

Our Learning Strategies at Wavell

1.	Home Study Environment	<p>Your study space should be:</p> <ul style="list-style-type: none"> - Well lit - Quiet and away from distractions and interruptions - Neat and tidy <p>Have your study area adequately resourced with:</p> <ul style="list-style-type: none"> - A computer, diary, calendar or planner - Appropriate stationery <p>Before study:</p> <ul style="list-style-type: none"> - Create a 'to-do' list or study timetable - Make sure you are not hungry or thirsty
2.	Home Study Environment	<p>During study:</p> <ul style="list-style-type: none"> - Wear comfortable clothes - Drink water - Turn your phone, tv or other devices off <p>Take breaks:</p> <ul style="list-style-type: none"> - Regular breaks reduce tiredness and increases your ability to absorb information - Study in 20-minute blocks - Take a 5-minute break in between - go for a walk, get some fresh air and have a healthy snack <p>Top 10 tips for dealing with stress:</p> <ol style="list-style-type: none"> 1. Avoid caffeine and drink plenty of water 2. Exercise regularly 3. Sleep well 4. Use relaxation techniques 5. Talk to someone to release stress 6. Keep a stress diary 7. Manage your time 8. Learn to say 'no' 9. Find balance 10. Remember laughter is the best medicine!
3.	Create a Study Timetable	<p>A weekly planner divided into one-hour blocks enables you to plan effectively and be more likely to stick to tasks during allocated times. As well as study sessions, remember to include extra-curricular activities, part-time work and free time. Revisit your plan each week.</p> <p>Prioritise:</p> <p>Check due dates for assignments and put tasks in order of importance. Create a "to do" list for each study session, indicating the key tasks you want to achieve in that session.</p>
4.	Time Management	<p>Minimise Distractions:</p> <p>If you are thinking about something else when studying, you are not going to be as productive as you could be. Minimise distractions like social media. It may help to put your phone in another room.</p> <p>Avoid the Eleventh Hour:</p> <p>Leaving things to the last minute puts you under pressure. Try to do some study on most days of the week so you don't end up with a mountain of work to catch up on. It is also important to revise your class notes each day.</p>
5.	Study Sessions at School	<p>Use study sessions at school to:</p> <ul style="list-style-type: none"> - Focus on your individual subject weaknesses and address them - Consult your subject teachers for clarification and explanations - Explore resources available in the library and on the internet - Discuss and edit draft assignments - Work with and help classmates - Seek help for problems - Before going home to study, ensure you are very clear on how to do the work
6.	Motivate Yourself	<p>Plan:</p> <p>Use your planner! Check it to see what you are required to do. Work to a study plan so that you don't waste time thinking about what you are going to do next. Delegate your time and set out some goals to help you stay on track.</p> <p>Prioritise:</p> <p>List all the things that need to be done. Crossing off things as they are completed always feels great! Sort your tasks by importance:</p> <ol style="list-style-type: none"> 1. Urgent 2. Important 3. Less Important. <p>Tackle the tasks marked 'Urgent' first, even if they are less enjoyable.</p>

Our Learning Strategies at Wavell

7.	Motivate Yourself	<p>Action:</p> <p>Once you have a clear understanding of your assignment, break it down into manageable chunks. Your concentration levels and productivity will improve if you work in short bursts:</p> <ul style="list-style-type: none"> - Read notes - Research topic on the internet or in the library - Plan your response - Write draft - Edit your work <p>Reward:</p> <p>Hard work deserves praise or reward. Do this once you complete tasks or reach a milestone. Completing all 'urgent' tasks within the timeframe qualifies you for a reward.</p>
8.	Revision	<p>Revision is not a 'sometimes' thing, it:</p> <ul style="list-style-type: none"> - Is an 'all the time' and ongoing thing - Begins after the first class of the year - Is the linking together of the many 'little scenes' in your subjects to create the 'big picture' <p>The purpose of revision is to:</p> <ul style="list-style-type: none"> - Reinforce the material in your long-term memory - Store information systematically in your brain so that you can reproduce it when required <p>The key to effective revision is, it must:</p> <ul style="list-style-type: none"> - Be regular and repetitious - Aim to allocate one hour per subject each week purely to revision
9.	Revision	<p>Revision must be hands-on:</p> <ul style="list-style-type: none"> - Create summaries in your own words - List important points, dates and events - Make connections between topics with mind maps - Draw pictures and diagrams - Make recordings of subject material and listen to them - Have a specific revision folder for each of your subjects - Use past exam papers to guide your study <p>Content is the 'what' and equals course material and information. Process is the 'how' and equals methods followed to reach decisions and solve problems. It focuses on skill acquisition.</p>
10.	Reflection	<p>Observe:</p> <ul style="list-style-type: none"> - What did you see hear or feel? - What happened? <p>Make Sense:</p> <ul style="list-style-type: none"> - What conclusions, here and now, can you make from your observations? - What helped or hindered your understanding? <p>Generalise:</p> <ul style="list-style-type: none"> - What theories can you develop? - What generalisations can be made from your conclusion? <p>Apply:</p> <ul style="list-style-type: none"> - How can you change your behaviour to be more effective? - How can you make better use of your teachers?
11.	Exam Preparation	<p>Leading up to the Exams:</p> <ul style="list-style-type: none"> - Put a copy of your exam timetable on the fridge - Have adequate sleep - your eyes and brain require plenty of rest - Study in the mornings when you feel fresh - your brain is better able to focus and there are fewer distractions - Go over past exam papers - do practice exams under exam conditions - Identify areas of weakness and address them - Recite formulae, quotes, examples and key points - Test your knowledge with your family and friends <p>On Exam Day:</p> <ul style="list-style-type: none"> - Eat a wholesome breakfast - nothing too heavy - Briefly exercise to spark the mind and body - Avoid caffeine - it affects concentration - Don't listen to music beforehand - the songs may play on your mind during the exam - Ensure that your equipment is ready - Arrive at least 15 minutes before the exam <p>During the Exam:</p> <ul style="list-style-type: none"> - Take a bottle of water into the exam - Ensure you can see a clock or timer - Use reading time efficiently - If you finish early, check your work!

Our Learning Strategies at Wavell

12.	Exam Strategies	<p>Sound exam technique is essential to performing well:</p> <ul style="list-style-type: none"> - Take note of perusal time - Listen to any announcements - Look at the mark allocation for each question and divide your time accordingly - Carefully read all directions and instructions - Underline/highlight key words/phrases - Identify questions that you can answer immediately - Put the questions in the order you wish to answer them - your confidence will build for more difficult questions - Begin by doing the questions you know - Don't dwell on tricky questions - highlight them and return later - Write down key formulae points and quotes in the margin - Answer multiple choice and short answers before the essay questions - Don't panic if you forget some material - as you go through the exam, it may come to you - Only change answers if you are sure they are wrong - Draw clear and accurate diagrams - Plan your essays - do an outline before you begin - Work at the rate you practiced - If you cannot answer a question, highlight it and return to it later - Use ALL the exam time - keep working until the end!
13.	Exam Strategies	<p>Multiple Choice:</p> <ul style="list-style-type: none"> - Read the question carefully - Read all the choices - Eliminate obviously incorrect answers - Be careful not to overlook details - Make an educated guess if you don't know the answer - Check the tense of the stem question matches the answers <p>True/False:</p> <ul style="list-style-type: none"> - Be aware of the wording - words such as 'always' and 'none' change the answer compared to wording such as 'often' and 'some' - For something to be true, all of it must be - Guess if you don't know - it's 50/50 <p>Short Answer:</p> <ul style="list-style-type: none"> - Be to the point - Express yourself clearly - Avoid over answering the question - If unsure, use point form to record all the facts that you do know about the topic
14.	Exam Strategies	<p>Matching Answers:</p> <ul style="list-style-type: none"> - Always read all of the answers first to be aware of the possible answers - Be aware that some answers may be 'more correct' than others - Eliminate answers that you believe are wrong - Select the most appropriate from the remaining answers <p>Read and re-read the question several times:</p> <ul style="list-style-type: none"> - Look carefully at the wording - A verb will signify whether the answer is singular or plural - If the word before is 'a' then the answer begins with a consonant - If the word before is 'an' then the answer must begin with a vowel
15.	Exam Essays	<ul style="list-style-type: none"> - Understand exactly what you are being asked - Carefully plan your time - Do an outline of key ideas in point form - Organise your ideas in a logical sequence - Your writing needs to be legible and neat - Have an adequate margin - Open the essay by restating the question - Always use sentences and paragraphs - Tie your thoughts together by using linking phrases such as "firstly", "in addition", "consequently" and "finally" - Reiterate key points in the conclusion
16.	Tips for Remembering	<p>The Art of Association:</p> <p>Everything we remember is by association - every single piece of information in our memory is linked to other pieces of information in one way or another. The most effective way to remember is to create a picture in your mind about the word, phrase or idea you are trying to remember.</p> <p>Use of Points and Keywords:</p> <p>When you study, summarise what you need to learn by writing down the main ideas in point form and highlight key words. Remember how many points there are. Once you can remember the keywords and if you have put in the effort to understand the subject matter, recalling the information will be easy.</p>

Our Learning Strategies at Wavell

17.	Tips for Remembering	<p>Use Acronyms: Acronyms are a technique for memorising a list of facts or a sequence of items. It consists of forming a short word by taking the first letter of each word and creating a picture or thought associated with the idea.</p> <p>Use Colour: Use different coloured pens and highlighters to put colour into your notes. What you want to remember will be reinforced by colour. When you're sitting down to an exam visualising your notes, that vital paragraph you highlighted in fluoro green will spring to mind.</p> <p>Type Your Notes: Word processing your class notes is a great way to revise and re-learn material. You can add or delete information, or reorganise what you have written. The process of typing up your notes also makes you think more about what you are writing.</p>
18.	Taking Notes	<p>Have a Notebook Ready: Use a large ruled notebook. Write the date and give the notes a heading. Draw a margin and use it for recording key words and important phrases. It is much easier to read back over your notes if your writing is legible.</p> <p>How to Write Notes:</p> <ul style="list-style-type: none"> - Write down general ideas/important phrases rather than writing word for word - Put each point on a new line - that way it stands out - Use headings, subheadings and bullet points - Use common abbreviations and symbols to save you writing full words - you can also invent some of your own abbreviations - Asterisk information you need to question or research further - Leave a few blank lines so you can add relevant information later - Write key points or words on the board - Give a summary of the main points at the end of a lesson - Write down any questions you may have
19.	Oral Presentations	<p>Plan and Prepare:</p> <ul style="list-style-type: none"> - Research your topic and know it well - Brainstorm ideas and note relevant points - Identify key words/phrases/quotes - Be aware of your audience's knowledge and interest in the topic <p>The Structure:</p> <ul style="list-style-type: none"> - An engaging and informative introduction - try to 'hook' your audience in the first 30 seconds - The body - a coherent series of main points presented in a logical sequence - A purposeful conclusion - arrive at an overall judgement - conclude the address with an interesting or challenging statement
20.	Oral Presentations	<p>Practice and Present:</p> <ul style="list-style-type: none"> - Rehearse your presentation in front of the mirror or video yourself - Practice in front of your family and friends - Speak more slowly and clearly than you normally would - Time your presentation - Stand straight with your feet planted - you can move, but do so with purpose - Establish a resting place for your hands at the front of your body - Engage your audience through eye contact - Pitch your voice to the back of the room and vary the tone of your voice - If you use a power point, remember it is only a visual aid - don't read from it word by word
21.	Problem Solving	<p>Seeing the "Big Picture":</p> <ul style="list-style-type: none"> - Be clear what the problem is about and describe it in your own words - Seek other points of view - are they similar to yours? - Break it down into manageable tasks - Brainstorm all possible solutions and ideas <p>Evaluating Solutions:</p> <ul style="list-style-type: none"> - Gauge the merit of each solution/idea and record the pros and cons - Choose the most acceptable solution or perhaps a combination of them
22.	Problem Solving	<p>Implementing the Solution:</p> <ul style="list-style-type: none"> - Plan the process to follow - What resources are needed? - Do you require assistance? - What formal layout will you use? - Are there any hurdles to overcome? <p>Working the Plan:</p> <ul style="list-style-type: none"> - Logically, step by step, implement the solution - Evaluate the success of the strategy - Ask for help when you encounter difficulties - Check and verify your results - have you solved the problem?

Our Learning Strategies at Wavell

23.	Reading Strategies	<p>Before Reading:</p> <ul style="list-style-type: none"> - Activate prior knowledge - <i>what do I already know about this topic?</i> - Predict/make inferences - <i>I predict this text will be about Because</i> - Question - <i>I wonder why</i> <p>During Reading:</p> <ul style="list-style-type: none"> - Make connections - <i>I know what that feels like because</i> - Visualise - <i>can I make pictures in my mind?</i> - Make inferences - <i>I think what the author is trying to tell me is</i> - Question - <i>I wonder why</i> - Revise and adjust predictions - <i>I predicted would happen, but now I think</i> <p>After Reading:</p> <ul style="list-style-type: none"> - Retell/Summarise - <i>the main idea of the story is</i> - Synthesise - <i>my ideas have changed after reading this</i> - Revisit predictions - <i>at the beginning I predicted that</i> - Question - <i>I'd like to find out why</i> - Evaluate the text - <i>I found this text useful for my report because</i> <p>Overviewing:</p> <ul style="list-style-type: none"> - Before you begin reading - establish the purpose for your reading and what is required - Choose the reading technique which best suits your needs
24.	Reading Strategies	<p>First and Last:</p> <ul style="list-style-type: none"> - Read the first and last sections of the material - this strategy is a time saving one - Read the first and last chapters of a book - Read the first and last paragraphs of a chapter - Delve down further by reading the first and last sentences in every paragraph in relevant chapters <p>Creating Questions:</p> <ul style="list-style-type: none"> - Change all headings and sub-headings into questions - Then read to answer those questions <p>Reading Speed:</p> <p>Scan the material to be read for:</p> <ul style="list-style-type: none"> - Charts, diagrams, headings and sub-headings - Rather than read individual words, focus on groups of words - Avoid looking back over what you have read - Don't say the words - Move your eyes not your head
25.	Effective Writing	<p>Strong Vocabulary:</p> <p>An effective writer utilises clear language that is easily read by others. A strong, robust vocabulary is an asset to any good writer. Incorporating interesting and unusual words into their writing is a skill that helps to maintain a reader's interest. Here is where a thesaurus comes in handy!</p> <p>Open to Changes:</p> <p>Being open to external edits and suggestions is key because it enables writers to improve their writing. Open-mindedness allows them to see their work through the eyes of others and improve weak points.</p>
26.	Effective Writing	<p>Passion for Reading:</p> <p>Enthusiastic readers often make great writers because being immersed in a world of words helps one better understand the nuts and bolts of writing (like syntax, tone, framing, etc.). What do good writers do?</p> <p>Before Writing - Plan Response:</p> <ul style="list-style-type: none"> - Identify what the task is asking them to do - Consider the purpose, audience, structure and context - Construct graphic organisers/planning tools
27.	Effective Writing	<p>During Writing - Monitor Response Progress:</p> <ul style="list-style-type: none"> - Use graphic organisers/planning tools to approach the task - Ensure response use the content knowledge and vocabulary of the task - Ensure the response meets the purpose and audience requirements - Check the thinking of the response - Use check-in dates for drafts and finals <p>After Writing - Evaluate Response</p> <ul style="list-style-type: none"> - Edit work - Seek feedback from others - Use feedback to make improvements - Reflect on work - Set goals for the future

Our Learning Strategies at Wavell

28.	Brainstorming Technique - SCAMPER	<p>Use the SCAMPER strategy to generate ideas:</p> <p>S Substitute: Replace a thing or concept with something else.</p> <p>C Combine: Unite - What? Who? Ideas? Materials?</p> <p>A Adapt: Adjust to a new purpose. Re-shape? Tune-up?</p> <p>M Modify: Change the colour, sound, motion form, size. Make it larger, stronger, thicker, higher, longer. Make it smaller, lighter, slower, less frequent, reduce.</p> <p>P Put to another use: Change when, where, location, time or how to use it.</p> <p>E Eliminate: Omit, get rid of, cut out, simplify, weed out.</p> <p>R Reverse: Change the order, sequence, pattern, layout, plan, scheme, regroup, redistribute.</p>
29.	SMART Goals	<p>Using SMART goal planning helps students set goals with results in mind. It involves setting specific and measurable goals that are both realistic and attainable. It also gives students a timeline to follow and deadlines to meet.</p> <p>Goals need to be SMART:</p> <p>S Specific: Make your goal specific and narrow for more effective planning.</p> <p>M Measurable: Make sure your goal and progress are measurable.</p> <p>A Achievable: Make sure you can reasonably accomplish your goal within a certain timeframe.</p> <p>R Relevant: Your goal should align with your values and long-term objectives.</p> <p>T Time-based: Set a realistic but ambitious end date to clarify task priorities and increase motivation.</p>
30.	Retrieval	<p>Retrieval practice - reconsolidate memory by creating:</p> <ul style="list-style-type: none"> - Puzzles - Flash cards (question and answer flip) - concentrate your efforts on the cards you find more difficult <p>Effortful learning/retrieval:</p> <ul style="list-style-type: none"> - Learning is deeper when it is more difficult (demands more brain power) <p>Spaced repetition:</p> <ul style="list-style-type: none"> - Repeatedly reviewing information that you want to memorise with greater time between intervals which forces the brain to retrieve information <p>Interleaved practice:</p> <ul style="list-style-type: none"> - Study a variety of subjects at the same time <p>Reflection:</p> <ul style="list-style-type: none"> - Retrieving knowledge from memory - Connecting knowledge to new experiences - Visualising and rehearsing <p>Mastery:</p> <ul style="list-style-type: none"> - Gradual accumulation of knowledge <p>Learn from your mistakes:</p> <ul style="list-style-type: none"> - What did you get wrong and why?
31.	Effective Feedback	<p>Goal Referenced: Effective feedback requires that you have a goal, are taking action to achieve that goal and are receiving information on how your actions are helping you meet that goal.</p> <p>Actionable: Your feedback should make you question 'what should I do more of or less of next time, to help me achieve my goal?' Actionable feedback helps you make clear decisions in response to this question.</p> <p>User Friendly: Too much feedback can be counterproductive. One or two pieces of feedback is desirable.</p>

Our Learning Strategies at Wavell

32.	Effective Feedback	<p>Timely: The sooner you can get feedback from a peer or teacher, the better! The feedback will be more relevant.</p> <p>Ongoing: Ongoing feedback ensures you have time to implement the feedback given and reflect on progress made.</p> <p>Consistent: When feedback is consistent, both teachers and students become better at giving and receiving feedback. It is a partnership and everyone wins!</p>
33.	Values of Inquiry	<p>Clarity: When we communicate with clarity, we ensure that our audience can understand what we mean. We are making our points as clear as possible to others.</p> <p>Accuracy: When we communicate with accuracy, we seek to represent all information correctly and closely aligned with its original meaning.</p> <p>Precision: When we communicate with precision, we are specific and intentional with our language and terminology in order to remove any potential for misunderstanding in meaning.</p> <p>Depth: When we communicate with depth, we provide detailed information and explanations to thoroughly develop our points.</p>
34.	Values of Inquiry	<p>Breadth: When we communicate with breadth, we aim to cover a diverse range of directly relevant content and considerations in relation to the topic. This helps us to ensure that we do not ignore any key components.</p> <p>Relevance: When we communicate with relevance, we choose information that relates directly to the points we are developing. We do not incorporate any distracting or useless information that may confuse our audience.</p> <p>Significance: When we communicate with significance, we discuss the most important information that is related to the given topic. This allows us to focus on key ideas rather than distracting the audience with tangential information.</p> <p>Coherence: When we communicate with coherence, we structure our arguments in a way that makes logical sense. Each point builds towards the overall intended meaning of the piece.</p>
35.	21st Century Skills	<ol style="list-style-type: none"> 1. Critical Thinking 2. Creativity 3. Collaboration 4. Communication 5. Information Literacy 6. Media Literacy 7. Technology Literacy 8. Flexibility 9. Leadership 10. Initiative 11. Productivity 12. Social Skills
36.	LinkedIn	<p>Create Your Profile: A complete LinkedIn profile will summarise your professional experience to your connections, current and future employers, and recruiters. Through your profile, you can showcase your professional life, milestones, skills and interest.</p> <p>Build Your Network: Your network plays a crucial part in unlocking the power of LinkedIn. It will help you understand what is happening in your industry and professional circle. You can begin by adding your family, friends, past or current classmates, and co-workers to your network. You can also follow people, companies, or topics. You can use the LinkedIn Events feature to create and join professional events such as online workshops, seminars, sales, marketing and networking.</p>

Our Learning Strategies at Wavell

37.	LinkedIn	<p>Find a Job: If you are looking for a new professional opportunity, you can get started on your job search on LinkedIn. You can use LinkedIn to research companies and reach out to the hiring community. You can also apply directly for roles, save job searches, and notify your connections and recruiters that you are open for job opportunities.</p> <p>Participate in Conversations: Participating in conversations can allow you to share your perspective on relevant issues and topics with others. You can like and comment on posts and articles on LinkedIn. You can create or join LinkedIn Groups to connect and grow with members who share your interests, experiences or aspirations.</p> <p>Post Content: Millions of members come to LinkedIn every day to connect, learn and share. You can empower and educate your professional circle with the content you post on LinkedIn. You can also share your thoughts and ideas with LinkedIn members using the share box.</p>
38.	Learning Styles	<p>If you are a Visual Learner, use these Learning Strategies:</p> <ul style="list-style-type: none"> - Flashcards, videos, images - Use highlighters - Make timelines or charts or concept maps - Visualise mental images - Find patterns or links between notes - Play revision games online like Kahoot - Rewrite notes out and break them into sections - Create posters, pin around walls and draw the text <p>If you are a Kinesthetic Learner, use these Learning Strategies:</p> <ul style="list-style-type: none"> - Take breaks, go for a walk - Look for ways to apply learning to the real world - Multitask - Move around while you study - Create a game - Have items you can play with while studying eg. a ball - Associate hand movements to an item <p>If you are an Auditory Learner, use these Learning Strategies:</p> <ul style="list-style-type: none"> - Retell/teach someone else what you have learnt - Repeat it when you are in the shower - Listen to notes/podcasts of lectures - Ask teachers for verbal feedback (One Note and Word can do this) - Use mnemonic devices - Read notes aloud - Create a study group - Word association and use text to speech
39.	Learning Habits	<p>Persisting:</p> <ul style="list-style-type: none"> - Persevering on a task and remaining focused - Looking for ways to reach your goal when stuck - Not giving up <p>Listening with understanding and empathy:</p> <ul style="list-style-type: none"> - Understand others! - Devote mental energy to another person's thoughts and ideas - Make an effort to perceive another's point of view and emotions <p>Thinking about your thinking (metacognition):</p> <ul style="list-style-type: none"> - Be aware of your own thoughts, strategies, feelings and actions, and their effects on others <p>Questioning and problem posing:</p> <ul style="list-style-type: none"> - Have a questioning attitude, know what data is needed and develop questioning strategies to produce said data - Find problems to solve <p>Thinking and communicating with clarity and precision:</p> <ul style="list-style-type: none"> - Be clear! - Strive for accurate communication in both written and oral form - Avoid over generalisations, distortions, deletions and exaggerations

Our Learning Strategies at Wavell

40.	Learning Habits	<p>Creating, imagining and innovating:</p> <ul style="list-style-type: none"> - Try a different way! - Generate new and novel ideas with fluency and originality <p>Taking responsible risks:</p> <ul style="list-style-type: none"> - Be adventurous - Try new things constantly <p>Thinking interdependently:</p> <ul style="list-style-type: none"> - Work together in teams - Be able to work in teams and learn from others in reciprocal situations <p>Managing impulsivity:</p> <ul style="list-style-type: none"> - Take your time! - Think before acting - Remain calm, thoughtful and deliberative <p>Thinking flexibly:</p> <ul style="list-style-type: none"> - Look at it another way! - Be able to change perspectives, generate alternatives and consider options
40.	Learning Habits	<p>Striving for accuracy:</p> <ul style="list-style-type: none"> - Always do your best - Set high standards - Check and find ways to improve constantly <p>Applying past knowledge to new situations:</p> <ul style="list-style-type: none"> - Use what you learn! - Access prior knowledge - Transfer prior knowledge beyond the situation in which it was learned <p>Gather data through all senses:</p> <ul style="list-style-type: none"> - Pay attention to the world around you - Gather data through all the senses - taste, touch, smell, hearing and sight <p>Responding with wonderment and awe:</p> <ul style="list-style-type: none"> - Have fun figuring it out! - Find the world awesome, mysterious and be intrigued with phenomena and beauty <p>Finding humour:</p> <ul style="list-style-type: none"> - Find the whimsical, incongruous and unexpected - Be able to laugh at yourself <p>Remaining open to continuous learning:</p> <ul style="list-style-type: none"> - Have humility and pride when admitting you don't know - Resist complacency - Have a growth mindset