

1) Understanding Perseverance

Activity 2. Classroom Climate

| What happens in your classroom | Yes | No | Fancy trying |
|---|------------|-----------|---------------------|
| Time given to wrestle with difficulty. | | | |
| 'Could-be' language used to explore alternative strategies. | | | |
| Open ended challenges offered frequently. | | | |
| Teacher models the 'getting unstuck' process. | | | |
| Classroom climate supports no 'put-downs'. | | | |
| Learning challenges sufficiently high to generate the need to persevere. | | | |
| Teachers offer supportive questions rather than answers to nurture pupils getting unstuck. | | | |
| Learners select their own level of difficulty. | | | |
| Pupils expected to be able to identify why they are stuck. | | | |
| Displays and celebrations. | | | |
| Pupil generated Stuck Prompts. | | | |
| Effort prized over attainment. | | | |
| Being stuck is celebrated as a site of interest (not shame). | | | |