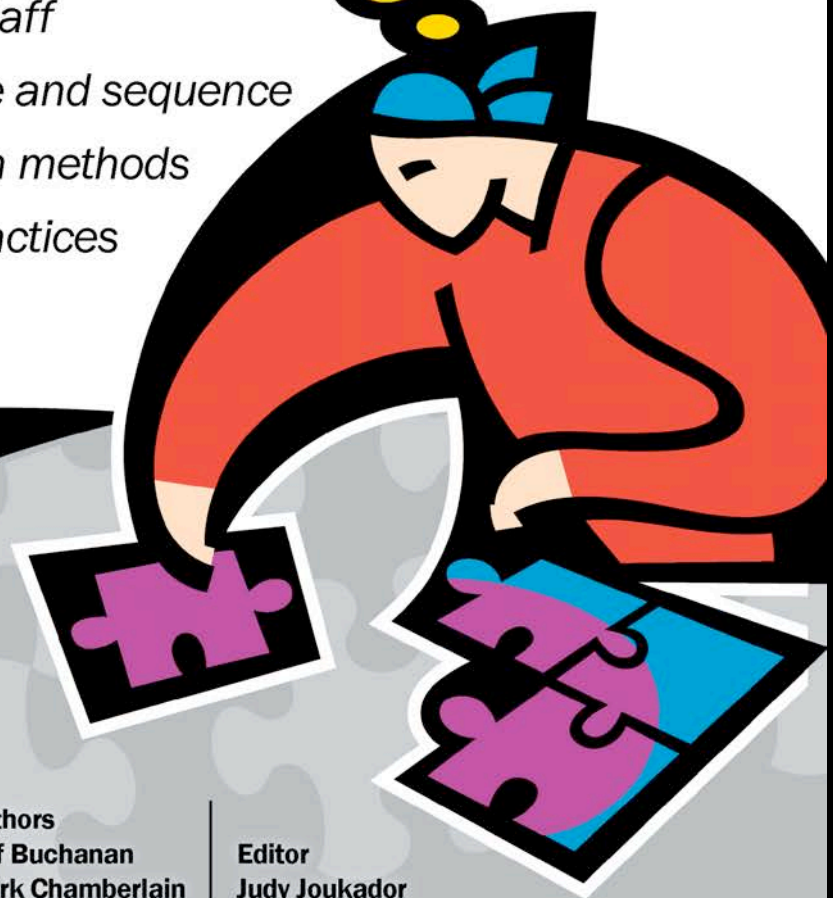


Facilitator Guide

*Putting the
pieces together*

- ✓ *Activities to engage students*
- ✓ *Methods to empower parents*
- ✓ *Ways to involve all staff*
- ✓ *Suggested timetable and sequence*
- ✓ *Various presentation methods*
- ✓ *Highlighting best practices*



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WELCOME

You have been selected by your school executive to facilitate the introduction and implementation of two new resources, the *Student Wall Planner* and the *Master Study Guide*. This represents a new key focus in your school's vision for its students.

This session today is not a finishing point, but rather the beginning of the relationship between *Success Planner* and your school. *Success Planner* will be available for further assistance, should you require it, and this relationship is seen as an on-going process.

The word 'facilitate' literally means to **make the achievement of a task easier**. In modern usage, the facilitator is **one who helps bring about the achievement of an outcome by providing assistance, guidance and supervision**. In the case of education, the facilitator plays an important role in achieving a particular learning outcome for all students.

In the case of the *Student Wall Planner* and the *Master Study Guide*, the school has chosen to adopt these resources in order to:

- empower students to learn, study and succeed academically in their chosen subjects.
- encourage student confidence by explaining clearly, practising and fostering the many skills required for effective study
- encourage students to evolve as independent learners.

As a facilitator it will be your role to work with:

- the school executive
- the staff
- the students and
- the parent community.

In accepting the role and undertaking the training in the use of the *Student Wall Planner* and the *Master Study Guide*, you have indicated that **you are a highly-committed professional who has the welfare of students at the centre of your own educational values, as well as the desire to support the ethos of your school.**

The *Facilitator Manual* aims to make your role as facilitator as explicit and as easy as possible so that you can assist, guide and monitor the groups who are implementing the program in your school, whether they be classroom teachers, tutors, year level co-ordinators or mentors.

Thank you for your commitment to your school, colleagues, students, parents and the wider community.

Regards

Mark Chamberlain

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9	Please note the following items can be found on our Web Site and have be included on the CD-ROM provided to your school with the <i>Master Study Guide</i>:	
	The PowerPoint® presentation – Introduction: http://www.successplanner.com.au/downloads/introduction.ppt	
	The PowerPoint® presentation – Facilitator Guide Training: http://www.successplanner.com.au/downloads/facilitators.ppt	
	The Facilitator Guide Manual 3 rd Edition http://www.successplanner.com.au/downloads/manual.3rd Edition.pdf	
10	Parent Information Evening PowerPoint® presentation	
	Your school's customised Parent Information Evening PowerPoint® presentation is on the CD-ROM that was supplied with the <i>Master Study Guide</i> .	
	Website:	
	www.successplanner.com.au	
	Further information please email: info@successplanner.com.au	

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In preparing this publication 2 resources have been used to ensure consistency in style and spelling. They are:

- ❖ *Style Manual for authors, editors and printers*, 6th edition (2002) reprinted 2010, John Wiley & Sons Australia Ltd.
- ❖ *Macquarie School Dictionary*, 3rd edition, 2010, John Wiley & Sons Australia Ltd.

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Please note that implementation suggestions, timetable and recommendations are all given within the Facilitator Training Manual.



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NOTE TAKING PAGES

NOTE TAKING PAGES

THE RESOURCES

- Characteristics of the:
 - *Student Wall Planner*
 - *Master Study Guide*

- *Master Study Guide: Topics and Content*
- Suggested Topic Sequence – 7 Options
- Girls can Study for Success
- Boys can Study for Success

CHARACTERISTICS OF THE *STUDENT WALL PLANNER* AND *MASTER STUDY GUIDE*

STUDENT WALL PLANNER

- ✓ Durable – will last students their entire schooling life
- ✓ Easy to use and fully illustrated on the reverse side
- ✓ Simple to fill in, change and update
- ✓ Suitable for all secondary students
- ✓ Ideal communication tool for parents and students

MASTER STUDY GUIDE

- ✓ Supplied to the school with the purchase of the *Student Wall Planner*
- ✓ Worksheet copyrights are granted to only your school to copy the worksheets
- ✓ Generic hard copy photocopy master is provided
- ✓ The *Master Study Guide* is prepared with the school's name placed on each page including a secured password to access the PDF documents
- ✓ The material is currently being used:
 - by over 200,000 Students and
 - in more than 200 Schools
 - internationally
- ✓ Full range of study topics
- ✓ PowerPoint® presentations are provided on CD-ROM - one for each topic and they can be downloaded onto your school's website
- ✓ Information can be copied for the school newsletter, or for student handouts, or for the student school diary provided that Success Planner Pty Ltd documents are acknowledged as the source

MASTER STUDY GUIDE

Topics and Content

Act = Activity A3 = A3 Size Worksheet

	Topic	Activity	Page
1	Set Your Goals		
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	(ii) A Definition of Goal		2
	(iii) Your Personal Goal Table	Act	3
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	(v) My Goal Setting Chart for this Term	A3	7
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	(iii) What Study Is and What It Is Not		9
	(iv) Why We Need to Study		10
	(v) Ways to Aid and Increase Your Memory and Recall		11
	(vi) Strategies to Aid Memory and Recall		12
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Alternative Methods of Introducing the *Master Study Guide* topics to Your Students:

Option 1 – Subject Department and Pastoral Care Period

Some schools offer the program in BOTH Academic time and Pastoral Care time. A subject area selects one topic and relates it to the curriculum AND the Pastoral Care Program covers the other topics – **Winthrop Baptist College**. See Option 1.

Option 2 – Core Topics Only (Topics 1 to 4)

For schools that wish to introduce the resources to their students, parents and staff over a couple of years, the Core Topics (1 to 4) could be covered in the first year and the other topics in future years. See Option 2.

Option 3 – Pastoral Care Program

Some schools offer the entire program in their Pastoral Care Program. Some schools have a weekly period for Pastoral Care and the *Master Study Guide* is part of the program. See Option 3.

Option 4 – Specific Year Group or Specific Subject

A few schools have elected to offer the entire program to one specific Year Group – it could be Year 7, 8, 9, 10 or 11 – whichever fits the needs of the school. **Penrhos College – Year 10 Careers and Study**. A few schools offer the program as part of a special subject: e.g. **Adelaide Schools - PLP**. See Option 4.

Option 5 – Rolling Grid Line

A number of schools do NOT have Administration or Study Period and therefore introduce the topics on a rolling grid line system. For example: **Term 1** Topic 1 Week 1 on Grid Line 1 – Week 2 on Grid Line 2, Week 3 on Grid Line 3 **Term 2** Week 1 Grid Line 4 etc. See Option 5.

Option 6 – Selected Topics Spread Over a 4 Year Period

A few schools are reviewing the option for the whole school to complete selected topics at the same time, spread over a four-year period. This is a great option for schools that offer a vertical house system. Topics 1 to 5 are covered annually; however, Topics 6 to 13 would be covered as follows:

Year 1	Topic 6	Term 3	Topic 7	Term 4
Year 2	Topic 8	Term 3	Topic 9	Term 4
Year 3	Topic 10	Term 3	Topic 11	Term 4
Year 4	Topic 12	Term 3	Topic 13	Term 4

Then the sequence can be repeated. See Option 6.

Option 7 – Minimum Time for the Program

Although we would recommend each topic is covered twice over the life time of the student while at school, the minimum time for the program is 3 periods in Term 1, and 1 period in Terms 2, 3 and 4. See Option 7.

OPTION 1 - SUBJECT DEPARTMENT AND PASTORAL CARE PERIOD

	TOPICS / YEARS	TERM	7/ 8	8/ 9	9/ 10	10/ 11	11/ 12	12/ 13	PERIOD USED
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
4	PREPARING FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
5	KNOW YOURSELF	2/3		✓			✓		ADMINISTRATION OR PASTORAL CARE
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY	2/3			✓			✓	ADMINISTRATION OR PASTORAL CARE
7	MANAGE THE BASICS	3/4	✓			✓			ADMINISTRATION OR PASTORAL CARE
8	MOTIVATE YOURSELF	3/4		✓			✓		ADMINISTRATION OR PASTORAL CARE
9	IMPROVE YOUR MEMORY AND RECALL	3/4	✓	✓					MATHEMATICS DEPARTMENT
10	USE MAPPING STRATEGIES	3/4	✓	✓					SCIENCE DEPARTMENT
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	3/4	✓	✓					ENGLISH DEPARTMENT
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	3/4	✓	✓					HUMANITIES DEPARTMENT
13	EVOLVE AS AN INDEPENDENT LEARNER	3/4				✓		✓	ADMINISTRATION OR PASTORAL CARE

OPTION 2 - CORE TOPICS ONLY (1 TO 4)

	TOPICS / YEARS	T E R M	7/ 8	8/ 9	9/ 10	10/ 11	11/ 12	12/ 13	PERIOD USED
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
4	PREPARING FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
5	KNOW YOURSELF								
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY								
7	MANAGE THE BASICS								
8	MOTIVATE YOURSELF								
9	IMPROVE YOUR MEMORY AND RECALL								
10	USE MAPPING STRATEGIES								
11	TAKE CONTROL OF YOUR TIME MANAGEMENT								
12	NOTE MAKING AND NOTE TAKING TECHNIQUES								
13	EVOLVE AS AN INDEPENDENT LEARNER								

OPTION 3 - PASTORAL CARE PROGRAM

	TOPICS / YEARS	TERM	7/8	8/9	9/10	10/11	11/12	12/13	PERIOD USED
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	PASTORAL CARE
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	PASTORAL CARE
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	PASTORAL CARE
4	PREPARING FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	PASTORAL CARE
5	KNOW YOURSELF	2/3		✓			✓		PASTORAL CARE
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY	2/3			✓			✓	PASTORAL CARE
7	MANAGE THE BASICS	3/4	✓			✓			PASTORAL CARE
8	MOTIVATE YOURSELF	3/4		✓			✓		PASTORAL CARE
9	IMPROVE YOUR MEMORY AND RECALL	3/4			✓				PASTORAL CARE
10	USE MAPPING STRATEGIES	3/4	✓			✓			PASTORAL CARE
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	3/4		✓			✓		PASTORAL CARE
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	3/4			✓			✓	PASTORAL CARE
13	EVOLVE AS AN INDEPENDENT LEARNER	3/4				✓		✓	PASTORAL CARE

OPTION 4 - SPECIFIC YEAR GROUP OR SPECIFIC SUBJECT

	TOPICS / YEARS	T E R M	7/	8/	9/	10/	11/	12/	PERIOD USED
			8	9	10	11	12	13	
1	SET YOUR GOALS	1				✓			CAREERS OR STUDY - PLP
2	LEARN HOW TO STUDY	1				✓			CAREERS OR STUDY - PLP
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1				✓			CAREERS OR STUDY - PLP
4	PREPARING FOR EXAMINATIONS	2				✓			CAREERS OR STUDY - PLP
5	KNOW YOURSELF	2/3				✓			CAREERS OR STUDY - PLP
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY	2/3				✓			CAREERS OR STUDY - PLP
7	MANAGE THE BASICS	3/4				✓			CAREERS OR STUDY - PLP
8	MOTIVATE YOURSELF	3/4				✓			CAREERS OR STUDY - PLP
9	IMPROVE YOUR MEMORY AND RECALL	3/4				✓			CAREERS OR STUDY - PLP
10	USE MAPPING STRATEGIES	3/4				✓			CAREERS OR STUDY - PLP
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	3/4				✓			CAREERS OR STUDY - PLP
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	3/4				✓			CAREERS OR STUDY - PLP
13	EVOLVE AS AN INDEPENDENT LEARNER	3/4				✓			CAREERS OR STUDY - PLP

OPTION 5 - ROLLING GRID LINE

	TOPICS / YEARS	T E R M	7/	8/	9/	10/	11/	12/	PERIOD USED
			8	9	10	11	12	13	
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	GRID LINE 1
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	GRID LINE 2
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	GRID LINE 3
4	PREPARING FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	GRID LINE 4
5	KNOW YOURSELF	2/3		✓			✓		GRID LINE 5
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY	2/3			✓			✓	GRID LINE 6
7	MANAGE THE BASICS	3/4	✓			✓			GRID LINE 7
8	MOTIVATE YOURSELF	3/4		✓			✓		GRID LINE 1
9	IMPROVE YOUR MEMORY AND RECALL	3/4			✓				GRID LINE 2
10	USE MAPPING STRATEGIES	3/4	✓			✓			GRID LINE 3
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	3/4		✓			✓		GRID LINE 4
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	3/4			✓			✓	GRID LINE 5
13	EVOLVE AS AN INDEPENDENT LEARNER	3/4				✓		✓	GRID LINE 6

OPTION 6 - SELECTED TOPICS SPREAD OVER A 4 YEAR PERIOD

	TOPICS / YEARS	T E R M	7/ 8	8/ 9	9/ 10	10/ 11	11/ 12	12/ 13	PERIOD USED
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
4	PREPARING FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
5	KNOW YOURSELF	2/3	✓	✓	✓	✓	✓	✓	2011 – YEAR 1
6	HANDLE MULTIPLE CHOICE TESTS + TEST ANXIETY	2/3	✓	✓	✓	✓	✓	✓	2011 – YEAR 1
7	MANAGE THE BASICS	3/4	✓	✓	✓	✓	✓	✓	2012 – YEAR 2
8	MOTIVATE YOURSELF	3/4	✓	✓	✓	✓	✓	✓	2012 – YEAR 2
9	IMPROVE YOUR MEMORY AND RECALL	3/4	✓	✓	✓	✓	✓	✓	2013 – YEAR 4
10	USE MAPPING STRATEGIES	3/4	✓	✓	✓	✓	✓	✓	2013 – YEAR 4
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	3/4	✓	✓	✓	✓	✓	✓	2014 – YEAR 5
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	3/4	✓	✓	✓	✓	✓	✓	2014 – YEAR 5
13	EVOLVE AS AN INDEPENDENT LEARNER	3/4	✓	✓	✓	✓	✓	✓	2015 – YEAR 6

OPTION 7 - MINIMUM TIME FOR THE PROGRAM

	TOPICS / YEARS	TERM	7 / 8	8 / 9	9 / 10	10 / 11	11 / 12	12 / 13	PERIOD USED
1	SET YOUR GOALS	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
2	LEARN HOW TO STUDY	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
3	UNDERSTAND AND USE YOUR STUDENT WALL PLANNER	1	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
4	PREPARE FOR EXAMINATIONS	2	✓	✓	✓	✓	✓	✓	ADMINISTRATION OR PASTORAL CARE
5	KNOW YOURSELF	3	✓						MATHEMATICS DEPARTMENT
6	HANDLE MULTIPLE CHOICE TESTS AND COPE WITH TEST ANXIETY	3		✓					SCIENCE DEPARTMENT
7	MANAGE THE BASICS	3			✓				ENGLISH DEPARTMENT
8	MOTIVATE YOURSELF	3				✓			HUMANITIES DEPARTMENT
9	IMPROVE YOUR MEMORY AND RECALL	4					✓		MATHEMATICS DEPARTMENT
10	USE MAPPING STRATEGIES	4	✓						SCIENCE DEPARTMENT
11	TAKE CONTROL OF YOUR TIME MANAGEMENT	4		✓					ENGLISH DEPARTMENT
12	NOTE MAKING AND NOTE TAKING TECHNIQUES	4			✓				HUMANITIES DEPARTMENT
13	EVOLVE AS AN INDEPENDENT LEARNER	4				✓		✓	ADMINISTRATION OR PASTORAL CARE

Girls Can Study For Success

While every step is important in the journey towards becoming a successful learner, different individuals will use the steps in different ways. Educators and researchers in Australia and overseas have come to understand that girls have particular needs as learners.

Girls seem to be ‘wired’ differently to boys; their brain systems develop and operate differently. Knowing the way girls function as learners has to be taken into account when catering for their needs. Girls are regarded as more verbal because the language areas of their brains generally develop more rapidly and, therefore, they acquire language earlier. Girls usually start talking earlier and use more complex sentences than boys. As they get older, girls continue to outpace boys in speech fluency, reading, and writing, and produce more written language. Girls shine as linguistic learners because they are more likely to be better listeners. The typical teenage girl has a significantly better sense of hearing than a teenage boy. Emotion is processed in the same area of the brain that processes language. So, it is easy for most girls to talk about their emotions.

Typically, girls are able to articulate their emotions fairly easily and are able to verbalise what they are feeling and why. On average, they make pleasing their teachers and parents a higher priority than boys do. They often feel they need to conform to traditional and stereotypical roles for women and feel far less independent, seeking approval for their behaviour. Relationships are very important to girls. Cooperative learning experiences show girls attend to a task more readily and socialise more productively than boys. Girls are more likely to be excessively critical in evaluating their own academic performances. They need more encouragement. Girls often perform less well on spatial and kinaesthetic tasks.

Knowing the way girls function as learners has to be taken into account when catering for their needs. The Thirteen-Step Study skills process outlined in **Study: putting the pieces together** does just that. Below we identify why each section of this innovative program will enhance effective learning and study skills acquisition from a girl’s perspective.

1 Set Your Goals

Girls frequently lack confidence in their abilities. Examining assessment and examination results can encourage girls to see their strengths and also puts their weaknesses into perspective. This can help reduce their tendency to be over-critical and melodramatic about their perceived weaknesses.

2 Learn How to Study

Girls often argue that they can’t study for some subjects, particularly mathematics and science. The social pressure amongst girls to conform to expectations means that they often feel they cannot succeed in areas that have long been regarded as the domain of males. Once studying has been de-mystified and broken down into a series of skills and strategies, girls realise that they are as well-equipped as boys to excel in these areas. They can use their verbal skills to good effect and can improve their spatial abilities.

3 Understand and Use Your Wall Planner

The most difficult step on a journey is the first one. Understanding that the Planner breaks large, unattainable goals down into smaller, more achievable ones and is the first step towards more effective study. Using the *Student Wall Planner* establishes a regular routine for study and also allows for relaxation. Girls often thrive on organisation and order. They can plan to study co-operatively with peers and schedule study and revision sessions.

4 Prepare for Examinations

Examinations are daunting; if a student feels unprepared, it becomes a source of stress. Girls often find stress very debilitating; emotion overturns logic and reason. The clear explanation of how to plan systematically for examinations provides a way out of emotional hiatus and encourages girls to channel fear into action.

5 Know Yourself

It is believed that the language centres for girls operate differently to that of boys. Girls will articulate their feelings and aspirations. Girls will discuss their strengths and weaknesses, but may be overly critical. Being more aware of their own unique learning styles encourages girls to experiment with changing entrenched habits. It may encourage them to feel less inclined to seek approval and affirmation from others. It may help them challenge feminine stereotypes. Girls may dwell on mistakes and need to free themselves from guilt, learning to move on. They need to be free to make mistakes and cope with them.

6 Handle Multiple Choice Tests and Cope with Test Anxiety

Specific skills are required to handle multiple choice exams and to cope with test anxiety. Girls are often regarded as more verbal but also more inclined towards anxiety. Understanding the structure of multiple choice tests, and the way language is employed in such tests, will appeal to girls and encourage greater confidence on their part. Anxiety will be reduced as their confidence is increased. Clearly articulated strategies to cope with higher levels of anxiety experienced during exams and tests will be beneficial to a girl's performances in those tests and exams.

7 Manage the Basics

Girls are often regarded as able to manage the 'house-keeping' of study – e.g. desk space, quietness. In reality, girls' rooms can often be as chaotic as boys' rooms. The temptation to access communication technology - mobile phone, SMS, and email - allows girls to develop and sustain a connection with peers, often at the expense of real study. Like boys, they may also pursue sports and have part-time jobs. They can become 'time poor', unless they plan to effectively use their available time. Confronting how they use and budget their time allows girls to achieve a balance in sport, school, work and leisure.

8 Motivate Yourself

Educational psychologists have found fundamental differences in the motivating factors for boys and girls. Girls like to support and assist others, but are not as independent as boys, often conforming to peer goals and expectations. They need encouragement to be more competitive and to pursue their own personal goals. They often fear sustained disagreement and require the confidence to assert their own needs.

9 Improve Your Memory and Recall

Neurological studies have become clearer about the nature of memory and recall and the way the brain converts information from working memory into long term memory. By making connections in the neural pathways more frequent, recall is more rapid. Girls require this as much as boys but they may need to do so in different areas to boys. For most girls, verbal recall and memory is easier than spatial memory. Girls need strategies to develop spatial memory in the same way that boys need strategies to improve verbal recall and memory.

10 Use Mapping Strategies

Mapping strategies offer girls a way to improve the visual-spatial areas of their brains. They help girls to connect and link information, using symbols as well as words. Girls can see the overall pattern of the unit of work that they are studying. Such strategies relieve the tedium of study, and the free-form nature of Mind Maps® provides variety, while also encouraging girls to step outside their comfort zone and experiment.

11 Take Control of Your Time Management and Multi-Tasking

While girls are often stereotypically regarded as being more efficient and more organised, they can have problems managing time and dealing with the competing demands in their lives. The nature of procrastination and distraction may differ from that of boys; nevertheless girls still need to be reflective and honest about what triggers their behaviours, and they need to find ways to cope. Girls may be more inclined to distraction from social and peer interactions, and may cope better with the demands of written tasks, but they still need to manage their time to optimise success.

12 Note Making and Note Taking and How to Streamline Your Techniques

While it is believed that, traditionally, girls are more proficient at note taking because they are better listeners and have better verbal skills, they still need to streamline their work habits. More importantly, they need to increase their repertoire of strategies, adapting them to specific subjects, particularly in areas requiring spatial abilities. Girls, with more verbal skills, are stereotypically more inclined to take notes but they can expend wasted energy on large amounts of detail. Note making and note taking, with greater focus on organising information into meaningful units for more effective recall and extending and questioning material for more effective comprehension, will boost their efficiency and build on organisational skills.

13 Evolve as an Independent Learner

Today, the world is a very different place for girls. They need to have the courage to break away from stereotypes and to take risks. They need the courage to resist the pressure of media representation of girls and women. They need to consider their own hopes and needs and not feel responsible for pleasing others. They need to evolve as independent learners who feel they can control their own learning.

Boys Can Study For Success

While every step is important in the journey towards becoming a successful learner, different individuals will use the steps in different ways. Educators and researchers in Australia and overseas have come to understand that boys have particular needs as learners.

Boys seem to be 'wired' differently to girls; their brain systems develop and operate differently. They tend to be more kinaesthetic, more hands-on, more spatial-mechanical. They tend not to sit still to learn as well as girls do. They tend not to use or produce as many words and they tend not to think in words as much. Boys have about half the verbal centres girls have, so they don't rely as much on words. They do not utilise their fine motor skills as much. They rely more on gross motor skills, which means more physical movement.

Knowing the way boys function as learners has to be taken into account when catering for their needs. The Thirteen-Step Study skills process outlined in ***Study: putting the pieces together*** does just that. Below we identify why each section of this innovative program will enhance effective learning and study skills acquisition from a boy's perspective.

1 Set Your Goals

Boys can sometimes be over-confident about their abilities. Examining assessment and examination results can provide a reality check for those who have an unrealistic impression of their own abilities. While boys may initially find it difficult to set goals, once they have done so, they are often motivated by a sense of competition and work to produce a PB (Personal Best). They enjoy seeing tangible results and competing to improve them.

2 Learn How to Study

Boys often argue that they can't study for some subjects, particularly English and the humanities. These are areas that have long been regarded as not being 'boy-friendly'. Once studying has been *de-mystified* and broken down into a series of skills and strategies, boys enjoy developing a proficiency in them. They begin to develop confidence and experience success.

3 Understand and Use Your Wall Planner

The most difficult step on a journey is the first one. Understanding that the planner breaks large, unattainable goals down into smaller, more achievable ones is the first step towards more effective study. Using the *Student Wall Planner* establishes a regular routine for study and provides for relaxation. Boys thrive on routine. It is also a visual reminder of what has been done and what needs to be done. Many boys respond positively to visual stimuli.

4 Prepare for Examinations

Examinations are daunting; if a student feels unprepared, they become a source of stress. Boys often procrastinate and avoid early preparation, believing it is better to 'cram'. They also believe they do better when under pressure. This is not generally the case. Such pressure can be debilitating and retention of material is short-lived. Clarity about the nature of examination preparation encourages boys to overcome stress and become pro-active in their learning.

5 Know Yourself

It is believed that the language centres for boys operate differently to those of girls. Boys are less inclined to articulate feelings and aspirations, and less open about acknowledging areas of weakness. An interesting research finding points to a phenomenon called 'hiding out'. A boy can begin to sense his strengths, consciously or unconsciously. Conversely, he senses his weaknesses. He will hide the weaknesses, often adopting a sense of bravado to mask his insecurity and he may appear to be either over-confident or indifferent. Being more aware of his unique learning style, with strengths as well as weaknesses, encourages a boy to experiment with changing entrenched habits and adopting new ones.

6 Handle Multiple Choice Tests and Cope with Test Anxiety

There is a body of literature that documents boys' struggles to read and write effectively. Boys can read and write more effectively when they are given **scaffolds** i.e. when the complexities of tasks are broken down into smaller, more achievable steps. By deconstructing multiple choice tests, which require a lot of reading, and by giving boys clues to the impact of language in such tests, boys will have reduced anxiety and will be more attentive to the subtleties of words. It is often thought that boys tend to internalise stress rather than discuss it. A clear understanding of the nature of anxiety, and strategies to cope with it, will improve the possible impact of stress on boys' performances.

7 Manage the Basics

Boys are often regarded as oblivious to the passage of time, spread out and comfortable in a chaotic and untidy room and wired into all types of digital technology. They are 'too busy' to study. The reality is many pursue sports and have part-time jobs. They can become 'time poor', unless they plan to use the available time effectively. Confronting how they use and budget their time allows boys to achieve a balance in sport, school, work and leisure.

8 Motivate Yourself

Educational psychologists have found fundamental differences in the motivating factors for boys and girls. Boys tend to pursue goals they have set themselves rather than goals that have been imposed on them. Knowing how to set goals and how to measure their achievement puts boys back in control. They can have some choice over when they do things and they can decide on how to reward their own performances. The freedom to choose is a powerful motivating factor.

9 Improve Your Memory and Recall

Neurological studies have become clearer about the nature of memory and recall and the way the brain converts information from working memory into long term memory. It is believed that boys may have fewer sensory and verbal resources than girls but, given access to memory strategies, they can use the power of association to link information to something of personal significance. By making connections in the neural pathways more frequent, recall is more rapid.

10 Use Mapping Strategies

Mapping strategies offer boys a way to tap into their visual-spatial strengths. They are able to connect and link information, using symbols as well as words. They can see the overall pattern of the unit of work that they are studying. Mind Maps® allow boys to grasp the breadth and depth of what is being studied, and are visual stimuli for recall.

11 Take Control of Your Time Management and Multi-Tasking

Whilst boys are often stereotypically regarded as being less efficient and less organised than girls, they have problems managing time and dealing with the competing demands in their lives. The nature of procrastination and distraction may differ from that of girls; nevertheless they still need to be reflective and honest about what triggers their behaviours, and they need to find ways to cope. Boys may be more inclined to distraction from electronic games and media, but they too have demands on their social and peer interactions. Instead of just hoping things will work out, boys need to be encouraged to use their analytical skills to reflect on what they can do to improve their time management and to juggle the many tasks and activities in which they are involved.

12 Note Making And Note Taking and How to Streamline Your Techniques

Because many boys are auditory learners they do not feel the need to take notes. They believe they can simply recall information at will. An interesting finding is that a boy's brain goes into a rest state many times during the day. Boys often seem 'tuned out' and almost half asleep. The sedentary classroom exacerbates that rest state and boys are missing out on valuable learning. Taking notes gets boys moving and active. Boys need strategies on how to take notes and what to take notes on. As boys are less inclined to be linguistic learners, they need to learn how to take notes in other ways than simply copying down words. Mapping strategies and other spatial devices work well for them

13 Evolve as an Independent Learner

This is the goal for every learner. Boys do not have to fall behind in the educational system; they can become skilled learners when they are shown how to learn effectively. Acknowledging their strengths and weaknesses, and monitoring and measuring progress, are the crucial tools in becoming independent. When confidence and competence are encouraged and achieved, then boys actually enjoy learning because they are in control of what they do.

YOUR ROLE AS FACILITATOR

YOUR ROLE AS FACILITATOR

This is a general statement about your role as facilitator. Your role will evolve to meet the particular needs of your school community.

In your role you will:

- 1 Work with the executive to devise the most **effective program** for your school.
- 2 Liaise with all involved in the program, including the executive, the staff, the students and the parents - to provide **timely communication** about the program and its implementation.
- 3 **Manage publication** of information on the school website, the school newsletter, daily notices, notice boards, and any other suitable means of publication.
- 4 Provide **professional development** for those who are implementing the program so they can deliver it confidently and competently.
- 5 **Act as a mentor** and guide for colleagues, and provide support and reassurance. This will be quite varied. It could be that you team-teach with a colleague who is lacking in confidence. You might offer to help check that the worksheets have been signed by all parties. This will be guided by needs as they emerge.
- 6 **Monitor the implementation process** to ensure that everyone is participating, covering the content and completing all the forms.
- 7 Provide **timely reminders**, by email, to the implementing teachers to remind them to prepare for each stage of the program by reading the material and making sure all photocopy material is ready for each session.
- 8 Present a **Parent Information Night**, or work with your Principal/Deputy in a collaborative presentation, and act as a point of communication for parents regarding general matters in the program. You will need to advertise the meeting and invite parents by letter, as well as participate in the presentation. Subsequently, you can answer general enquiries from parents, or redirect them to the staff member who is running their child's program, for specific information relating to the child's use of the *Student Wall Planner* or completion of worksheets.
- 9 **Collate feedback** about the program and circulate it via the school website and newsletter.
- 10 Record effective practices, 'best' practice and successes in the form of approved photographs or comments and circulate them amongst staff as a means of sharing effective strategies.
- 11 Regularly **communicate with the executive** as to progress of program.
- 12 Occasionally **communicate with Success Planner Pty Ltd**. This might be to seek advice or to pass on feedback about the program or share ideas or experiences.
- 13 **Work with the clerical staff** in the school office, asking them to photocopy all the necessary worksheets for each topic in advance for the students and staff. The worksheets may be loose, stapled or in a booklet format.

SUCCESSFUL IMPLEMENTATION

- Keys for Success with the Application of the *Student Wall Planner* and *Master Study Guide*
- Recommended Method of Implementation of the *Student Wall Planner* and *Master Study Guide*
- *Working with the Executive*
- How Various Schools Introduce the Resources to Their Students
- Key Points to Make with Students in order to Ensure Success
- Various Methods of Presenting the Material to Students
- Key Points to make with Staff in order to Ensure Success
- Key Points to Make with Parents in order to Ensure Success
- PowerPoint® Presentation as an Introduction Tool

KEYS FOR SUCCESS WITH THE APPLICATION OF THE *STUDENT WALL PLANNER* AND *MASTER STUDY GUIDE*

There are 6 key issues that need to be addressed if the new resources are to have a smooth transition into the daily lives of the students, parents and teachers and the school routine.

- 1 The **executive team** needs to see the value of the program, endorse it, support it and give it priority on the school's schedule PLUS be actively involved.
- 2 Appoint a **school facilitator** to be trained on the application and implementation of the *Student Wall Planner* and *Master Study Guide* to students, parents and staff.
- 3 The **classroom teacher** needs to be empowered and fully informed of the program. They need to know their role and the role of others in the 'big picture'. Their input and commitment is the crucial factor in the daily success of the program. The standards set by the classroom teacher will assist the quality of a student's application in the whole process.
- 4 **Students** should be informed that the *Student Wall Planner* and *Master Study Guide* will become part of their annual school and home routine while enrolled at school. Their efforts in and application of the program, if done correctly, will ideally improve their performance as the year unfolds.
- 5 **Parents** need to be informed and empowered with this new method to help guide their children in the use of the *Student Wall Planner*, the key intentions of the *Master Study Guide* and how they will be utilised in the school environment. Parents also need to beware that a structured study program used in conjunction with the *Student Wall Planner* is not just a single event but rather an on-going resource to be used in the home and school during their child's high school years. Parents need to understand that their level of commitment and support to their child will ensure the resources become part of the child's daily routine. A PowerPoint® presentation is supplied to help inform parents of the 'bigger picture'. The school website could be used to make this available to both parents and students.

Parents can be informed of the products via:

- The school's newsletter
 - The school's web page
 - General parent information nights
 - Parent and student handbooks on subject selection
 - Section allocated in their child's school diary
 - A specific annual parent information meeting to introduce the *Student Wall Planner* and *Master Study Guide* to new parents to the school (and to refresh parents from previous years).
- 6 If the *Student Wall Planner* is **looked after** and properly maintained there is no need for it to be replaced in subsequent years. Both students and parents need to know this at the time of distribution of the *Student Wall Planner*.

RECOMMENDED METHOD OF IMPLEMENTATION OF THE *STUDENT WALL PLANNER* AND *MASTER STUDY GUIDE*

Schools have implemented the *Student Wall Planner* and *Master Study Guide* in many different ways and it is important that your school explore and adopt a method that meet the needs of your school community - your staff, your parents and most importantly your students.

We have prepared the following set of recommendations to help with the implementation of the resources into your school:

Recommendation 1

The four core topics, (1) Set Your Goals, (2) Learn How to Study, (3) Understand and Use Your *Student Wall Planner* and (4) Prepare for Examination, are covered by all students in all years on an annual basis.

Recommendation 2

Topics 1 to 4 contain very important material, plus a number of A3 worksheets for the students to complete and sign. Some schools have found it better to issue the '**Teacher**' worksheets with the missing words shown for these topics to the students in order to lead discussion, and then allow the students to commence filling-in the A3 sheet in the balance of the period or finish for homework. Alternatively the student worksheets can be issued with the **Key Missing Words Summary Sheet** (the missing words are listed in the back of the Student Guide) for the topic and this way the students can complete the topic material at home.

Recommendation 3

For topics, other than Topics 1 to 4, the staff would work from the '**Teacher**' worksheets and the students would work from the '**Student**' worksheets. The staff member would discuss the issues explained on the sheets and have the students fill in the numbered gaps on their worksheets. Alternatively the student worksheets can be issued with the **Key Missing Words Summary Sheet** (the missing words are listed in the back of the Student Guide) for the topic and this way the students can complete the topic material at home.

Recommendation 4

The first three core topics, (1) Set Your Goals, (2) Learn How to Study and (3) Understand and Use Your Wall Planner, are covered very early in Term 1, or from the point of introduction of the Planner, to set the high standards expected from the school's executive and teaching staff.

Recommendation 5

Early in Term 1, or from the point of introduction, hold an information session for parents to explain the application of the *Student Wall Planner* in the home environment and how the various scoped and sequenced Study Topics will be explored over the life of the child's secondary education experience. It is best **NOT** to issue the *Student Wall Planner* to parents or students until after covering (1) Set Your Goals, (2) Learn How to Study, (3) Understand and Use Your Wall Planner **and** the parent information session.

Recommendation 6

Topic 4, titled 'Prepare for Examinations', is covered by all students before their first set of examinations in the new year at your school.

Recommendation 7

Worksheets with the Core Topics 1 to 4 request students, parents and staff to sign off A3 worksheets that the students have completed. **Staff must be prepared to review the material** submitted by the students and only **accept a high level of commitment** from each student. Feedback and constructive comments from staff are suggested and encouraged.

Recommendation 8

Each year group only covers a further two or three of the remaining topics in second semester. Ideally this means (i) all topics are covered at least twice during the students' school years and (ii) the time taken in class does not become too demanding in the busy school calendar to cover the additional study skills.

Recommendation 9

Some students may need to revise their Goals Chart and Daily Homework and Study Routine on a more regular basis than once a year. Ideally students would revise their Goals Chart and Daily Homework and Study Routine each term. There is the added advantage that staff and mentors can discuss these areas on a regular basis now that the students have covered the concepts in Term 1.

Recommendation 10

Place the PowerPoint® presentations for all the topics onto your school website, so that students who miss any of the topics discussed in class, have the opportunity to fill in the '*Student*' worksheets at home.

Parents can be referred to your website for ideas to assist in developing a dialogue with their children regarding their study and examination preparation strategies.

The Second Year

The second year when a topic is covered with the students there is **NO** need to go through the filling in process for all the missing words but rather show the PowerPoint® presentations, have a discussion about the material, complete the A3 sheets where applicable and keep the students 'on track'.

WORKING WITH YOUR EXECUTIVE

In order for the program to be successful, the executive must not merely appoint a facilitator but it must also support him or her with the co-ordination, preparation and running of the program.

The executive will need to announce the appointment of a facilitator, outline the role and strongly endorse the program.

Formulating a program or topic sequence

Once the facilitator has been appointed and trained, it is recommended, as the key person responsible for the program, that he or she meet with the executive body to devise a timetable or topic sequence that best suits the school.

It is important to consider which topics should be taught at each year level and/or which faculty is responsible for topic implementation:

- We recommend (**Recommendation 1**) that **the first 4 core topics** be covered by all students on an **annual basis**.
- We recommend (**Recommendation 4**) that the first three core topics are covered very early in Term 1, or from the point of introduction of the Planner, to set high standards as to the expectations of your school executive and teaching staff.
- Topic 4, relating to examinations, should be covered by all students before their first set of examinations in the year (**Recommendation 6**). This topic may need to be covered again before the end of year examinations and will need to cater for the course demands at each year level.
- We recommend (**Recommendation 8**) that each year group covers two or three of the remaining topics each year. This means all topics are covered, at least twice, during the students' school years. Thus, it is not too demanding in the school curriculum to cover the additional study skills. The topics can be programmed into the second semester.

The allocation of time and responsibility for the various units will vary depending on organisational framework of the school. It may be situated within an academic or pastoral program, or treated as part of a career education program.

We suggest the facilitator make sure each member of the executive has a copy of the blank Topic Sequence planner for the first meeting. It is a good idea to have several blanks in case various options need to be looked at. Giving the executive the suggested topic sequence in the *Master Study Guide* is a good starting point for discussion.

Once the sequence has been decided, it should be added to the relevant section of the School Handbook or placed on the school events calendar.

Planning and selecting dates for in-servicing staff

As most schools have a yearly whole-school Professional Development Plan, which is broken down into semester and term allocation, it will be important to negotiate dates for in-servicing staff as soon as the program or topic sequence has been decided upon.

The dates will need to be recorded in the school calendar, if they have not already been set aside as professional development days or after-school PD.

You will need to liaise regularly with whoever is responsible in your school for the timing, planning and preparation of professional development days so that adequate time is set aside for the program to be introduced to the staff, especially in its first year of implementation.

Dates for parent information sessions will need to be discussed and confirmed with the executive. It is recommended that this be done early in Term 1, or shortly after the point of introduction, if it is not in Term 1 (see **Recommendation 5**). The timely introduction of **'Parents as Partners'** is crucial to the success of the *Student Wall Planner*. Once a date has been selected, it is important to book an appropriate venue. Schools can be very busy places and booking the venue early will avoid booking clashes or the possibility that a venue is not available for the date you have selected.

In schools where the planner has been highly successful, members of the executive, (principals, deputy principals, heads of year, heads of learning areas, school councillors, careers coordinators) **all have a copy of their school's *Student Wall Planner* on display in their offices** and make constant reference to it whether working with students, parents or staff.

The best time and manner in which to introduce the new initiative to students will need to be discussed with the executive. This will depend on how the program or topic sequence has been organised and allocated. Students will need to be given a brief overview of the program, its benefits to students and how it supports the school ethos. The decision as to whether year level co-ordinators, tutors, class room teachers, subject teachers, heads of faculty, or the facilitator (or a combination of these teaching groups) will be responsible for this will vary for each school.

Staff involved can outline the various topics and can be directed to the 'Testimonials' on our website www.successplanners.com.au for real life comments about the program from individuals who have used it.

HOW VARIOUS SCHOOLS INTRODUCE THE RESOURCES TO THEIR STUDENTS

There are many combinations that can be used. The *Master Study Guide* can be used as a whole or broken down into its various units and allocated in a variety of ways.

A special unit within a careers focus

Some schools prefer to offer the resources within a unit that is devoted to careers. In another variation, some schools even allocate the unit to a particular year level. For example, Penrhos College offers the resources to just Year 10 students in *Career Education and Study*.

As part of the academic program

Some schools see the resources as integral to the academic program in that it provides strategies and skills that will enhance academic performance in all subjects. For example, Brisbane Boys College introduces the topics in their academic program and NOT their pastoral care program.

As part of the pastoral care program

Some schools prefer to use the resources as part of their pastoral program. Since the pastoral time has already been set aside in the school timetable, there is no need to find any additional time and the school simply determines the content of the pastoral period and includes the *Student Wall Planner* and *Master Study Guide*.

Part as pastoral program / part as academic program

Some schools allocate the resource to their pastoral program and their academic program. For example, Frederick Irwin College offers the core topics in pastoral care period and then takes one period from each grid line for the various topics to match the topics per year group.

All years / specific year level

Some schools offer the core topics to all students, and then allocate the other units across various year levels. It is recommended, however, that all topics are covered at least twice during the students' schooling, to provide sufficient re-enforcement and to allow for new student intake. Some schools offer the whole program to one specific year level.

Winthrop Baptist College is an example of the suggested sequence of the topics. They offer the Core Topics 1 to 4 and some of the other topics to all students in the pastoral care periods and the main faculty areas are responsible for one topic each which is taught in relation to the subject curriculum. For example:

- Mathematics Department: Topic 9 – Improving Your Memory and Recall
- Science Department: Topic 10 – Use Mapping Strategies
- English Department: Topic 11 – Take Control of Your Time Management and Multi-Tasking
- Humanities Department: Topic 12 – Note Making and Note Taking and Streamline Your Techniques

6 KEY POINTS TO MAKE WITH STUDENTS IN ORDER TO ENSURE SUCCESS

- 1** The *Student Wall Planner* and *Master Study Guide* are both endorsed by the school leaders. Purchasing it is a serious decision and represents an important new focus by the school. The decision has not been made lightly and the program has been selected because it has tried and tested, with methods and strategies that will guarantee success to those students who take the program seriously. The *Student Wall Planner* and *Master Study Guide* are not a fad, they are here to stay!
- 2** The two resources are being used to effect a broader cultural change in the school towards more effective study, better time management and, ultimately, significantly improved academic success for its students. The resources represent a shift to a culture of excellence.
- 3** The *Student Wall Planner* needs to be looked after and, if students do so, it will last for the duration of their schooling. If the planner is not cared for, then there will be an additional expense to replace it.
- 4** It is important to use the correct non-permanent fine line pen so as to ensure the planner can be easily cleaned and re-used from term to term, semester to semester and year to year. If the correct pen is not used, then the planner will be more difficult to read and re-use, and may need to be replaced.
- 5** There are sufficient testimonials and feedback from users that the program works. If used correctly on an on-going basis, then the resources can make a real difference to student performance. Students can expect to feel more confident and more in control. They experience significantly less anxiety and stress, and tend to achieve improved results.
- 6** Staff and parents will need to be reminded regularly about the use and application of the *Student Wall Planner* and worksheets provided from the school from the *Master Study Guide* (or the individual Student Guide). They will be involved in discussing them with their child and will be asked to sign off on the key planning A3 worksheets. The resources help establish positive and open communication.

VARIOUS METHODS OF PRESENTING THE MATERIAL TO STUDENTS

- 1 Impress on students the importance of completing all A3 worksheets they are given in the program. Remind them that the worksheets must be signed by their parents and supervising teacher once completed. Explain to the students that parents and supervising teachers may comment on the A3 sheets and discuss them with the student in order to help them produce a workable and helpful document.

Schools will either give the students the photocopied handouts for each topic or the purchased Student Guide and the students fill in the gaps **as the teacher discusses** the material with them.

- 2 Teachers can discuss the material AND then give the students the handout (or the Student Guide), PLUS the topic Summary Missing Words Sheet (*) at the end of the period. The students finish it at home, ensuring the material is then covered twice within a 24 hour period.
- 3 Teachers discuss the material AND then the students are given the handout (or Student Guide) and asked to view the school website at home to complete the topic worksheets, ensuring the material is then covered twice within a 24 hour period. This method has the bonus of the visual impact of the PowerPoint® presentation, however, students will need to be able to access the school website from home.
- 4 With methods (2) and (3), the whole Year group can meet in one location and the Year Coordinator can go through the PowerPoint® presentation with them. Students can then break off into smaller classes or stay as one, and finish their own worksheets at home.
- 5 With the introduction of the Student Guide students have a tangible resource to work from and complete. The student can be required to carry the booklet with them and be responsible for it. Other schools keep the Student Guide in 'Home' or 'Pastoral Care' rooms in an organiser, such as a magazine box, and only bring out when required. Some form of storage for the A3 sheets needs to be organised for each group. Certainly parents are happy with all the topics in one Student Guide as they can see the progress of the material with the child and it also becomes a means for effective communication between them.
- 6 One college has 100 small postage tubes so the students can bring in their planners from home and staff can regularly review their progress.
- 7 Another method involves students taking a photo of their planner at the end of Week 3 and providing it to their teacher/facilitator for review. A reward system can be used as an incentive to ensure the experience is a positive one. Rewards can be material, for example, one school offers movie tickets as a reward; but rewards can also be verbal and can be about recognising the effort and commitment of the student.

7 KEY POINTS TO MAKE WITH STAFF IN ORDER TO ENSURE SUCCESS

These points should be stressed when orienting staff to the resources. They are important in ensuring success of the program.

- 1 The *Student Wall Planner* and *Master Study Guide* (and *Student Guide* if purchased) are both **endorsed by the school leaders**. Purchasing it is a serious decision and represents an important new focus by the school. The decision has not been made lightly and the program has been selected because it has been tried and tested, with methods and strategies that will guarantee success to those students who take the program seriously. The *Student Wall Planner* and *Master Study Guide* are not a fad, **they are here to stay!**
- 2 Urge staff to **be part of the solution and not part of the problem**. Invite them to join with the executive team to ensure these tried and tested products are used effectively so that they can make a real difference in a student's study life. The resources also have the potential to help make classroom teaching more rewarding. Both the *Student Wall Planner* and the *Master Study Guide* enhance the work that teachers have so painstakingly prepared, enabling students to absorb information better and, thereby, reducing levels of frustration. Assignments have a better chance of being handed in on time and tests may be better prepared for because students have noted them on their planners and some study time has been set aside. Study does not come naturally to some students and these skills need to be explicitly taught. The *Student Wall Planner* and the *Master Study Guide* teach these skills, freeing up the teacher to focus on the course, subject content and their lessons.
- 3 These resources are **part of a desire to improve the academic culture of the school**. Students, supported by the resources, become independent learners. This shift in culture encourages students towards more effective study, better time management and greater efficiency. When the same message is reiterated by ALL staff it allows for a **common language** to be developed within the school and, if used by everyone, the **consistency of the message** is very compelling.
- 4 **The resources have lasted the test of time** and can make a real difference, if utilised correctly and in a regular routine. They will be undermined if staff do not respect the rigour and continuity of the program. **The teacher is a powerful role model**. If the teacher is not committed, students will pick up on this inconsistency and it will work against the intended shift in culture. Teachers need to know that. Where the whole teaching team has supported the program, students have gained much from the material and made great progress.

- 5 Staff need to **remind students on a regular basis to use their planners and their Student Guide**. This can be done within the program but can be taken and applied within the teacher's subject area. When setting assignments and tests, students should be reminded to put them in their school diaries, but they should also be reminded to note them on the *Student Wall Planner*. Teachers can discuss how much time might be needed for studying for a particular test. The teacher can reiterate particular skills mentioned in the *Master Study Guide* and apply them to the subject area.
- 6 It is recommended that staff do about **15 minutes reading prior to introducing specific topics** to students. This, of course, will vary slightly from person to person. Teachers will need to decide just how much time and effort they need to thoroughly prepare for, and confidently deliver the unit. If teachers have PowerPoint® facilities in their classroom then they may wish to use the PowerPoint® lesson already provided as their tool for discussion.
- 7 There are a few A3 sheets that **staff need to review, analyse and give constructive feedback on for students before signing off on**. Staff should ensure that the student and their parents have already signed off before they add their signature. The signed A3 sheets are:
- (i) My Goal Setting Charts for this Term
 - (ii) My Daily Homework and Study Routine
 - (iii) My Personal Term Planner
 - (iv) My Examination Goals and Strategies
 - (v) My Home Examination Study Timetable (for Senior Students)

The sheets need to be treated seriously. **It is not a matter of just signing off. Teachers should take time to discuss the content of the sheets** with the student and should not be afraid to comment, make suggestions, and insist on revisions if the student appears to be adopting a lackadaisical attitude or appears not to have made an effort. Some students may need to re-do their A3 sheet if it is not up to standard. We should not underestimate the power of the teacher as a positive role model. If the teacher treats the sheets seriously then so will the students. Remember to present feedback in a positive way.

Acknowledge what has been done, but insist on rigour. If the teacher needs support in doing this, he/she should approach the facilitator, Head of Year, Head of House or any other involved party.

10 KEY POINTS TO MAKE WITH PARENTS IN ORDER TO ENSURE SUCCESS

- 1 The facilitator should **invite parents to the Parent Information Night**. The invitation should clearly state its purpose and explain that the evening is to help students develop solid study and homework routines at home. It is also to assist parents to become partners with their child and the school and to work together towards achieving the best possible results for the student. A phrase to showcase in your invitation should be the concept of **Parents as Partners**, in their child's education and with the school.
- 2 **Parents should be informed well in advance** of the night by using all the communication means that the school has at its disposal:
 - (i) Email
 - (ii) School newsletter
 - (iii) Personal invitation letter sent home in the post a few weeks in advance
 - (iv) Reminder invitation letter sent home via the student a few days in advance
 - (iv) an announcement on the school website/portal.

The more parents can be involved, the more likelihood there is of successful implementation.

Parents are busy and have many competing demands, so it will be necessary to get their attention and, hence, a number of attempts to inform them of the presentation are necessary.

Use a reply slip or some other form of RSVP so that the numbers can be monitored and an appropriately sized venue can be booked. Likewise, when parents make a written reply they are more likely to turn up to the presentation and be committed. Enlist whatever support is available to make the evening a success. In some schools the Ladies Auxiliary or Parents and Friends Association may set up coffee/tea after the session.

- 3 Stress with parents that the ***Student Wall Planner and Master Study Guide* are here to stay!** The decision has been made by the school after a serious review of the resources. These resources have a sound educational basis, have been prepared by experienced educators and have been used widely across Australia, as well as other countries. They are recognised as the most comprehensive and effective tool in establishing a healthy partnership between the student, parents and the school, as well as offering the best chance for a student to achieve his/her best.
- 4 Invite parents to join in with executive team and the staff to **ensure these tried and tested products are used effectively** so that they can make a real difference in the student's study life. Explain that parents should be part of the solution and not part of the problem. The resources also have the potential to make home-life more congenial and pleasant. Parents will be able to see when tests, examinations, assignments, projects, essays and other school commitments are due and know that their child has undertaken the necessary study. There will be a greater openness in communication between parent and child, and less chance of friction. Parents can be supportive when they are aware that assessments and exams are approaching. They can arrange holidays and family activities around these and provide an atmosphere that is conducive to study.

- 5 **Parents should not view as a burden the A3 sheets that they need to sign**, but rather as a starting point for opening up communication lines with their son or daughter and really talking with them about their study goals, time management and any difficulties they may be experiencing. Too often that question, 'How was school today?' will elicit very little communication.
- 6 **The A3 sheets are for parental review, for encouragement and for information.** Discussions around the *Student Wall Planner* need to be positive. Parents can acknowledge the pressure students feel and negotiate with their child to help relieve this. For example, family schedules can be modified to help with the problem or the student may be encouraged to cut back on part-time work. The *Student Wall Planner* should not be used punitively. Parents need to use it as an educative tool and a means to establish a partnership that will help their son or daughter become an independent learner and an effective communicator.
- 7 The various **activities, A3 sheets** and the **Student Guide help children build new learning styles, new habits and be better informed about the best practice that will allow them to study and succeed.** It is a gradual process and it takes time for new skills to become automatic. Parents need to be interested and supportive. They should learn to ask open-ended questions that allow the student to explain what he/she has learned. Research strongly suggests that actually teaching someone else what we have just learnt is the most effective way to ensure we have understood it.
- 8 The *Student Wall Planner* was designed to encourage '**Parents as Partners**', along with the staff and school. The *Student Wall Planner* is a physical object that can be used to create discussion, ensuring all parties are informed and share the same goals. It offers parents a valid role in shaping their children's education and planning for success in the academic sphere. When a student's busy life of school work, part-time work, sport, social life and recreation is plotted on the planner, parents can help their children achieve a balance in their lives. Study can be planned and catered for, instead of becoming the major casualty in a busy life. Parents need to aware that the planner will last their child's schooling life, if their child looks after it correctly.
- 9 Each of the **various study skills topics will most likely to be covered twice over the five (5) years of the child's high school life** (depending on which method of presentation the school uses). Parents can be confident that the school has a planned five (5) year program for their child and that successive exposures to the material will reinforce key skills until they become automatic for the student.
- 10 **The *Student Wall Planner* needs to be reviewed weekly and up-dated on a regular basis**, if parents want it to work effectively. In this way the student and the family can be proactive in responding to the changing academic demands. The planner is really for parents! It should be kept in a communal area and not in the student's bedroom. The fridge is often the best place because growing teens visit it with remarkable frequency, as do students who are procrastinating and avoiding work. In this way, deadlines and due dates are constantly in view. Study times have been identified and, therefore, become an integral part of the school/life routine, rather than an act of desperation because a test or exam is due the very next day.

STUDENT RECORD SHEET AND A3 WORKSHEETS

- Record Sheet of Complete Topics
- My Goal Setting Chart for this Term
- My Daily Homework and Study Routine
- My Personal Term Planner
- My Examination Goals and Strategies
- My Home Examination Study Timetable (for Senior Students)
- Each A3 Worksheets once completed is to be signed by the:
 - Student
 - Parent and
 - Teacher

Student Name: _____

Form: _____

RECORD SHEET OF COMPLETED TOPICS

(A) Student Completed the Worksheets**(C)** Parent Signed the Worksheets**(B)** Student Signed the Worksheets**(D)** Teacher Signed the Worksheets

(✓) For each of the completed stages for each allocated topic

	TOPICS	(A)	(B)	(C)	(D)
1	SET YOUR GOALS				
2	LEARN HOW TO STUDY				
3	UNDERSTAND AND USE YOUR WALL PLANNER				
4	PREPARE FOR EXAMINATIONS				
5	KNOW YOURSELF				
6	HANDLING MULTIPLE CHOICE TESTS AND COPING WITH TEST ANXIETY				
7	MANAGE THE BASICS				
8	MOTIVATE YOURSELF				
9	IMPROVE YOUR MEMORY AND RECALL				
10	USE MAPPING STRATEGIES				
11	TAKE CONTROL OF YOUR TIME MANAGEMENT AND MULTI-TASKING				
12	NOTE MAKING AND NOTE TAKING, AND HOW TO STREAMLINE YOUR TECHNIQUES				
13	EVOLVE AS AN INDEPENDENT LEARNER				

Comments:

Student Signature_____
Parent Signature_____
Teacher Signature

Once all relevant topics for the student have been completed for the year please sign off.

MY GOAL SETTING CHART FOR THIS TERM

Name:..... Year:.....Group:.....

Subject	Goal Result	Strategies to focus on to secure targeted result

Student Signature

Parent Signature

Teacher Signature

MY PERSONAL TERM PLANNER

Name: Year: Group:

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Student Signature

Parent Signature

Teacher Signature

MY EXAMINATION GOALS AND STRATEGIES

Name:..... Year:.....Group:.....

Subject	Goal Result	Strategies to focus on to secure targeted examination result

Student Signature

Parent Signature

Teacher Signature

MY HOME EXAMINATION STUDY TIMETABLE

Name:..... Year:.....Group:.....

Time	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Morning							
6.30 - 7.00							
7.00 - 7.30							
7.30 - 8.00							
8.00 - 8.30							
8.30 - 9.00							
9.00 - 9.30							
9.30 - 10.00							
10.00 - 10.30							
10.30 - 11.00							
11.00 - 11.30							
11.30 - 12.00							
Afternoon							
12.00 - 12.30							
12.30 - 1.00							
1.00 - 1.30							
1.30 - 2.00							
2.00 - 2.30							
2.30 - 3.00							
3.00 - 3.30							
3.30 - 4.00							
4.00 - 4.30							
4.30 - 5.00							
5.00 - 5.30							
5.30 - 6.00							
Evening							
6.00 - 6.30							
6.30 - 7.00							
7.00 - 7.30							
7.30 - 8.00							
8.00 - 8.30							
8.30 - 9.00							
9.00 - 9.30							
9.30 - 10.00							
10.00 - 10.30							
10.30 - 11.00							

Student Signature

Parent Signature

Teacher Signature

SUGGESTED INTRODUCTION SCHEDULE

- Timetable Schedule for the Introduction of the *Student Wall Planner* and *Master Study Guide*
- Staff Professional Development Preparation Checklist
- TOPIC 1: 'Set Your Goals'
- TOPIC 2: 'Learn How to Study'
- TOPIC 3: 'Understand and Use Your Wall Planner'
- Parent Information Evening
- TOPIC 4: 'Prepare for Examinations'
- TOPICS: 5 - 13

Timetable Schedule for the Introduction of the *Student Wall Planner* and *Master Study Guide*

Once the school executive and facilitator have agreed on the topic schedule for the various year groups then the following program may be helpful.

	Before Beginning of the School Year	Date	✓ Completed
1	School executive and facilitator decide on the topic schedule		
2	Before the term commences, the administration support staff photocopy selected topics from the <i>Master Study Guide</i> and the relevant A3 sheets ensure sufficient numbers have been prepared OR enough Student Guides have been ordered and received for the students.		
3	With the school executive and the various sample letters supplied, prepare a parent invitation letter for your Parent Information Night. Propose and confirm a date and book a venue.		
4	Before the term commences, the administration support staff distribute all appropriate photocopied A3 sheets to the teachers.		
5	Staff professional development in-service on the overall <i>Student Wall Planner</i> and <i>Master Study Guide</i> program. Discuss: (i) staff role and responsibility (ii) reasons for the program (iii) a comprehensive program that can be used over a 5 or 6 year period and is flexible in the manner in which it can be implemented (iv) results from participating schools (v) number of participating schools (vi) actual program schedule (vii) student involvement (viii) parent involvement (ix) endorsement by the school executive for the concept.		
6	Issue staff with a copy of the Teacher Guide (or photocopies from the <i>Master Study Guide</i>).		
7	Issue staff with a copy of the Student Guide (or photocopies for the <i>Master Study Guide</i>).		
8	Have the 13 student PowerPoint® presentations downloaded onto the school's website for student and staff access.		
9	Have the Parent PowerPoint® presentations downloaded onto the school's website for parent and staff access.		

Staff Professional Development Preparation Checklist

		Date	✓ Completed
1	Confirm the booking of the venue for Staff Professional Development.		
2	Issue all staff with an invitation to a professional development session to introduce new resources, the <i>Student Wall Planner</i> and <i>Master Study Guide</i> .		
3	Advertise the professional development initiative in the school newsletter and on the school website.		
4	The day before the session send out an email reminder to all staff.		
5	Photocopy feedback sheets to be distributed and collected at the conclusion of the professional development session.		
6	Go through the Staff PowerPoint® presentation and be confident about the material and its delivery.		
7	Arrive at the venue 20 - 30 minutes ahead of time. Check venue has been set up.		
8	Check that PowerPoint® is connected and working. If using a microphone, check it is also working.		
9	Signal the time at which you want everyone seated and round up stragglers.		
10	Welcome, housekeeping, and order of the program.		
11	Deliver the presentation.		
12	Allow for a brief question time. If there are lots of questions distribute post-it notes and ask for the questions to be recorded so they can be answered later.		
13	Remind staff about feedback sheets, collect as many as possible and indicate where they are to be returned to, if staff are taking them away to be completed.		
14	Collate feedback from staff.		
15	Report back to executive in summary or as a 'mini' report.		
16	Advertise feedback in newsletter, website, and daily bulletin.		

TOPIC 1: 'Set Your Goals' and TOPIC 2: 'Learn How to Study'

NB: Both Topics 1 and 2 have one A3 Sheet to be completed:

- 'My Goal Setting Chart for this Term'
- 'My Daily Homework and Study Timetable'

	Before unit begins	Date	✓ Completed
1	<p>At least 5 days before the unit begins, contact all staff involved and remind them:</p> <ul style="list-style-type: none"> • to read the nominated unit so that they are familiar and comfortable with the content. • it is probably a 15 - 20 minute commitment • to contact the facilitator before they begin the unit if they have any problems • to collect the Student Guides (or photocopies of the various topics) PLUS the photocopied A3 sheets • the completed A3 sheets must be reviewed/commented on/have suggestions/recommendations made on them and MUST be signed by student/parent/teacher. 		
2	<p>Before the unit begins, advertise to students - notice boards, newsletter, email, house assemblies and daily notices:</p> <ul style="list-style-type: none"> • the name of the unit that they will be covering in the coming week • that they will need to complete: <ol style="list-style-type: none"> (i) the activities in Student Guide and (ii) the large A3 sheets, sign them and have them signed by parents and teacher/tutor. 		
3	<p>Place a reminder in the school newsletter to inform parents about:</p> <ul style="list-style-type: none"> • the name of the unit that the students will be covering in the coming week • large A3 sheets that will be coming home in that week for comment and signature and must be returned by the student to the teacher/tutor for their review and signature. 		
4	<p>Remind staff to collect the large A3 sheets (email/staff briefing):</p> <ul style="list-style-type: none"> • They should review/comment/make suggestions/make recommendations on the sheets. • Sign the sheets. • It is recommended that the completed signed students sheets be photocopied so teachers can use them later in the term/semester for discussion purposes to see if the students are maintaining their progress and are 'on track'. 		

TOPIC 3: 'Understand and Use Your Wall Planner'

NB This topic has one A3 Sheet to be completed:

- 'My Personal Term Planner'

	Before unit begins	Date	✓ Completed
1	At least 5 days before the unit begins, contact all staff involved and remind them: <ul style="list-style-type: none"> • to read the nominated unit so that they are familiar and comfortable with the content. • it is probably a 15 - 20 minute commitment • to contact the facilitator before they begin the unit if they have any problems • to collect Student Guides (or photocopies of the topic) PLUS the photocopied A3 sheet • the completed A3 sheets must be reviewed/commented on/have suggestions made/have recommendations made on them and MUST be signed by student/parent/teacher. 		
2	Before the unit begins, advertise to students - notice boards, newsletter, email, house assemblies and daily notices: <ul style="list-style-type: none"> • the name of the unit that they will be covering in the coming week • that they will need to complete: <ol style="list-style-type: none"> (i) the activities in the Student Guide (ii) large A3 sheet, sign them and have them signed by parents and teacher/tutor. 		
3	Place a reminder in the school newsletter to inform parents about: <ul style="list-style-type: none"> • the name of the unit that the students will covering in the coming week • the large A3 sheets that will be coming home in that week for comment and signature and must be returned by the student to the teacher/tutor for their review and signature. 		
4	Remind staff to collect the large A3 sheets (email/staff briefing). <ul style="list-style-type: none"> • They should review/comment on/make suggestions/make recommendations on the sheets. • Sign the sheets. • It is recommended that the sheets be photocopied so that they can be used for discussion purposes later in the term/semester/quarter. 		
5	Send feedback forms to students and parents asking for constructive comments on the first three (3) units.		
6	Remind via newsletter, daily notices or website to return feedback forms.		
7	Collate data and review.		
8	Provide a 'mini' report to executive.		
9	Provide feedback data and comments back to students and parents via newsletter, website and daily notices.		

PARENT INFORMATION EVENING

Usually set for after Topic 3 has been completed by the students

		Date	✓ Completed
1	Check the booking of the venue for Parent Information Night and remind the executive who are attending the night.		
2	Send home by post a personal invitation to parents to attend a parent evening night in which the <i>Student Wall Planner</i> and <i>Master Study Guide</i> will be explained, as well the role of ' Parents as Partners '. Make sure there is a reply form for parents to express interest and return to the school office as soon as possible.		
3	If providing refreshments or supper, contact your organising group (e.g. caterer, Ladies Auxiliary, P & F) and confirm.		
4	Advertise the parent evening in every possible school communication medium, e.g. newsletter, school website, email.		
5	A few days before the event, issue a second invitation to parents who have not replied to the previous invitation to attend. Encourage them to phone or email if they have not returned the slip as it is not too late.		
6	Collate numbers and names of those attending. Prepare name labels, if desired. If offering refreshments or supper, contact your provider and give final numbers.		
7	Photocopy feedback forms to be distributed and collected on the night.		
8	Go through the Parent Information Night PowerPoint® and be confident about the material and its delivery.		
9	Arrange set up of venue - arrange chairs, position lectern, set up table for registration and name labels, put programs and feedback sheets on seats, arrange seating for yourself and the executive. Have extra pens/pencils available for completion of feedback sheets.		
10	Check that PowerPoint® presentation is connected and working. If using a microphone, check it is also working.		
11	Greet and seat parents. Signal the time at which you want everyone seated and round up stragglers.		
12	Welcome, housekeeping, and order of the program.		
13	Deliver the presentation.		
14	Allow for a brief question time. Give your contact details for those who have further questions.		
15	Conclude with thanks to all involved - executive, provider of refreshments and any others. Remind the parents about feedback forms, collect as many as possible and indicate where they are to be returned to if parents are taking them away to be completed.		
16	Letter of thanks to any volunteer group who have provided refreshments/supper.		
17	Collate feedback forms from parents.		
18	Report back to executive in summary or as a 'mini' report.		
19	Advertise feedback in newsletter, website and daily bulletin.		

TOPIC 4: 'PREPARE FOR EXAMINATIONS'

Ideally done in the 1st and 2nd week of Term 2 and repeated in Weeks 1 and 2 of Term 4.

NB: Topic 4 has two A3 Sheets to be complete. They are:

- 'My Examination Goals and Strategies', and
- 'My Home Examination Study Timetable'

(This is for senior students who may be away from school on study leave)

	Before unit begins	Date	✓ Completed
1	At least 5 days before the units begin, contact all staff involved and remind them: <ul style="list-style-type: none"> • to read the nominated units so that they are familiar and comfortable with the content. • it is probably a 15 - 20 minute commitment • to contact the facilitator before they begin the units if there are any problems • to collect the Student Guides (or photocopies of this topic) PLUS the photocopied A3 sheets • the completed A3 sheets must be reviewed/commented on / have suggestions made/have recommendations made on them and MUST be signed by student/parent/teacher. 		
2	Before the units begin, advertise to students - notice boards, newsletter, email, house assemblies and daily notices <ul style="list-style-type: none"> • the name of the unit that they will be covering in the coming week • that they will need to complete: <ol style="list-style-type: none"> (i) the activities in Student Guide, and (ii) the large A3 sheets, sign them and have them signed by parents and teacher/tutor. 		
3	Place a reminder in the school newsletter to inform parents about: <ul style="list-style-type: none"> • the names of the units that the students will be covering in the coming week • large A3 sheets that will be coming home in that week for comment and signature and must be returned by the student to the teacher/tutor for their review and signature. 		
4	Remind staff to collect the large A3 sheets (email/staff briefing): <ul style="list-style-type: none"> • They should review/comment on/make suggestions/make recommendations on the sheets. • Sign the sheets. • It is recommended that the completed, signed students' sheets be photocopied so teachers can use them later in the term/semester for discussion purposes to see if the students are maintaining their progress and are 'on track'. 		

TOPICS 5 to 13

For Topics 5 - 13 there are no A3 sheets to be completed by students. They have only to complete activities in Student Guide. This means that the checklist is standard for these units. A template has been placed in Section 8 so that you can photocopy and complete it for each of the Topics from 5 through to 13.

	Before unit begins	Date	✓ Completed
1	<p>At least 5 days before the units begin, contact all staff involved and remind them:</p> <ul style="list-style-type: none"> • to read the nominated units so that they are familiar and comfortable with the content. • it is probably a 15 - 20 minute commitment • to contact the facilitator before they begin the units if there are any problems • to collect the Student Guide (or photocopied of the various topics). 		
2	<p>Before the unit begins, advertise to students - notice boards, newsletter, email, house assemblies and daily notices:</p> <ul style="list-style-type: none"> • the name of the unit that they will be covering in the coming week • that they will need to complete the unit activities in the Student Guide (or photocopied of the various topics). 		
3	<p>Place a reminder in the school newsletter to inform parents about the name of the unit that the students will covering in the coming week.</p>		

TEMPLATES

- Suggested Topic Sequence for Each Year Group
- Photocopy Master for Topic Preparation Checklist
- A Sample Email Reminder to Staff at the Beginning of Each Topic
- Sample Announcement to Students/Parents About Current Topic for Newsletter, Website and Daily Bulletin
- Announcement Summaries - Cut and paste the topic and summary into the announcement for your newsletter, website or daily bulletin
- Invitation Letter to Parents to Attend Information Evening
- Presentation Feedback Form
- A Few Additional Practical Suggestions

SUGGESTED TOPIC SEQUENCE FOR EACH YEAR GROUP

	TOPICS \ YEARS	Term	7/8	8/9	9/10	10/11	11/12	12/13	PERIOD USED
1	SET YOUR GOALS								
2	LEARN HOW TO STUDY								
3	UNDERSTAND AND USE YOUR WALL PLANNER								
4	PREPARE FOR EXAMINATIONS								
5	KNOW YOURSELF								
6	MULTIPLE CHOICE TESTS AND COPING WITH TEST ANXIETY								
7	MANAGE THE BASICS								
8	MOTIVATE YOURSELF								
9	IMPROVE YOUR MEMORY AND RECALL								
10	USE MAPPING STRATEGIES								
11	TAKE CONTROL OF YOUR TIME MANAGEMENT AND MULTI-TASKING								
12	NOTE MAKING AND NOTE TAKING, AND HOW TO STREAMLINE YOUR TECHNIQUES								
13	EVOLVE AS AN INDEPENDENT LEARNER								

PHOTOCOPY MASTER FOR TOPIC PREPARATION CHECKLIST

TOPIC No: _____

NAME OF UNIT: _____

	Before unit begins	Date	✓ Completed
1	<p>At least 5 days before the unit begins, contact all staff involved and remind them:</p> <ul style="list-style-type: none"> • to read the nominated unit so that they are familiar and comfortable with the content • that it is probably a 15 - 20 minute commitment • to contact the facilitator before they begin the unit if they have any problems • to collect Student Guide and photocopy A3 sheets for Topics 1, 2, 3 and 4 • that the completed A3 sheets must be reviewed/commented on/have suggestions made/have recommendations made on them and MUST be signed by student/parent/teacher. 		
2	<p>Before the unit begins, advertise to students - notice boards, newsletter, email, house assemblies and daily notices:</p> <ul style="list-style-type: none"> • the name of the unit that they will be covering in the coming week • that they will need to complete: <ul style="list-style-type: none"> (i) the activities in the Student Guide (ii) for Topics 1, 2, 3 and 4 the large A3 sheets, sign them and have them signed by parents and teacher/tutor. 		
3	<p>Place a reminder in the school newsletter to inform parents about:</p> <ul style="list-style-type: none"> • the name of the unit that the students will covering in the coming week • for Topics 1, 2, 3 and 4 the large A3 sheets that will be coming home in that week for comment and signature and must be returned by the student to the teacher/tutor for their review and signature. 		
4	<p>Remind staff to collect the large A3 sheets (email/staff briefing).</p> <ul style="list-style-type: none"> • For Topics 1, 2, 3 and 4 they should review / comment on/make suggestions/make recommendations on the sheets. • Sign the sheets. • It is recommended that the sheets be photocopied so that they can be used for discussion purposes later in the term/semester/quarter. 		

SAMPLE EMAIL REMINDER TO STAFF AT THE BEGINNING OF EACH TOPIC

SUBJECT LINE: Success Planner *Student Wall Planner* and the *Master Study Guide* – *Topic Update*

Dear Colleague

We are about to begin Topic # _____, which is entitled _____

Before beginning the new topic, I'm writing to remind you:

- to allow 15 - 20 minutes to read the topic so that you are familiar and confident with the material
- to make sure you can access the PowerPoint® presentation and have a quick run through to check that it works
- to collect photocopied material for the topic
- that students should fill in a Student Guide topic
- that this topic has (none or 1 or 2) A3 worksheets for students to complete
- that where an A3 sheet needs to be completed by the student, make sure it is sent home for signature by the parent. The students must also sign it and, after you have reviewed it and commented on it, where necessary, you should also sign it
- that it is a good idea to photocopy and store these sheets for future reference and discussion with students, as they review study goals.

Thank you for your continued participation and support of this important initiative. You are always welcome to contact me if you have any questions or need any assistance.

Regards

SAMPLE ANNOUNCEMENT TO STUDENTS/PARENTS ABOUT THE CURRENT TOPIC

For the newsletter, website
and daily bulletin

Below is the pro forma for information to be advertised in various school publications. Overleaf is a summary of topic information and requirements, which you can cut and paste according to the topic your year/group or school is about to undertake, to advise parents and students of what is ahead of them and what is expected of them.

For Topics 1, 2, 3 and 4:

It is essential that the student sign the completed A3 sheet and that parents, **after reviewing and commenting on it**, should also sign it. The student should then return it to school where his/her teacher will review and comment on it and sign it. In this way, student, parent and teacher can work together.

OR

For Topics 5 to 13:

For this topic, students will complete activities in the Student Guide. Make time to discuss these matters with the student and offer encouragement so that student, parent and teacher can work together.

Tailor the sample announcements e.g.:

To students:

This week we will be looking at Topic ...

To parents:

This week your child will be working on Topic...

ANNOUNCEMENT SUMMARIES

Cut and paste the topic and summary into the announcement for your newsletter, website or daily bulletin

Topic 1 – Set Your Goals

This week, students will explore **Topic 1 - Set Your Goals**. In this topic they will define what is meant by a goal, learn how to set realistic goals and will complete a large A3 chart, setting personal and realistic goals for each subject. For this topic students will complete activities in the Student Guide and a large A3 sheet. It is essential that the student sign the completed A3 sheet and that parents, **after reviewing and commenting on it**, should also sign it. The student should then return it to school where his/her teacher will review and comment on it and sign it. In this way, student, parent and teacher can work towards achieving the goals selected by the student. Make time to discuss these matters with the student and offer encouragement.

Topic 2 – Learn How to Study

This week, students will be exploring **Topic 2 - Learn How to Study**. In this topic they will learn the difference between homework and study, be introduced to the 13 aspects of study covered in the program, reflect on their current homework and study habits and analyse how they spend their time. For this topic, students will complete activities in the Student Guide and a large A3 sheet. They will establish a daily homework and study timetable. It is essential that the student sign the completed A3 sheet and that parents, **after reviewing and commenting on it**, should also sign it. The student should then return it to school where his/her teacher will review and comment on it and sign it. In this way, student, parent and teacher can work together to support the student in maintaining a regular homework and study schedule. Make time to discuss these matters with the student and offer encouragement.

Topic 3 – Understand and Use Your *Student Wall Planner*

This week, students will be exploring **Topic 3 - Understand and Use Your *Student Wall Planner***. In this topic they will learn about the parts of the *Student Wall Planner*, its benefits and understand how important time management and organisation are. For this topic students will complete activities in the Student Guide and a large A3 sheet. They will establish a daily homework and study timetable. It is essential that the student sign the completed A3 sheet and that parents, **after reviewing and commenting on it**, should also sign it. The student should then return it to school where his/her teacher will review and comment on it and sign it. In this way, student, parent and teacher can work together to ensure the student is empowered to manage his/her time and become organised in study and homework habits. Make time to discuss these matters with the student and offer encouragement so that both student and parent understand the value of the *Student Wall Planner*.

Topic 4 – Prepare for Examinations

This week, students will be exploring **Topic 4 - Prepare for Examination**. In this topic students will learn about various types of examinations, examine tips and advice and will discuss a range of exam strategies for before, during and after the exam. For this topic students will complete activities in the Student Guide and two large A3 sheets. They will establish some goals for their forthcoming examinations and plan how to use the study time available to them during the examination period. It is essential that the student sign the completed A3 sheets and that parents, **after reviewing and commenting on it**, should also sign it. The student should then return it to school where his / her teacher will review and comment on it and sign it. In this way, student, parent and teacher can work together on making sure the student plans for study and enters the exam room confidently with a range of strategies to support them. Make time to discuss these matters with the student and offer encouragement so that the student feels positive and in-control of exam preparation and has a range of strategies to apply to exams.

Topic 5 – Know Yourself

This week students will learn about various learning styles, particularly auditory, visual and kinaesthetic (VAK). They will learn about Multiple Intelligences and Habits of Mind. They will identify their own dominant learning style and look at different ways to manage this. They will consider whether their learning style is active or passive. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with the student and offer encouragement so that students are encouraged to think about and cater for their own unique learning styles.

Topic 6 – Handle Multiple Choice Tests and Cope with Test Anxiety

This week, students will be exploring **Topic 6 - Handle Multiple Choice Tests and Cope with Test Anxiety**. In this topic students will learn how multiple choice tests are constructed and how to study more effectively for them. They will learn to identify the signs of test anxiety and explore some strategies to deal with it. For this topic they will complete activities in the Student Guide. Make time to discuss these matters with the student and offer encouragement so that the student feels confident about managing test anxiety.

Topic 7 – Manage the Basics

This week, students will be exploring **Topic 7 - Manage the Basics**. In this topic students will learn very practical skills about how to manage their study environments, health, nutrition, sleep, and well-being, as well as manage time when communicating with their peers. They will analyse how they spend their time and they will also discuss how to reward themselves when they have studied effectively. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students are developing the skills to manage their homework and study environment.

Topic 8 – Motivate Yourself

This week, students will be exploring **Topic 8 - Motivate Yourself**. In this topic students will learn about what motivates them; how to include others like parents, teachers and peers in developing positive motivation; and a range of self-motivating strategies. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students can motivate themselves and can also draw on a positive and supportive environment.

Topic 9 – Improve Your Memory and Recall

This week, students will be exploring **Topic 9 - Improve Your Memory and Recall**. In this topic students will learn why we forget things, how we can improve retention of material through systematic and regular revision, and some strategies to trigger recall. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students have strategies and confidence to recall material successfully for test, assessments and examinations.

Topic 10 – Using Mapping Strategies

This week, students will be exploring **Topic 10 - Using Mapping Strategies**. In this topic students will learn the difference between Mind Mapping® and concept mapping; the value of mapping in the revision process; various concept maps and Mind Maps® and will practise developing both. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students can employ the appropriate concept or Mind Mapping® strategy to revision practices.

Topic 11 – Take Control of Your Time Management and Multi-Tasking

This week students will be exploring **Topic 11- Take control of Your Time Management and Multi-Tasking**. They will learn various ways to manage time and complete assigned work without too much stress. They will learn to break big tasks into smaller achievable steps and allocate time to each step. They will learn to prioritise tasks for maximum benefit, and they will learn how to overcome distractions and procrastination. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that students are realistic about time management and have strategies to manage time and meet deadlines

Topic 12 – Note Making and Note Taking, and How to Streamline Your Technique

This week, students will be exploring **Topic 12 - Note Making and Note Taking, and How to Streamline Your Technique**. In this topic students will learn the difference between note making and note taking. They will understand before, during and after strategies for note making and note taking. They will learn how to use abbreviations, how to access resources to supplement note taking and how to use visual aids for note making. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students develop effective note making and note taking techniques.

Topic 13 – Evolve as an Independent Learner

This week, students will be exploring **Topic 13 - Evolve as an Independent Learner**. In this topic students will learn about the journey towards independence and how to become a more independent learner. They will complete a review of study skills and how to develop a 5-day plan to assist them in preparing for a test. For this topic students will complete activities in the Student Guide. Make time to discuss these matters with students and offer encouragement so that student, parent and teacher can work together to ensure students understand that effective learning takes time to evolve and is dependent on a wide range of skills and strategies.

INVITATION LETTER TO PARENTS TO ATTEND INFORMATION EVENING

Dear Parents

Re: Reusable *Student Wall Planner*

One of the major problems identified by teachers and parents of most secondary school students is that students do not manage their time effectively and do not have sound organisational skills. Teachers know that students achieve better results if they are more organised with their time and give study the appropriate priority. Many parents and teachers frequently experience frustration when encouraging students to organise their time in a mature manner in order to keep their study, leisure, sport and other activities in balance. Students need to acquire good time management skills if they wish to achieve their goals and, once acquired, the benefits go beyond secondary school, remaining with them as they undertake tertiary studies and enter into their adult lives.

Early in _____ (*insert date*) students in Year(s) _____ will receive a *Student Wall Planner* to take home. The *Student Wall Planner* has been developed by experienced teachers and educators to give students a useful tool with which to develop their time management skills and plan their study. It is set out in such a way that students develop an overall picture of the way they spend their time. The *Student Wall Planner* also demands the student set goals and mark down the amount of time that they devote to genuine study. A structured study program will be used by the school, in conjunction with the *Student Wall Planner*, to educate students as to how they can effectively incorporate the *Planner* into their school and home routine in order to achieve pleasing academic results.

The *Student Wall Planner* is best displayed on the fridge at home, as it gives parents the opportunity to assist their sons or daughters to develop organisational skills. Parents can become partners with their children. Another important aspect of the A2 size planner is that it is gloss laminated. This allows the *Student Wall Planner* to be written on with a non-permanent felt marker, like an 'over-head' projector pen. The information on the *Student Wall Planner* can then be wiped clean and reviewed, as desired, each term.

Parents are warmly invited to attend a session to inform them about the *Student Wall Planner* and *Master Study Guide*. The session will share examples of 'best practice' in the use of the resources. Importantly, it will empower parents to be partners in their children's progress throughout the years of schooling. The level of commitment and support that parents can offer their child will ensure that the resources become part of the daily homework and study routine, removing the cause of much friction in the household. This Parent Information Session will be held on _____. Details are attached.

Please complete and return the acknowledgment slip by _____, and indicate whether or not you are able to attend the information session.

The *Student Wall Planner* is now used by over 200,000 students in over 200 schools throughout world. This new educational resource can make a real difference in the home environment. The *Student Wall Planner* is not a magic recipe for getting great results in every subject, but it is hoped that it will provide a base from which students can achieve the results of which they are truly capable. The *Student Wall Planner* will encourage students to be more effectively organised, to set realistic goals, to develop a regular homework and study routine and to acquire the habit of seeking teacher/ parent advice when needed.

If you have any queries please contact your child's _____ on _____

Yours sincerely

Principal

Facilitator

REUSABLE *STUDENT WALL PLANNER*

Information Session

Date:

Time:

Venue:

Presenter:

✂-----

REUSABLE *STUDENT WALL PLANNER*

Information Session

Student Name: _____

Year Group: _____ House Group: _____

I/We **will** be attending the information session on the *Student Wall Planner*. []

Number attending []

I/We **will not** be attending the information session

Parent signature(s): _____

Date: _____

PRESENTATION FEEDBACK FORM

Name: (optional) _____

Thank you for participating in the information session on *Student Wall Planner* and *Master Study Guide* on _____ at _____

Please take the time to offer some feedback by circling the best response

The information provided was	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
The PowerPoint® slides were	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Answers to questions were	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Having seen the resources, I think that the initiative to implement the <i>Student Wall Planner</i> and <i>Master Study Guide</i> is	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
My understanding of what is involved in study has improved.	Yes	No	Unsure	
I feel confident that I can play an effective role in supporting my child.	Yes	No	Unsure	
I feel that enough support has been provided to me so that I can understand and use the resources.	Yes	No	Unsure	
I can see some real benefit for my child.	Yes	No	Unsure	
I think it is a good way to improve communication between the school/parents/student.	Yes	No	Unsure	

The most useful aspect of the presentation was:

Any suggestions for improving the presentation:

Regards

Program Facilitator

A FEW ADDITIONAL PRACTICAL SUGGESTIONS

- *Student Wall Planner* School Distribution
- Filling In Student Guide
- Topics 1 to 3
- Parent Information Evening
- Topics 4 / 5 / 6
- For Senior Students
- Topics 7 to 12

Student Wall Planners School Distribution

It is not advisable to give out the *Student Wall Planners* until AFTER the Parent Information Evening. Students need to have completed the A3 sheets and parents need to understand their role with the application of the planner.

Filling in the Student Guide

At the introductory stage, students should be encouraged to join in discussion and watch the PowerPoint® presentation rather than fill in the worksheets. The filling in of the student worksheets should be done later, at end of period or that night as a follow-up/review of material. There is a key 'missing word' summary sheet that can be issued to students, or to teachers, to use when following up or reviewing completed worksheets.

Topic 1 - Set Your Goals

- Make sure goals are realistic and strategies are supportive.
- Students need to have 3-4 concrete strategies per goal in order to experience success in achieving the goals.
- Students and parents need to sign off the completed A3 sheets before staff review the material and then sign off.
- Teachers need to be rigorous and, at times, firm with students who are unrealistic or who are setting their goals too low.
- This needs to be factored in with the teacher's overall knowledge of the student.
- The teacher's review of each student's A3 sheet takes about 3 minutes.

Topic 2 - Learn How to Study

- Sit with students and make sure they have been able to achieve the set time allocations for homework, assignments and study. Clearly, younger students will have fewer hours than senior students.
- Students and parents need to sign off the completed A3 sheets before staff review the material and then sign off.

Topic 3 - Understand and Use Your Student Wall Planner

- Students need to record ALL school commitments for the term - school, work, sport, co-curricular, recreation and social commitments. This way there are no surprises for students or parents!
- Students, parents and staff need to sign off to ensure the process is done, completed and checked.

Parent Information Evening

- Parents should have signed off on 3 x A3 sheets by this stage.
- Students are now in a position to complete the *Student Wall Planner*.
- Ideally the *Student Wall Planner* should be placed on the refrigerator or in a high profile area, e.g. notice board in family room, on the pantry door.
- It must be updated regularly so parents are informed and can be supportive at home e.g. changes to work schedule, social activities should be noted regularly.
- Parents should respect the student daily and study timetable, e.g. If the students has planned for a break - perhaps to watch TV - then parents should respect the student's decision.

- Not all topics of the *Master Study Guide* will necessarily be covered in the one year. Schools vary in the decisions they make about when particular topics will be covered. Some topics may be repeated within a given year e.g. 'Prepare for Examinations' in first and second semesters.

Topics 4 - Prepare for Examinations

- This topic is often covered in both Term 2 and Term 4
- It is usually a good time to reassess goals set at the beginning of year. In some cases, it may be time for students to aim higher as exams approach.
- After interim reports, it is advisable to assess how the student is progressing and whether a review of goals is necessary. This review may affect the nightly study and homework routine.

For Senior Students

During SWOTVAC (the time when students are not at school and are at home studying for their exams) an additional exam period Home Exam/Study timetable is valuable in de-stressing students by giving them a regular routine. The loss of regular school timetable and activities can lead to feeling aimlessness and can cause anxiety about the exam.

The additional timetable for the exam period puts students back into control. It also de-stresses parents, especially those who work, as they are assured that their children are organised and their time, in the lead-up to the exam, is structured. Thus, a responsible, tight, study program is easily established. If students maintain the schedule as planned, then parents should allow them the freedom to nominate what they will do in their break periods. Parents should recognise success and not interfere in planned rest periods or recreation rewards.

Topic 5 - Know Yourself

- Parents should appreciate that the student's learning style may differ from their own and that things are now very different to their own experiences of school.
- Students should be encouraged to be honest about their own learning behaviours. These behaviours can vary from subject to subject.

Topic 6 - Handle Multiple Choice Tests and Cope with Test Anxiety

- If the students do not do multiple choice tests, this can be omitted.
- The section on test anxiety should still be covered.

Topic 7 - Manage the Basics

- Parents should review the student's work station - light, desk, chair, shelving, and storage. They should assess the potential for distraction from Internet, SMS, household phone extensions, mobile phones and other irritants like noise from the TV, or from siblings in the family room.
- Parents should remember that they make the rules. Things like sleep-overs and midweek parties should be avoided totally until the school holiday break. The focus should be on supporting the student in homework and studies through strong commitment from the whole family.

Topic 8 - Motivate Yourself

- The ideal situation is one where the student is encouraged to become intrinsically motivated, i.e. the student is motivated to do things because they satisfy his/her desire to learn or to better himself or herself.
- This is not guaranteed, but it is the goal of the program to develop the student as an independent learner.

Topic 9 - Improve Your Memory and Recall

- Memory and recall are skills and they have to be worked at and repeated until they are automatic.
- Much of what students learn is not retained unless active strategies for recall are developed.
- This is why a daily study routine is necessary.

Topic 10 - Use Mapping Strategies

- Visual ways to recall, and make connections, amongst concepts enhance learning.
- Such strategies cater for the visual/creative/kinaesthetic learner.

Topic 11 - Take Control of Your Time Management and Multi-Tasking

- This is a new unit requested by teachers as time management is so crucial in the crowded curricula of today.
- Students are busier than ever, with heavy demands placed on them by school, part-time jobs, sports, interests, hobbies and socialisation. They need to be able to prioritise all these things competing for their time and attention.

Topic 12 - Note Making and Note Taking and How to Streamline Your Techniques

- Effective note making and note taking can improve revision and learning.
- Students can and will develop their own abbreviations, e.g. SMS and text messaging language have become a new shorthand, in addition to traditional symbols.
- However the use of abbreviations is NOT acceptable in any assessment tasks – tests, collectable homework pieces, essays or assignments.
- Effective notes are essential for revision

Topic 13 - Evolve as an Independent Learner

- The independent learner is the goal! This is what we would like all students to achieve.
- Today's society is often a culture of blame. Students need to take personal responsibility. This is not a problem but rather a challenge. We need to encourage resilience - the ability to take on a problem and work systematically and confidently to solve it.
- The Study Skills Review Checklist is important for students to see, in a very concrete way, that they are developing a range of effective study skills.

As an educator you need straight forward,
practical assistance to help your students get
organised with their school work and study.

Look No Further!



Help Your Students Take Control of Their School Work and Study

Educators know that students who develop effective study skills and good time management habits, and who take responsibility for their own learning, will maximise their prospects for greater success at school and later on in their life.

The Student Wall Planner and Student Guide package provides the tools and skills needed for greater success.

- ✓ A repertoire of effective study skills
- ✓ Better time management habits
- ✓ Greater responsibility for their learning
- ✓ A range of effective study resources
- ✓ Better organised and better equipped
- ✓ Better results
- ✓ More confidence
- ✓ Reduce stress for students and parents

STUDY: Putting the Pieces Together

The Study Guide is designed to help:

- ✓ Set Realistic Goals
- ✓ Plan for Success
- ✓ Manage Note Taking and Note Making
- ✓ To Know Learning Behaviours
- ✓ To Know Their Learning Style
- ✓ Analyse Progress
- ✓ Utilise Mapping Strategies
- ✓ Motivate Students
- ✓ Improve Memory Recall
- ✓ Manage the Working Environment
- ✓ Prepare for Major Tests and Examinations
- ✓ Develop a Term/Semester Plan
- ✓ Develop a Daily Homework and Study Timetable
- ✓ Identify Strengths and Weaknesses
- ✓ Analyse Results and Plan New Goals
- ✓ Take Control of Time Management and Multi-tasking
- ✓ Evolve as an Independent Learner

Schools will find this study guide particularly helpful for students in upper Primary and Secondary years. This guide offers information and exercises to help students take steps to 'work smarter', with useful strategies, tips and practical worksheets.

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