

# THE **BEST** HABITS FOR LIFE!

## PARENTAL GUIDANCE

How we build Learning Power and develop Character the Barking Abbey Way

The **BEST** habits is a framework for character education to help us fulfil our aim to develop within our students characteristics and traits that enable them to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others

The **BEST** framework has been designed to summarise the main character traits and learning dispositions that are fundamental to being an effective learner and to achieving success and fulfilment in life. They underpin the curriculum at the school and its policies and ethos, the Barking Abbey Way.

The **BEST** learning habits can't and don't just happen at school. This guide is designed to introduce parents to each of the character traits and includes some top tips for students and their parents so that together we can support our students in developing learning power and building character.

TO CONTINUE WITH OUR

**GROWTH MINDSET**

**JOURNEY THE BA  
WAY**

It is important that we develop within our students characteristics and traits that enable them to understand, care about and act on our core ethical values: BRAVERY EXCELLENCE SELF-DISCIPLINE AND TEAM WORK, summed up in our motto 'To give and expect the BEST'

THE BA WAY  
IS  
TO GIVE AND  
EXPECT THE BEST

The BEST can be summed up by 4 core ethical values

BRAVERY

EXCELLENCE

SELF – DISCIPLINE

TEAM – BA

THE WHOLE  
SCHOOL WILL  
FOCUS ON A  
SINGLE LEARNING  
HABIT EVERY 2  
WEEKS

YEAR 1

2017-2018

During 2017-2018

14

**BEST HABITS**

of learning will be taught

## BRAVERY

- Courage W/B 11/9/17
- Optimism W/B 25/9/17
- Empathy W/B 9/10/17

## EXCELLENCE

- Resilience W/B 30/10/17
- Determination W/B 13/11/17
- Perseverance W/B 27/11/17
- Curiosity W/B 11/12/17

## SELF- DISCIPLINE

- Managing distractions W/B 3/1/18
- Practising W/B 15/1/18
- Prioritising W/B 5/2/18
- Self-regulation W/B 26/2/18

## TEAM – BA

- Collaboration W/B 5/3/18
- Listening W/B 20/3/18
- Open-mindedness W/B 16/4/18

2017-18  
BEST  
LEARNING  
HABITS



# Courage

W/B 11/9/17

Being able to face a difficult situation out of your comfort zone without fear.

## Behaviours

Being able to step out of your comfort zone, for example:

- Taking your first school tour
- Meeting and talking to BA visitors
- Presenting to your class, in assembly or at a school/parent event
- Performing in the school production, a music group, or competing in front of spectators
- Standing up for what is morally right when others may not agree.

## Top Tips

### Students

- Volunteer to represent the school at a public event.
- Actively seek to contribute to discussions, even when you feel unsure of your point of view or the subject.
- Volunteer to lead or take charge of your next assembly.
- Stand up for a case or individual because it is right.

### Parents

- Encourage your child to participate in an activity that he/she lacks confidence in e.g. speaking publicly, learning a new sport, performing in front of an audience.
- Discuss with your son/daughter times when family members have shown courage.
- Look through a newspaper with your son/daughter and discuss what qualities people who have shown courage display.
- Discuss the concept of how courage looks different for different people.

When you're  
scared but  
you still do it  
anyway, that's  
**BRAVE.**

*-Neil Gaiman-*

[WWW.LIVELIFEHAPPY.COM](http://WWW.LIVELIFEHAPPY.COM)



Courage doesn't  
mean you don't  
get afraid.  
Courage means  
you don't let fear  
stop you.

# Optimism

W/B 25/9/17

Having a positive and hopeful outlook to life and learning.

## Behaviours

Adopting a 'glass half full' attitude towards your learning, always looking on the bright side even when things don't go as planned, always looking for the best outcome and taking something positive from every learning situation.

## Top Tips

### Students

- Visualise yourself succeeding in your learning and imagine how positive you will feel, then plan how you will make it happen.
- Focus on the positive learning experiences in your life, especially when you are experiencing a challenging or difficult.
- Use optimistic and growth mindset language\* like I can, I will.
- When you hear yourself saying 'I can't', add the word 'yet'!

### Parents

- Talk to your son/daughter about a time you experienced a loss, setback, or hardship and were able to find a silver lining of some sort. Talk about what you did to bounce back from it.
- Use optimistic and growth mindset\* language with your son/daughter.
- Think about a key upcoming event in your family's life that perhaps your son/daughter is feeling apprehensive about e.g. moving house, starting a new club, a relative returning home, a sibling going to university. Discuss it with them, highlighting all of the positives.

OPTIMISM IS THE FAITH  
THAT LEADS TO  
ACHIEVEMENT. NOTHING  
CAN BE DONE WITHOUT  
HOPE AND CONFIDENCE.

HELEN KELLER

Good things  
~~never~~ happen.

HALF  
FULL



HALF  
EMPTY



# Empathy W/B 9/10/17

Being able to put yourself in somebody else's shoes and appreciate how they are feeling.

## Behaviours

Considering other people's points of view, thinking about others, understanding other people's situation.

## Listening

Engaging with what you hear and making links with other experiences and knowledge. Taking in new information.

## Behaviours

Paying attention, understanding what has been said and what is expected of you, actively making connections with other experiences and knowledge, responding in a positive way, being able to support others, being able to lead others, being able to recite the instructions to a task.

## Top Tips

### Students

- Discuss with your friends and family the complexities of their day.
- Read a news story and write down the view points of the people involved.
- Ensure you know the correct meaning of the words you use to avoid causing offense.
- Pay undivided attention to the person talking to you. Repeat/present back what you have heard.

### Parents

- Test your child on his/her listening skills. Get your son/daughter to verbalise how each person in the family might feel about a particular issue.
- Look together at news stories and discuss how people in different circumstances might be feeling.



## Resilience W/B 30/10/17

Being robust, staying engaged with learning regardless of challenge.

### Behaviours

Not giving up, staying positive, staying mentally focused, a feeling of strength from overcoming a challenge, a sense of inner strength, viewing setbacks as future opportunities e.g. it is estimated you need to fall over 10 000 times to become a World Champion figure skater. Bouncing back after a set back.

### Patience

Taking time and staying focused to achieve the best outcomes. Not displaying frustration when something takes time to achieve/happen.

### Behaviours

Thinking before you act, taking your time to produce a quality outcome, being aware that the best outcomes take time to achieve, keeping calm when you feel frustrated.

### Top Tips

#### Students

In your planner, record how and when you have demonstrated patience when learning or in a social situation.

Use your green pen to revisit work, re-draft parts of it and practise the key skills further.

Discuss with your partner a time when you showed resilience and what you learned from it.

Discuss Nelson Mandela as a role model of patience and resilience.

#### Parents

Talk to your son/daughter about a time when you had to show patience and/or resilience and the strategies you used

Read or watch the news with your son/daughter and discuss stories where people have shown great resilience and what can be learned from their story.

*Resilience is knowing that **you**  
are the only one that has the  
power and the responsibility  
to pick yourself up.*

*Mary Holloway*

these mountains  
that you are  
carrying, you were  
only supposed to  
climb.

Naywa Zebian



# Determination

W/B 13/11/17

Having an unshakable belief that you will reach your goal.

## Behaviours

Ensuring that you achieve your goal, even though it may require a long time and many different approaches to complete. An absolute belief that you can achieve an understanding or skill and can overcome any hurdle/setback. Concentrating on your learning, making it your only goal.

Having an understanding about what is really important to you and ensuring you succeed at this learning.

## Top tips

### Students

- Set yourself a challenging yet achievable challenge that you want to accomplish by the end of the year.
- Make a poster that you will display at home to remind you regularly to drive your determination.
- Show determination by completing a challenging reading book or practising a difficult sport or instrumental skill .

### Parents

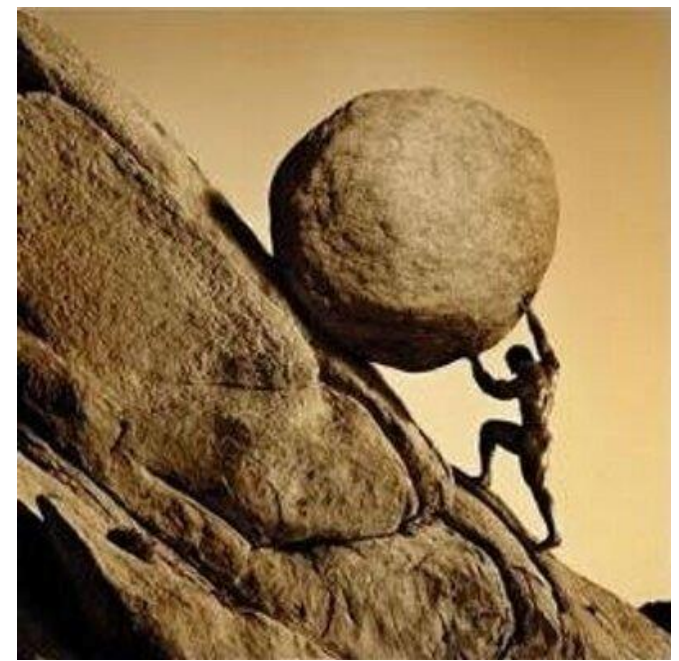
- Discuss the targets your son/daughter has set him/herself. Refer to it regularly and support him/her in finding strategies to remain determined.
- Review your son/daughter's latest report or target in a particular subject and discuss how he/she can use determination to meet or exceed the targets.



I believe Success is achieved  
by ordinary people with  
Extraordinary Determination.

Zig Ziglar

quoteancy



I can.  
I will.  
End of story.



# Perseverance

W/B 27/11/17

The willingness to engage in a task regardless of the rate of progress showing the ability to overcome setbacks. Staying focused on your learning.

## Behaviours

Understanding that progress can be difficult, showing the determination to succeed. Practising, drafting and revising learning. Maintaining focus through difficulties and re-establishing concentration when you get stuck or frustrated. Accepting that learning isn't always easy. Enjoying the challenge of difficult learning.

## Top Tips

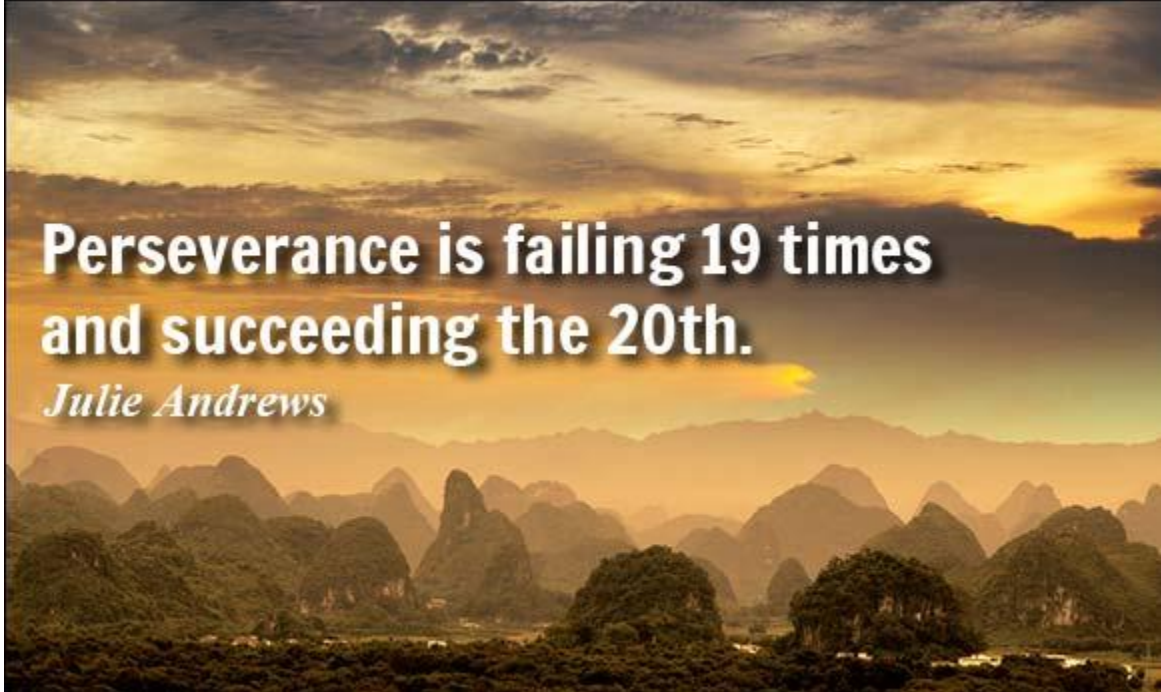
### Students

- Re-draft a piece of writing until you are certain that it is the best that it can be.
- Complete a jigsaw, crossword or Sudoku puzzle and persevere until to complete every part of it.
- Meticulously proof-read all your work to ensure it is accurate.
- Persevere with a reading book that you find challenging or not to your taste.

### Parents

- Encourage your son/daughter to practise the skills they find the most challenging.
- Talk to your son/daughter about the tasks that you find challenging and how you persevere to complete them to a high standard.



A landscape of karst mountains at sunset. The sky is filled with soft, golden light, and the mountains are silhouetted against the bright horizon. The foreground shows some greenery and small structures.

**Perseverance is failing 19 times  
and succeeding the 20th.**

*Julie Andrews*

**A RIVER CUTS  
THROUGH A ROCK  
NOT BECAUSE OF  
ITS POWER, BUT  
ITS PERSISTENCE.**

THETHINGSWESAY

THE THINGS WE SAY.COM



# Open Mindedness

Being receptive to new experiences and ideas.

## Behaviours

Listening to all points of view, not jumping to conclusions, being willing to consider new ways of looking at things and trying new things.

## Curiosity W/B 11/12/17

A desire to investigate and find out more.

## Behaviours

Asking questions e.g. I wonder why...? What if...? Actively and independently seeking answers, being enthusiastic about learning and viewing gaps in your knowledge as opportunities for development.

## Top Tips

### Students

- As you are learning, record the questions that spring to mind so you can investigate them at another time.
- Next time you have a choice of meal/cuisine, try a different culture.
- Read a book by a different author or a read a genre of book you have not explored before.
- Debate a news story or an issue you feel strongly about from the opposite viewpoint.
- Do some further research on a topic that you have studied in class.
- Find out how different religions/cultures celebrate holy days, worship, greet each other, socialise etc.

### Parents

- Visit a museum or gallery with your son/daughter and discuss the items on display.
- Watch a topical news story together and talk about the different viewpoints expressed.

Don't  
criticize  
what you  
can't  
understand.

Bob Dylan

[aimhappy.com](http://aimhappy.com)

“ If you don't  
go through life  
with an open  
mind, you will  
find a lot of  
closed doors. ”

- Mark W. Perrett



# Managing Distractions

W/B 3/1/18

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Focusing on a specific task and ignoring things that could take your attention away from the task. Creating your own ideal environment for learning.

## Behaviours

Being focused, listening to teachers or peers even when there are other distractions, being able to learn regardless of personal or emotional distractions, finding the right environment to learn in, starting each day and lesson with a fresh attitude.

## Top Tips

### Students

- Turn off your phone and the TV when completing I/L to create a distraction-free learning environment.
- Only play the type of music that helps you to focus.
- If you face a distraction in class, consider where you could sit to focus better and ask your teacher for a change.
- Focus on exactly what you want to achieve in a particular time slot and stick to it.
- If a person is distracting you, tell him/her that he/she are distracting you and what it is that he/she are doing which is causing the distraction.

### Parents

- Create a learning space for your son/daughter away from distractions.
- Talk to your son/daughter about how you manage your distractions both at home and at work.
- Discuss with your son/daughter the strategies he/she can use to become better at managing distractions.

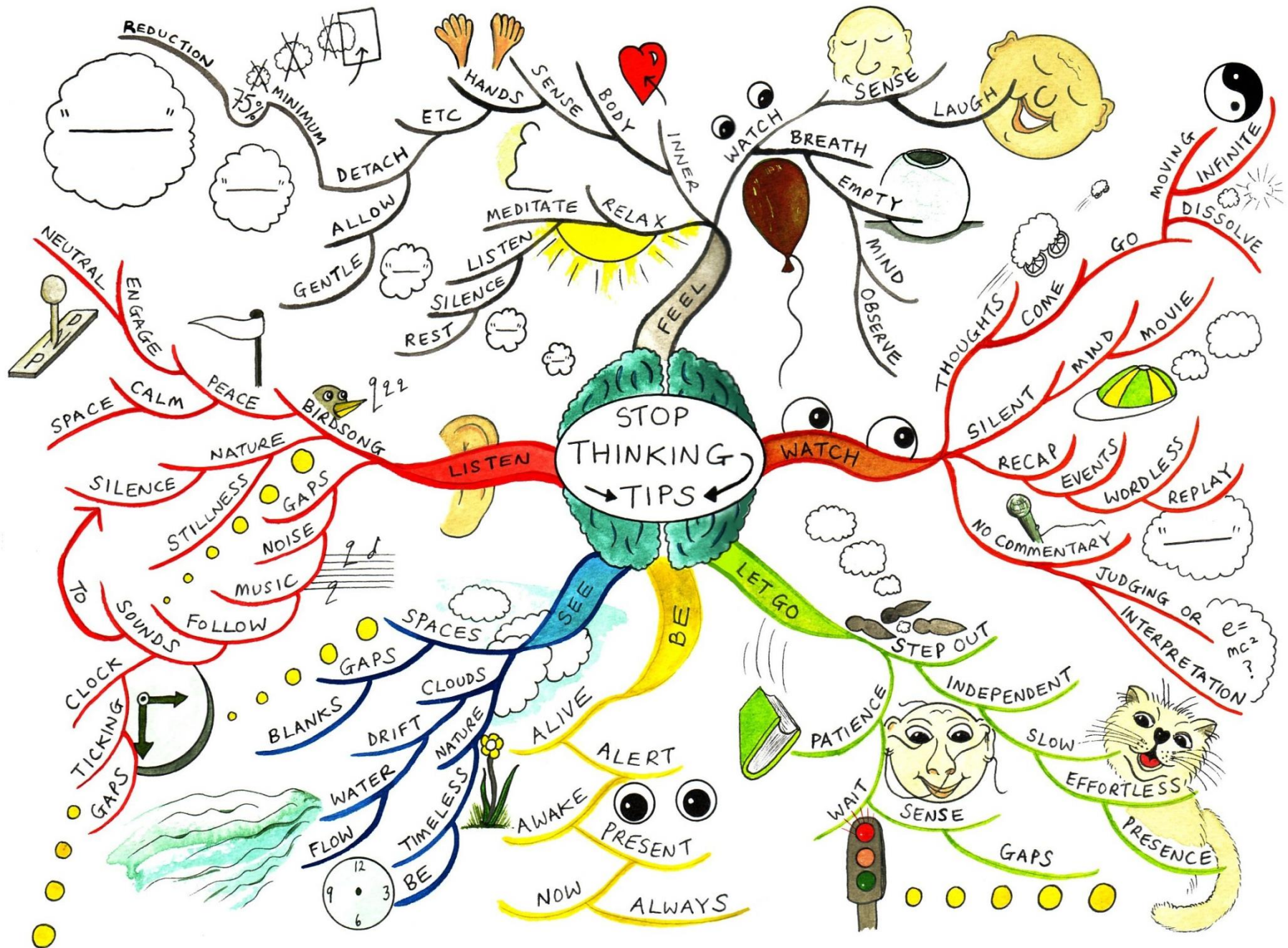


focus n. (pl.  
centre of in  
visual def



STARVE YOUR  
DISTRACTIONS,  
FEED YOUR  
FOCUS.

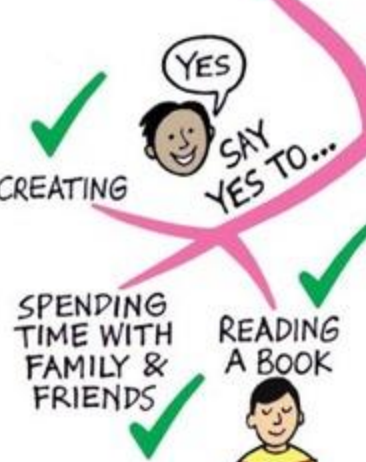
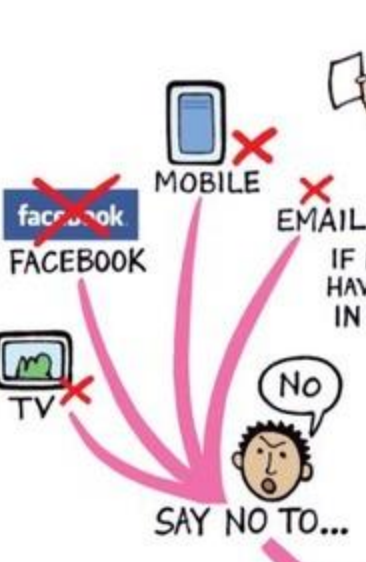








# HOW TO FOCUS IN THE AGE OF DISTRACTION



# Revising

Reconsidering and changing or improving a piece of work or learning. Reviewing previously learning to improve your knowledge of a subject. Monitoring and adapting learning along the way.

## Practising W/B 15/1/18

Performing an activity or exercise repeatedly or regularly in order to improve at it. Mastering a skill through repetition. Focusing in on all of the difficult aspects and targeting your practice at these bits.

### Behaviours

Making sure that you spend time perfecting a skill or piece of learning.

Repeatedly practising something you find difficult and challenging.

Being able to change your plans and think on your feet. Monitoring how a piece of learning is going and periodically reviewing where you have got to. Knowing what areas you need to improve in and coming up with practical ways to make progress. Pushing yourself even further in your practice to master the difficult bits.

### Top Tips

#### Students

- Plan time to revise and practice before assessments and performances.
- Make a quiz to help you in your learning
- Make flash cards to help you in your learning
- Meet BA'S expectations of time spent on I/L, reading and your musical instrument.
- Use the music practise rooms, ICT room and library at lunchtime and after school.

## Revising continued

Reconsidering and changing or improving a piece of work or learning. Reviewing previously learning to improve your knowledge of a subject. Monitoring and adapting learning along the way.

## Practising continued

Performing an activity or exercise repeatedly or regularly in order to improve at it. Mastering a skill through repetition. Focusing in on all of the difficult aspects and targeting your practice at these bits.

### Parents

- If you know that your son/daughter has a test or exam coming up, ensure that they have a quiet place to revise and support their learning by testing them.
- Listen to your son/daughter playing his/her instrument, reading aloud or watch them practising a sport's technique.
- Talk to your child about what makes effective practice.





# **Review regularly.**

If you spend a few minutes each week reviewing your notes, your final studying will be a review, not an attempt to learn the entire term's work.

# Planning

Managing things (including learning) in advance. Thinking about where you are going, the actions you are going to take, the time and resources you will need, and the obstacles you may encounter. Giving prior thought to the best strategy for a situation and breaking it down into a sequence of actions.

## Prioritising W/B 5/2/18

Being able to order things in order of importance/deadlines/logical sequencing to achieve your goal.

### **Behaviours**

Showing an awareness of the goal or target and knowing what steps to take to get there, thinking into the future to foresee the difficult steps, using a mind map and notes to ensure your end product contains all the details, working to a deadline, estimating times to complete certain tasks, learning from your experience, constantly redrafting and modifying learning, acting on feedback from yourself and others.

### **Top Tips**

#### **Students**

- Using your organiser to record I/L and other key information such as meetings, rehearsals, reading, instrument practice, notes etc.
- Planning significant pieces of IL and class learning before starting them.
- Making lists of tasks which need to be done and completing them in a targeted order.
- Using a revision timetable to ensure that you meet or exceed your targets.

# Planning continued

Managing things (including learning) in advance. Thinking about where you are going, the actions you are going to take, the time and resources you will need, and the obstacles you may encounter. Giving prior thought to the best strategy for a situation and breaking it down into a sequence of actions.

# Prioritising continued

Being able to order things in order of importance/deadlines/logical sequencing to achieve your goal.

## **Parents**

Continue to check your son/daughter's organiser every week to ensure I/L and tasks they set themselves are completed.

Explain your methods of planning and prioritising to your son/daughter

Encourage your son/daughter to plan an event at home, at school or in the local community.

Plan a day out with your child, sharing the tasks of planning the route, organising lunch, agreeing activities.

Re-design and plant a corner of the garden together as a family.

OBJECTIVES



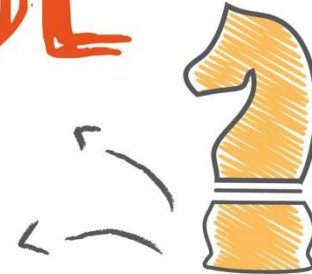
ANALYZE PROBLEMS



SOLUTIONS



# SUCCESSFUL PLANNING



STRATEGY

SUCCESS





**IF YOU FAIL  
TO PLAN,  
YOU PLAN  
TO FAIL**

# Self-Regulation

W/B 26/2/18

Being able to understand and know yourself, control your actions, work out what is the most appropriate response or course of action, know your impact on others.

## Behaviours

Stopping and thinking before acting, being rational, having control over your emotions and actions, doing the right thing, following the rules and values of a community or society

## Top Tips

### Students

- Ensure that you follow the established school routines and expectations without being asked to e.g. line up, using an indoor voice in the corridors
- Research the punishments/sanctions given to people in society who break rules/laws. Consider why self regulation is so important in society.

### Parents

- Encourage your child to self-regulate, discuss the expectations at home and at BA and routines to achieve these and the reasons behind them.
- Look at examples of people in the news or from history who have not been able to self-regulate their behaviour and discuss the impact of this on their lives and on others.

Self-regulation will always be a challenge, but if somebody's going to be in charge, it might as well be me.

(Daniel Akst)

izquotes.com



# Sociability

Being friendly to people and taking an interest in them, regardless of who they are and how well you know them.

## Collaboration W/B 5/3/18

Knowing how to learn with others, being able to work as part of a pair or team to achieve a goal. Being willing to share and communicating with others courteously. Respecting and recognising other viewpoints.

### Behaviours

Being outgoing, being friendly, being interested in others. Being solution-focused. Taking turns to contribute.

### Top tips

#### Students

- Sit with someone new at lunch and have a conversation.
- Jointly plan a celebration or outing with a friend or a sibling.
- Play Jenga or complete a jigsaw puzzle jointly with others.
- Plan to run an enrichment activity.
- Join a trip/activity with people you don't know.

#### Parents

- Jointly plan a menu with your child and then shop for and cook the meal together.
- Play board games as a family.
- Encourage your son/daughter to join an activity outside of school to get to know, socialise and collaborate with other young people e.g. Scouts or Guides, your local place of worship, a sports club etc.



IF YOU *see* SOMEONE  
WITHOUT *a smile*  
*give* THEM  
ONE OF *yours!*

A TEACHABLE TEACHER

-DOLLY PARTON



ALONE

WE CAN DO SO

LITTLE

TOGETHER

WE CAN DO SO

MUCH

HELEN KELLER

# Empathy

Being able to put yourself in somebody else's shoes and appreciate how they are feeling.

## Behaviours

Considering other people's points of view, thinking about others, understanding other people's situation.

# Listening

W/B 20/3/18

Engaging with what you hear and making links with other experiences and knowledge. Taking in new information.

## Behaviours

Paying attention, understanding what has been said and what is expected of you, actively making connections with other experiences and knowledge, responding in a positive way, being able to support others, being able to lead others, being able to recite the instructions to a task.

## Top Tips

### Students

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- Read a news story and write down the view points of the people involved.
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### Parents

- Test your child on his/her listening skills. Get your son/daughter to verbalise how each person in the family might feel about a particular issue.
- Look together at news stories and discuss how people in different circumstances might be feeling.

True empathy  
requires that you step outside  
your own emotions  
to view things entirely from  
the perspective of  
the other person.



Put yourself in  
**THEIR**  
shoes



**RELATE**



# Open Mindedness W/B 16/4/18

Being receptive to new experiences and ideas.

## Behaviours

Listening to all points of view, not jumping to conclusions, being willing to consider new ways of looking at things and trying new things.

## Curiosity

A desire to investigate and find out more.

## Behaviours

Asking questions e.g. I wonder why...? What if...? Actively and independently seeking answers, being enthusiastic about learning and viewing gaps in your knowledge as opportunities for development.

## Top Tips

### Students

- As you are learning, record the questions that spring to mind so you can investigate them at another time.
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