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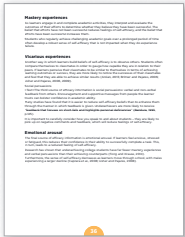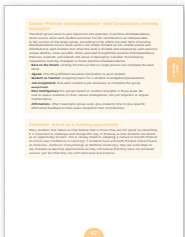
LEARNER SELF-REGARD

Studies have shown (Caprara, 2008; Usher and Pajares, 2008b) that when young students develop a high sense of self-efficacy, they are able to maintain this as they grow older, especially when they experience difficult events and situations at school. Therefore, strategies to create that strong sense of self-efficacy in all students need to be embedded into all phases of school.

Efficacy beliefs are formed through the interpretation of four principal sources of information (Bandura, 1977, 1989, 1997), namely:

- mastery experiences relating to achieving academic goals
- vicarious experiences through observing others, such as classmates
- social persuasions through the messages and feedback they get from others
- emotional arousal or how their own feelings affect their confidence.

Social persuasions

The third source of efficacy information is social persuasions: verbal and non-verbal feedback from others. Encouragement and supportive messages from people the learner trusts can bolster confidence in academic ability.

Many studies have found that depending on the manner in which feedback is given, it is easier

Learner Self-regard as a potential early mental health indicator

Students with a low score for Learner Self-regard are not likely to achieve their academic potential. Compared with students who have a high Learner Self-regard, they are more likely to develop childhood depression, drop out of school and have lower career aspirations.

PORTRAIT OF A STUDENT

What might this look like in the classroom?

| High score for Learner Self-regard	Low score for Learner Self-regard
On the outside: • Students with a high Learner Self-regard are confident and engaged in learning.	**On the outside:** • Learners with a low score for Learner Self-regard are likely to have low
On the inside: • These learners believe they can successfully regulate their own learning	**On the inside:** • These learners feel unsuccessful at school. They often see anything less
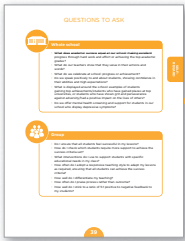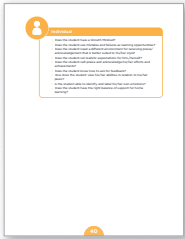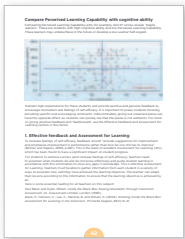
QUESTIONS TO ASK

Whole school

- What do we celebrate at school: progress or achievement?
- Do we speak positively to and about students, showing confidence in

Class

- How do I check which students require more support to achieve the success criteria set?
- What interventions do I use to support students with specific

Individual

- Does the student see mistakes and failures as learning opportunities?
- Does the student need a different environment for receiving praise/

Students' feelings of school connectedness can be strengthened by employing the following intervention strategies:

1. Effective feedback and Assessment for Learning	2. Celebrating failure as a learning opportunity	3. Reporting on attitude and learning first	4. Reflecting on setting and streaming	5. Private tutors and learning independently

1. Celebrating failure as a learning opportunity

Many students fear failure as they believe that it shows they are not "good" at something. It is important to challenge and change this way of thinking so that students see failure as an opportunity to learn. This is closely linked to adopting a culture of growth mindset at school (see the Confidence in Learning chapter).

WHAT TO DO

- Model failure in the classroom by making mistakes when demonstrating work. Ask students to identify the mistakes and say what they have learned.
- Provide students with examples of work that show different levels of achievement.