Redefining Success

Student Success might be expressed as

$$S = \frac{(Fi \; x \; B \; x \; R) \; x \; vT}{Mq}$$

Fi	B	R	Mq	vT
Family Involvement	Behaviours	Resources	Mastery Quotient	Valuable Time

Schools the world over have student success at heart. Teachers want to see students succeed, but how to achieve that is somewhat of a mystery. Current models have a fixed seat time, and use data retrospectively to address problems which have already occurred.

A variable seat time model is needed to maximise student success.

The equation states that student success (S) is a function of family involvement (Fi), the behaviours (B) that the student displays and the resources (R) that are avaialable. Currently, family involvement is limited to that of a passive observer, positive learning behaviours are discouraged by the system, and the resources are not available to students when they need them.

The equations also states that a student's learning potential is not limited by some innate ability, by their mastery quotient (Mq). In other words, family involvement, behaviours and resources are all undermined when there are gaps in knowldege. By giving students opportunities to address these gaps, they can achieve higher levels than previosuly thought.

Most importantly, all of these variable are affect by the valuable time (vT) spent in these conditions. In order for time to be valuable, it needs to be self directed, where it is possible to progress at an individual pace.

We should reflect on, and evaluate, our classroom models in this framework. It puts student success at the forefront and shows that all of the variables, including timetabled seat–time, can be manipulated in order to improve student success.

Success in institutionalised setting is defined by a continuous learning journey where there are no arbitrary or structural limitations. Success is personal and can only ever be defined in a particular moment. Success is exam results but much, much more. Success is the development of autodidactism, of hunger for new experiences and an unwaveringly powerful self-perception of growth.

Fi Familial involvement is the support network around the learner and is often composed of family members, peers and models. In the positive frame the learner receives unwavering support of their learning journey, access to high quality conversations and coaching, access to literature and online resources. Learners also feel that their network is stable, consistent and loving. Familial involvement is also technical. Parents and models can directly interact with the school, classroom and progress of the learner and never need to wait for a parents' evening appointment.

B Behaviours are any repeated action that causes deep, intuitive learning in the individual. Learning behaviours are always wrapped in a mindset of growth and an acceptance that errors are indicators on an inevitable path to success. Learners systemically develop the behaviours of perseverance and concentration as the model demands those things. Learners never develop the behaviours of consuming an education.

R Resources are continuously available and entirely focussed on self-paced, student-owned learning and must only ever target mastery. Core resources such as teaching tutorials must be available to repeat and remediate and the learner must be able to learn from anywhere. All resources produce volatile, live data and this data is available to learner, family and teacher. Traditional teaching resources have little value in this model other than being a hybrid vehicle to allow for change.

Mq Mastery quotient is the extent to which a learner has progressed through their education and built up gaps in knowledge by moving on from topics and concepts before they are intuitively grasped. The tendency for a high Mq is more obvious in courses with delivery models and established rhythms that all learners must follow. A high experience of Mq can undermine all that is good about the learner including Fi, B, R and vT.

vT Valuable Time is defined in two ways. It is the amount of time spent in genuine concentration and it is valuable time spent with a teacher, coach or facilitator. Time spent in one-pace-fits-all classrooms is not, broadly, considered of value here.