



## Attitudes and Moves for Fast Fish Learners/Workers

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Many school environments treat learners as passive recipients of information. The tacit curriculum teaches students, year after year, that their learning is someone else’s job, and that if they do what is asked of them, they will succeed. This stance is problematic in the workplace. Employees who are unable or uninclined to take initiative may fare adequately in low level jobs, but not in higher level, more demanding ones. Impacted most are learners from under-resourced schools or ones with pedagogies that undermine agency, as in some “no-excuses” schools.

In contrast, a *Fast Fish* stance positions learners as active agents in a supportive, yet flexible environment. Workers DO need to be able to follow rules and procedures when necessary, but also need to be proactive and to innovate for better performance when appropriate. The table below describes attitudes and moves of a *Fast Fish Learner*. In each case, one must have: 1. *Sensitivity*; 2. *Ability*; and 3. *Inclination*. This means that for each attitude or move, the learner 1. *notices/discerns* opportunities to engage; 2. understands *how to enact* the relevant behaviors; and 3. Is *inclined or motivated* to follow through on the moves.

Move/Attitude	Sample Components/Aims	What Does It Sound like?
Fast Fish Learners/Workers proactively seek to...		
<b>Build Self-Knowledge</b> <i>Know that we can all learn to think better using research-based knowledge of how minds work and proactively build understanding and skill</i>	<ul style="list-style-type: none"> <li>-Understand the general principles of embodied minds</li> <li>-Understand their own neurodiversity</li> <li>-Develop a repertoire of research-based information—a “User’s Manual to Their Minds”</li> <li>-Consider one’s cultural assumptions and stance</li> <li>-Hold a mastery stance</li> </ul>	<p>“Working memory only holds a certain amount of information so I download to paper to help me think about it.”</p> <p>“My dyslexia means I have a broader perceptual field. This gives me more big picture information, but I need to give more time to zooming in on details.”</p> <p>“In my culture, people speak loudly and don’t hold thoughts back. I have needed to remind myself at times to hold back but also to create open brainstorming sessions when relevant so all ideas are freely expressed.”</p>
<b>Engage Reflectively</b> <i>Know that building sensitivity, ability, and inclination requires regular reflection and analysis of performance towards the goal of self-regulation</i>	<ul style="list-style-type: none"> <li>-Maintain a humble, reflective stance</li> <li>-Analyze what is working well and what is not</li> <li>-Engage in metacognition on a regular basis</li> <li>-Develop action plans in response, try them out, and revise</li> <li>-Develop learning plans to build new forms of knowledge (including self-knowledge) resulting from analyses</li> <li>-Use feedback to move forward</li> </ul>	<p>“I tried engaging in the group Miro Board activity and was feeling overwhelmed. Next time, I might try taking some focused think time first and then join the group process.”</p> <p>“I don’t know why I get nervous when others ask questions following my presentations. I think I will try having people write questions on index cards to help me consider whether it is the interpersonal part or the actual questions.”</p> <p>“I just read three paragraphs and am realizing that I don’t deeply get it. This is a good time for a reflection pause to think about what makes sense and what doesn’t.”</p> <p>“I don’t know enough about how CNC machines work. I need to find resources to learn more and then I can pick back up on this task.”</p>

<p><b>Build and Transfer Assets</b>  <i>Recognize that prior learning results in assets that can be leveraged forward and maps back and forth between existing task knowledge and new tasks</i></p>	<ul style="list-style-type: none"> <li>-Build expertise about the task/topic and about forms of learning</li> <li>-Fast-map work situations to consider what assets exist and what assets need to be developed</li> <li>-Use techniques for considering the deep structures of problems to look for potential targets for transfer</li> <li>-Employ mastery-orientation for new, hard learning</li> <li>-Engage in productive struggle</li> <li>-Hold prior knowledge/assets loosely enough to apply them when applicable and move on when not relevant</li> </ul>	<p>“I have never heated flasks before, but it reminds me of when I had to learn proper sterilization techniques for dental tools. Thinking ahead about the parts that require the most caution, having proper tools laid out before starting, and rehearsing the steps in my mind first worked well. Oh yea, I should also think about what might go wrong and have a plan in place to handle potential problems.”</p> <p>“This machine has the same basic parts as the old one. That helps here, but the new features require changing the technique to some extent so I need to be sure not to lapse back into my old habits for running the procedure.”</p> <p>“Even though this feels really hard and I am struggling some, I am starting to understand it better and am making progress so I will keep working at it for now.”</p>
<p><b>Shape Context</b>  <i>View context as part of the learning/ work environment and seek malleability in developing supportive contexts</i></p>	<ul style="list-style-type: none"> <li>-Analyze, engage, maneuver, and shape the social, emotional, physical, technical, and cultural surround.</li> <li>-Redesign physical and technological aspects of the environment to support best work</li> <li>-Engage in social networking/ observe more experienced people/ gain mentors</li> </ul>	<p>“Random noise makes it hard to think. I lose what is in working memory with each interruption, so I put a bubbling tank of water in my cubicle to drown out sounds.”</p> <p>“There’s this one guy at work that has a way of analyzing and explaining circuits that really makes sense to me. So, I asked if I could watch when he was explaining systems to customers. I am learning so much!”</p> <p>“I can’t think when it seems like my boss is mad at me. Sometimes, she is just having a bad day or has a backache. So I talked to her about it and we agreed to have a little signal when it has nothing to do with me and she promised that she will talk to me asap when I am doing something that needs to change!”</p>
<p><b>Adopt a Systems Perspective</b>  <i>Recognize that the workplace is a complex, dynamic system with many interacting parts and holds that perspective as a backdrop for decisions and actions</i></p>	<ul style="list-style-type: none"> <li>-View themselves as part of a system and consider how the systems components come together</li> <li>-Develop knowledge of the complex causal dynamics of the system.</li> <li>-Analyze problem spaces systematically</li> <li>-Rotate through various social and cultural perspectives on the system to better understand roles and contributions</li> </ul>	<p>“There is this person I work with who tends to compete for the boss’s attention. If the boss focuses on my work, then he needs to get more attention. It kind of escalates. I am thinking about ways that I can get my needs met in terms of feedback but more out of his view as much as possible.”</p> <p>“I have been thinking about my discomfort in putting early drafts out and how it interacts with the rest of the team’s need to know about the direction of the work. In order to keep everyone’s pieces moving, I am going to need to put framing and early work out and to communicate well about edits.”</p> <p>“I always learned to keep my work and personal life separate. In this new job, the people who go out together after work seem more bonded and I see how it makes their team work better. I wonder what we can do to create opportunities for bonding during the day, like at lunch.”</p>

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