

# DEVELOPING DISCIPLINARY IDENTITY

People's dispositions and identities ... are derived from experiences with the discipline. Such dispositions and identities, often formed in the classroom, shape the ways in which people relate to the discipline for the rest of their lives. Many students develop counterproductive beliefs about themselves and a discipline. ... but it need not be this way. (TRU Framework, 2018)

**In order for a student to develop positive beliefs about their ability to learn in a discipline, they must:**

## **Educators can:**

- Create an environment where students are free to explore and make mistakes without penalty
- Offer multiple entry points into learning
- Set up short cycles of play and exploration followed by immediate, non-judgmental feedback
- Provide (and help students provide) positive messaging around effort

**Be encouraged to try, even if they have reason to be afraid.**

**Be persuaded to put in effort, even if they begin with little motivation.**

## **Educators can:**

- Design initial activities that lead to immediate success as a result of effort
- Let students choose activities/roles/entry points to kickstart engagement
- Ramp up (personalized) challenge and rigor as foundational skills are built, providing appropriate supports

## **Educators can:**

- Recognize and celebrate each student's strengths
- Attend to struggling students by building on strengths in their thinking
- Cultivate successful students as mentors

**Be honored as thinkers and learners at any and all stages of development.**

**Achieve meaningful success that makes effort worthwhile.**

## **Educators can:**

- Allow students to have a hand in creating and monitoring goals so that success is personally relevant and meaningful
- Frame students' efforts in local, national, or even global contexts

