism	A hopefulness or confidence about something e.g., <i>Jared was optimistic about going to his new school.</i>
Overwhelming	Extreme and hard to manage e.g., <i>the joy was overwhelming for Ahmed when he realised what he had achieved.</i>
Perceptions	An understanding or interpretation e.g., <i>Chiara held a perception of her teacher as being kind and caring.</i>
Persistence	To continue despite challenges and difficulties e.g., <i>Kan demonstrated persistence when learning a new language, even though he found it hard</i>
Personal best	Your best achievement e.g., <i>Dean achieved a personal best by working hard to improve his score.</i>
Personal leadership	Taking responsibility for all aspects of your life e.g., <i>Ursula showed personal leadership in taking responsibility for improving her school results.</i>
Personal Best Goals	Goals that focus upon you and your improvement, not in comparison to others e.g., <i>Aria had a goal to improve her golf score by two shots.</i>
Personal strengths	Your personal capabilities - they allow you to grow and develop e.g., <i>One of John's personal strengths was persistence.</i>
Plan	To develop strategies and work out how to achieve something e.g., <i>Naya made a plan to ensure she achieved her goals.</i>
Positive	Hopeful confidence e.g., <i>Isaiah was positive about his future.</i>
Positivity	An optimistic view or act e.g., <i>Kehlani showed positivity by preparing to do well in her exam.</i>
Practice	To do regularly in order to learn e.g., <i>Layla needed to practice more to improve her piano playing.</i>

Preferences	A liking for e.g., <i>Fatima's preferences were similar to her sister's, as they both liked chocolate ice cream the best.</i>
Principles	A belief that helps you to know right from wrong e.g., <i>Chandler had a strong set of principles he relied upon to make good choices.</i>
Process	Actions or steps taken to achieve something e.g., <i>there is a process for measuring the area of a square.</i>
Progress	Move towards achieving e.g., <i>Sade made great progress towards achieving her personal best at the swimming carnival.</i>
Purpose	Intention or reason for doing something e.g., <i>Isla could see the purpose in cleaning out the spare room.</i>
Reflect	To think carefully about and consider e.g., <i>Raymond gave himself time to reflect upon what he had learned and realised its importance.</i>
Rejection	Refuse to accept e.g., <i>Firash experienced rejection by some people because he was not born in Australia.</i>
Reliant	Needing or depending upon someone or something e.g., <i>Lena was reliant upon her mother to get to school on time.</i>
Resourceful	Being creative in using different ways to meet a challenge and achieve your goals e.g., <i>Brian was resourceful and found different ways to overcome challenges when he moved to a new school.</i>
Self-determination	Making choices and taking control e.g., <i>Tyler displayed strong self-determination when he chose to do a traineeship when he finished school.</i>
Self-evaluation	To assess yourself e.g., <i>Navae thought that self-evaluation could help her to understand how she was progressing towards her goals.</i>
Self-efficacy	Belief in your ability to achieve e.g., <i>Carter showed a high level of self-efficacy when he set a goal to make the school soccer team.</i>
Self-regulation	Understand and manage your emotions and behaviour e.g., <i>Alex struggled with his self-regulation, which sometimes led to trouble.</i>
Self-reliant	Being independent in making decisions and acting upon them – not being dependent upon others e.g., <i>Jamal was self-reliant and packed his lunch for school each day.</i>
Solutions focus	Looking for answers rather than getting stuck on problems e.g., <i>Enzo had a solutions focus and was inspired to seek answers to his challenges.</i>

Strengths	Qualities and characteristics that allow you to achieve things e.g., <i>Tenzing displayed his strengths in problem solving to win the chess tournament.</i>
Strategies	Actions that achieve a goal e.g., <i>Raymond thought of several strategies he could use to win the game.</i>
Strive	To make a great effort to achieve something e.g., <i>Emma strives to achieve her goals.</i>
Summaries	Provide the main ideas or important points of information e.g., <i>Jordan liked summaries because they were short and easy to understand.</i>
Teams	People who work together to achieve a common goal e.g., <i>Danica was part of a team that created a great piece of art.</i>
Threat	Intention to cause damage or a risk of damage e.g., <i>Bahiri realised the large crocodile was a threat to him.</i>
Tools	Something used to complete a task e.g., <i>Taryn used a variety of tools to build a doghouse.</i>
Trigger	A cause of something e.g., <i>Ilona realised the trigger for her anger was in being treated badly.</i>
Valuing	A regard for quality and worth e.g., <i>valuing close relationships with good friends contributes to your wellbeing.</i>
Vision	An image of the future e.g., <i>Mia had an exciting vision for her life after finishing school.</i>
Volition	The power to choose, or decide, and to act e.g., <i>Kerry showed volition in choosing a career in the Navy.</i>
Wellbeing	Positive social, emotional, psychological, and physical health e.g., <i>Damon always experienced an improvement in his wellbeing when he went camping with his friends.</i>