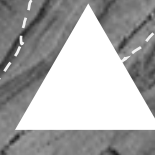
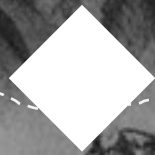
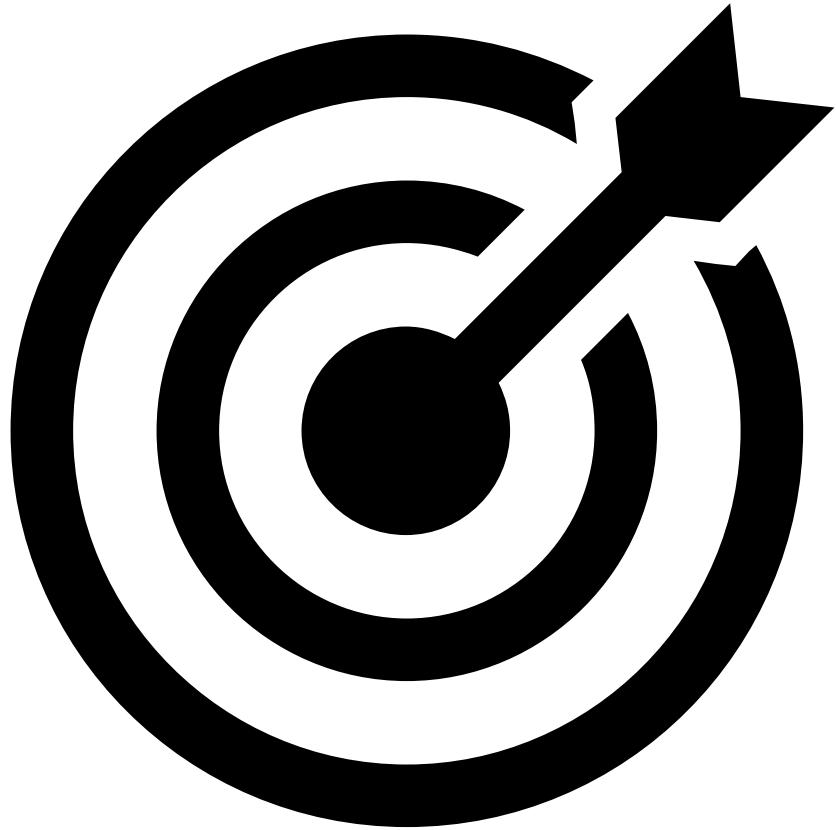


WAYMAKER

BELONG BELIEVE BECOME





Belonging | Connected by Love | Community

Students belong, are known and loved, and have the capacity and desire to know, relate to and love others.

Believing | Committed to Growth | Character

Students are formed in Christ-like Character, in their thinking, feeling and acting, ready to face the challenges of life.

Becoming | Capable of Service | Competency

Students are empowered to participate in God's mission and have a transformative impact on others and the world.

Flourishing | Called to Flourish | Contribution

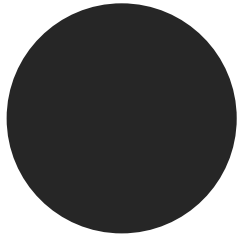
Students are transformed and ready to live out an integrated, Jesus-centred life-story filled with hope and purpose.

The outcomes of participating in *Waymaker* include character formation, community connection, capability development, and students making their way to a flourishing life.

OUTCOMES

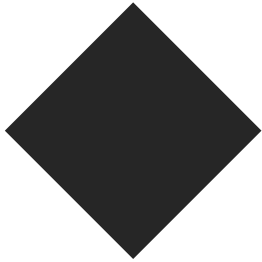


WAYMAKER



BELONG - THE CIRCLE - COMMUNITY

The first shape of *Waymaker* is the circle representing the priority of belonging. It reflects a commitment to see learners connected to staff and their peers in a safe and secure community where there is a strong relationship between home and school. To help foster this belonging, all school and classroom routines are predictable with a consistent approach to learning and behaviour. Waymaker rituals are embraced by all staff and students with the aim of fostering relationships with learners and their families. Waymaker staff are attuned to the needs, emotions and behaviours in the learning community, using relational strategies to nurture learning and growth in a way that forms meaningful and durable bonds so that every learner experiences belonging and connection at school.



BELIEVE - THE DIAMOND - CHARACTER

The second shape of *Waymaker* is the diamond representing the priority of believing. It reflects a commitment to cultivating a sense of belief in every learner where they feel they have a hope and purpose in their future. Even though learners may have faced struggles and obstacles in the past, and may continue to do so in the present, that is not who they are on the road to becoming. Self and social awareness is promoted as central, as together we learn to recognise, regulate and navigate our emotions. Staff model this recognition, expression and regulation, and assist learners to do the same. This then leads us to engagement strategies that motivate and increase a learner's readiness and willingness to learn. Focusing on creating a pathway into the future helps to cultivate interest, curiosity, flow and engaging experiences that enable the development of values and character and lays the foundation for academic, social, emotional and moral growth.



BECOME - THE TRIANGLE - CAPABILITY

The third shape of *Waymaker* is the triangle representing the priority of becoming. Once a student belongs and believes they are then ready to continue building their capacity and capability. Every learner has their own *Waymaker* profile and map, which continuously helps them to identify their own specific goals based on their own strengths and capabilities. Learners aim at building mastery of various areas of content and skills in order to nurture confidence, emotional intelligence, perseverance and a growth mindset. Aiming for sustained effort on their own personalised learning journey, means that every learner comes to believe they are capable and can move forward at their own optimal pace through a range of learning and growth pathways.

The shape of the *Waymaker* program is built around the circle of belonging, the diamond of believing and the triangle of becoming.

WAYMAKER SHAPE



● BELONG

◆ BELIEVE

▲ BECOME

BELONG - Belonging

- Students are connected to staff.
- Students are connected to peers.
- School is a safe and secure environment.
- Schools engage with all students and families.

BELONG - Routine

- School and classroom routines are predictable.
- There is a consistent approach to learning and behaviours across the school.
- Classrooms and schools have rituals embraced by all staff and students.

BELONG - Attachment

- All school staff work to develop relationships with all students and their families.
- School staff are attuned to the needs, emotions and behaviours of students.

BELIEVE - Emotions

- All school staff recognise and regulate their emotions.
- School staff model and assist students to self regulate.
- Emotional skills in recognition, expression and regulation are promoted.

BECOME - Capacity

- Competency is promoted for all students.
- Capacity for mastery is built for all students.
- Students are assisted to be successful.
- All students strengths are identified and promoted.

See the [Supporting Trust in Schools](#) by the *Australia Child & Adolescent Trauma, Loss & Grief Network* who are supported by the Australian National University and funded by the Australian Government Department of Health.

The Waymaker shape connects the trauma-sensitive practices of the BRACE model (or TRUST in schools) with the Flinders way.

TRAUMA-SENSITIVE



9:00			OPENING CIRCLE			9:20		
9:20			SESSION 1 PERSON CHARACTER + SKILLS			10:50		
CHARACTER 20 minutes		LITERACY 40 minutes		NUMERACY 30 minutes				
10:50			BREAK			11:10		
11:10			SESSION 2 PASSION CREATIVITY & CHOICE			12:40		
CORE PASSION 45 minutes			CREATIVE PASSION 45 minutes					
12:40			LUNCH			1:20		
1:20			SESSION 3 PROJECT LOCAL AND GLOBAL			2:50		
LOCAL PROJECT 45 minutes			WORLD PROJECT 45 minutes					
2:50			CLOSING CIRCLE			3:00		

In the opening circle, we move clockwise around the compass: (1) True North, (2) Engage, (3) Stories, and (4) Wrap-Up.

In Session 1, learners focus on Character and Skills. They spend up to 20 minutes with their learning coach setting and reviewing goals based on their growth plan, weekly map, and learner profile. They spend 40 minutes on personalised literacy tasks using IXL and Accelerated Reader with an e-Reader. They spend 30 minutes on personalised numeracy using IXL and complete regular check-ins with Essential Assessment as formative assessment.

Snacks are provided, created by the community, shared in the outdoor kitchen.

In Session 2, students spend time working on a core and creative passion individually or in groups. Core passions include Science, History, Geography, or Health and Physical Education, and creative passions include The Arts, Technologies, or Languages. Literacy and numeracy is integrated into their core and creative passions, and time can be flexed to afford greater flow and focus depending on the learner. The community may learn from different places as they travel on the Waymaker bus to bring learning to life.

Lunch is provided, created by the community, shared around a circular table.

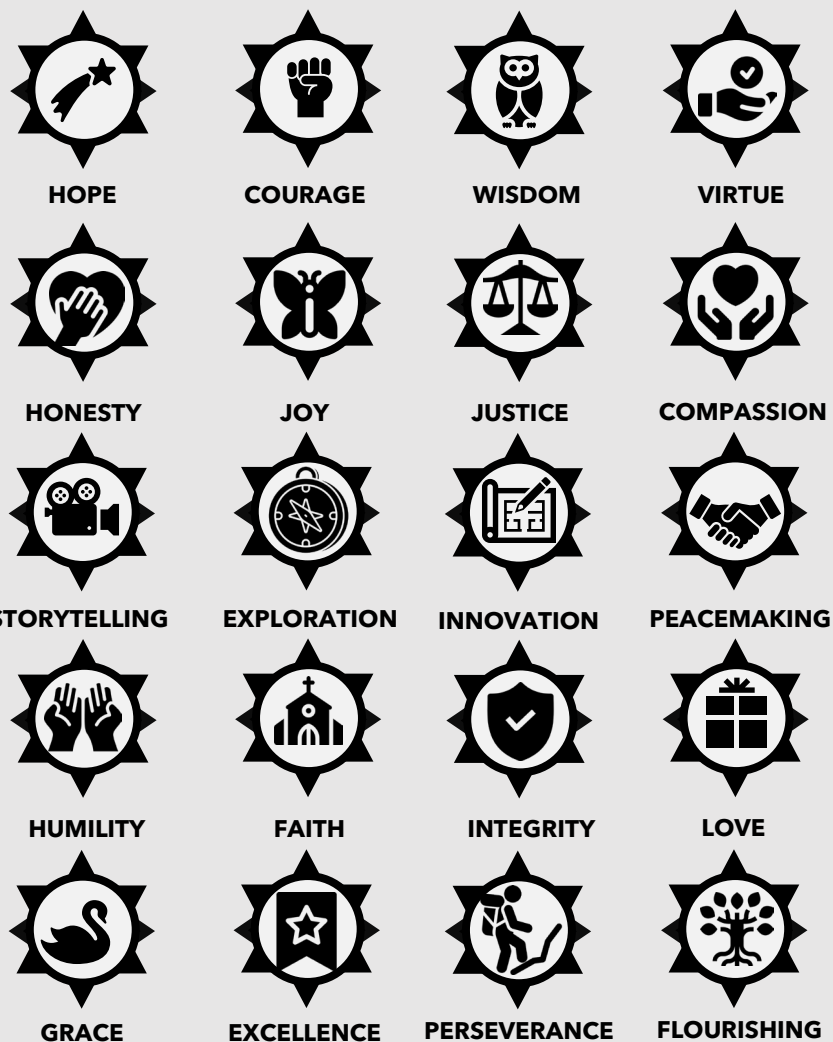
In Session 3, learners work in a team and progress through a range of design-thinking and project-based learning stages to solve a local problem with an innovative solution. As a community they also progress through a range of design-thinking and project-based learning stages to make an impact on the wider world. Both projects seek to integrate literacy and numeracy and connect to the unique gifts and passions of every learner.

In the closing circle, we move around the compass, (1) True North, (2) Engage, (3) Stories, and (4) Wrap-Up.

Each day follows the same routine with significant flexibility built in order to foster community and to personalise experiences for every learner.

DAILY SCHEDULE





Every three weeks students have the opportunity to earn a badge.

In the first week, they practice belonging (circle). They explore the characteristic or capability associated with the badge, share in a collective experience of the trait, and brainstorm with the community examples of things they can do to earn the badges. They earn the circle of the badge with the icon in the middle.

In the second week, they practice believing (diamond). They work with their mentor to brainstorm different ways that they could earn their badge, share with and get the tick of approval from the community. They earn the diamond of the badge.

In the third week, they practice becoming (triangle). They enact and embody the particular trait and share their story with the community who then award the badge at the end of cycle celebration. They earn up to two triangle of the badge for practising in different context - one for self and one for others.

The icon of the badge relates to the characteristic or capability and the badge shape incorporates the circle, star and triangle. Students can earn three badges per term, nine per year, and once they've completed a badge once, they can choose to level-up their badge by applying to the world (local or global community) which adds a second circle to the badge.

Each week students earn a badge tailored to their journey and matched to a Flinders Way characteristic or capability. They are celebrated at the end of the week and term.

BADGES



In the Waymaker Studio are four Walls representing the learning journey the community goes on each term. This is where opening and closing circles happen to act as visual reminders of their collective story.

Each week students choose to post some of their badge work and any struggle and strength stories that emerge from their coaching sessions to the wall.

There will be a key in the bottom corner of the wall with symbols which indicate how a student is travelling. Circles (Belonging), Diamonds (Believing) and Triangles (Becoming) in Orange and Yellow (Struggle) or Blue and Green (Strength).

The learning community has a map where individual badges and identity-impact stories are posted throughout the term.



WAYMAKER WALL

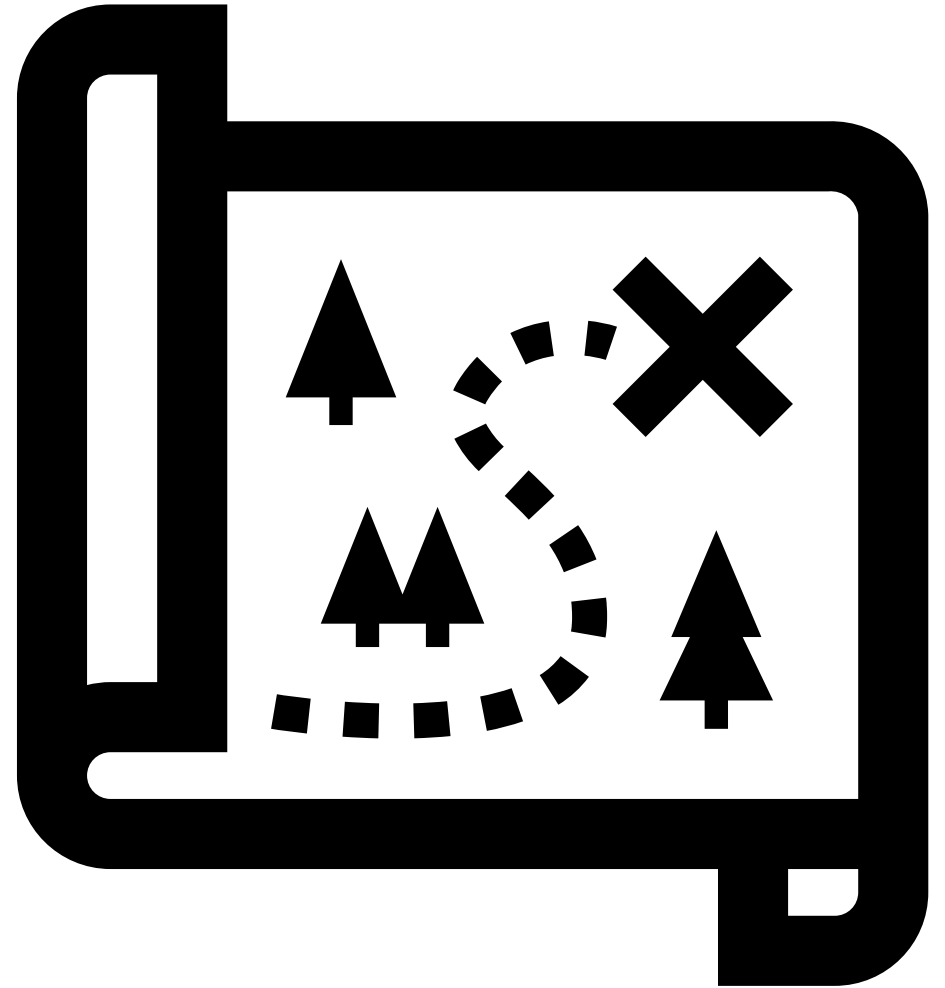


Every student has their own Waymaker map as part of their profile and portfolio. Each week students plot a new map which includes elements of their individual learning plans and which badges they are working towards. On the map they what struggles they might face and what strengths they might need to focus on.

The Waymaker map has a range of symbols that students can use to describe their learning journey. And students can even create their own symbols to help describe what their experiencing. Symbols may include: a bridge (building something to get through a struggle), a swamp (getting stuck), camp (taking rest with others), a pool (refreshment), mountain top (celebration), campfire (time of storytelling), or a cave (time of solitude) etc.

Each weekly map joins together to form a map of the term and the year. Learners choose elements from their map that they place on the *Waymaker* wall after sharing in an Opening Circle or their Character Coaching.

Every learner has a map that sits on top of their individual learning plan to help charts their own struggles, strengths and successes.



WAYMAKER MAP





Calling
Purpose

Connection
Community

Capability
Competency

Commitment
Character

Calling
Purpose

Every session starts by sharing the ‘why?’ behind the learning experience that is about to begin.

Then anticipates the ‘who?’ we need to be in order to successfully navigate the journey.

Before focusing on the ‘what?’ learners need to be able to know and do to find their way.

And then moves to the ‘how’ by giving space to practice and grow our character & commitment.

Every session ends with evaluating with a wrap-up or how well did we do together?

It sets the north star, the goal and the direction for the session.

It reminds us of the culture we want to establish and gives an experience of community.

It gives access to knowledge and skills in a way that is accessible to the learner.

It enables learners to leverage their strengths and navigate their struggles to success.

It creates the conditions for learners to leverage strengths to navigate struggles to grow.

The key strategy is the ‘Tick’ where the community articulates: (1) Where are we at? (2) Where do we want to go? (3) And how are we going to get there?

We practice community and culture building practices that highlight who we need to become. Enhances a sense of belonging and engagement for all learners.

We utilise personalised, place and project-based learning, along with coaching, high impact strategies, feedback and differentiation to ensure every learner grows optimally.

We use narrative and character tools to enable ongoing formation, including old and new, strength-flex, turning point, pivot, triple change, and nudges.

The key step here is to revisit the ‘Tick’ where learners respond to: (1) Where are we at now? (2) Did we take the steps we needed to today? (3) Where are we going next?

Sessions follow the same consistent outline that is highly flexible and can be adapted for every learner whilst creating a shared culture.

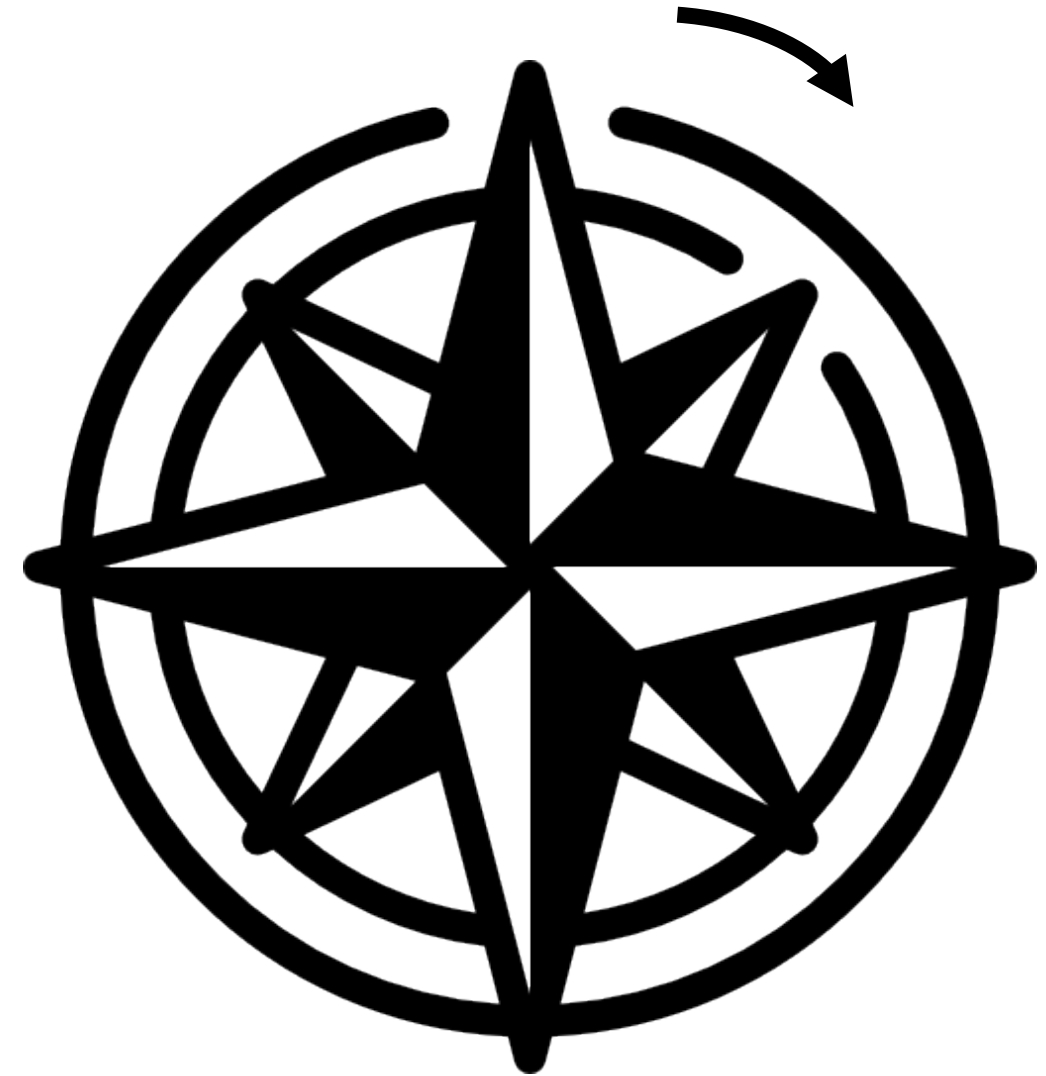
SESSION OUTLINE



The Opening Circle aims to create a sense of belonging and belief amongst the community as they start their day:

- 1. North | Orient to True North** - The facilitator welcomes to the circle and each student gives a short greeting. The facilitator shares a story and a guided contemplative practice on who we are aiming to become.
- 2. East | Engage in Community** - The facilitator shares the values, expectations, calendar and announcements to help learners and align and engage with the community.
- 3. South | Share Stories** - One or two students share their badge work and the circle responds with what resonated and how it aligned with the Waymaker culture.
- 4. West | Wrap-Up the Circle** - A co-created ritual (motto or cheer) that closes the circle, and learners are called into the purpose of Session 1 for that day.

The Waymaker opening circle moves clockwise around the four points of the compass: True North, Engage, Stories, Wrap-Up



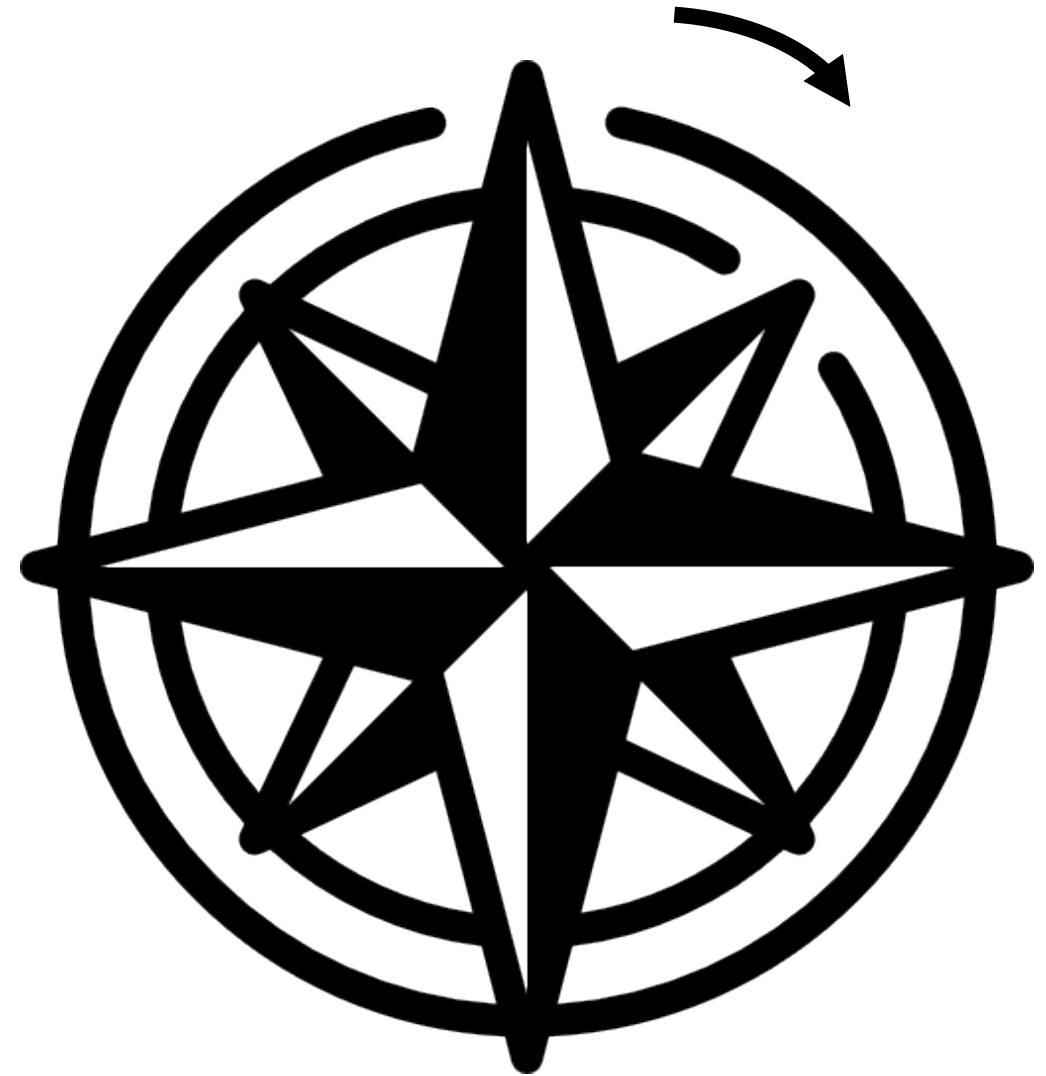
OPENING CIRCLE



The Closing Circle aims to create a sense of belonging and becoming amongst the community as they end their day:

- 1. North | Orient to True North** - The facilitator welcomes learners to the circle and reminds the community of who we are becoming.
- 2. East | Engage in Community** - The facilitator invites a reflection on how well we aligned with the Waymaker culture, reminds the community of what is coming up on the calendar (including students who will be sharing their story in the morning), and shares any final announcements.
- 3. South | Share Stories** - Every learner then checks-in with how they are going (a struggle or strength from the day), and what they're looking forward to. The facilitator checks-back to celebrate or provide additional support.
- 4. West | Wrap-Up the Circle** - A learner then shares the collective journey for the day and how the motto played out.

The Waymaker closing circle moves clockwise around the four points of the compass: True North, Wrap-Up, Stories, and Engage.



CLOSING CIRCLE



Sessions can be group to extend focus on a project or passion.

Personalised skill and character sessions can be extended and integrated.

Sessions in one day can be grouped together for off-site expeditions.

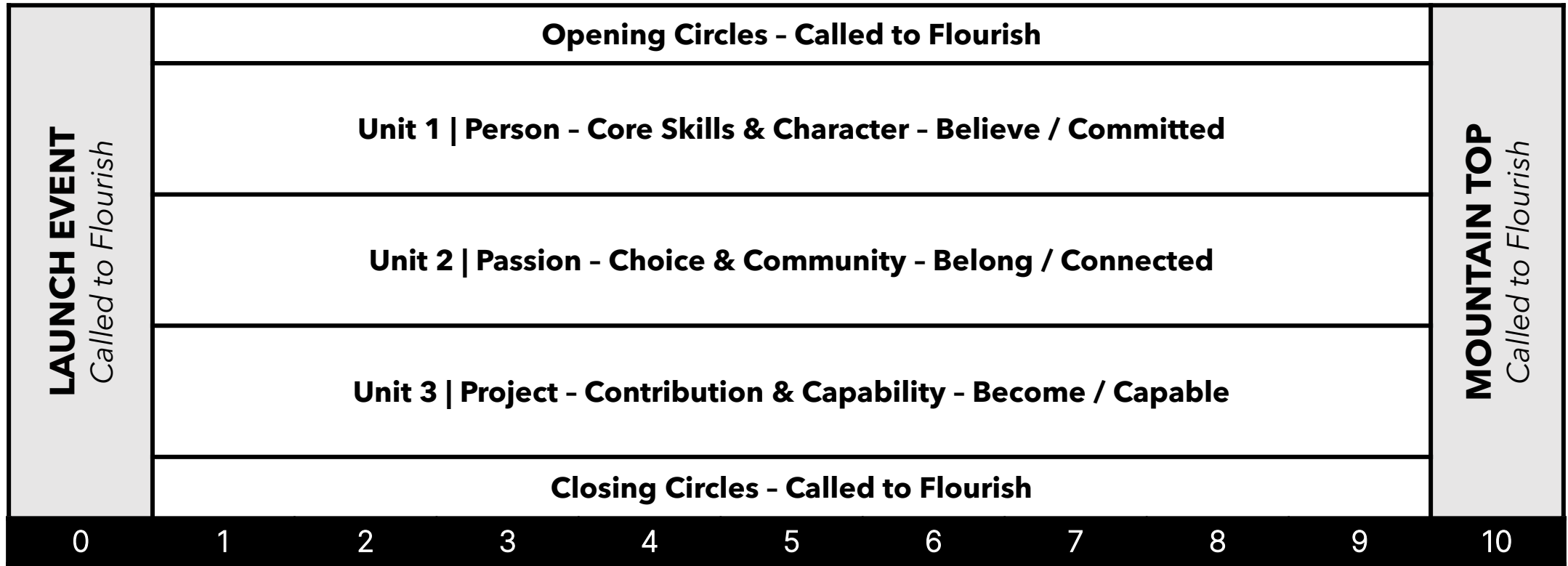
	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00	Opening Circle	Opening Circle	Opening Circle	Opening Circle	Opening Circle	9:20
9:20	Person Character + Skills	Person Character + Skills	Person Character + Skills	Person Character + Skills	Person Character + Skills	10:50
			Break			
11:10	Passion Choice + Creative	Passion Choice + Creative	Passion Choice + Creative	Passion Choice + Creative	Passion Choice + Creative	12:40
			Lunch			
1:20	Project Local + Global	Project Local + Global	Project Local + Global	Project Local + Global	Project Local + Global	2:50
2:50	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	3:00

During the *Waymaker* journey, all of our learners will have different goals relating to learning, wellbeing, attendance and participation. To maximise engagement and account for individual differences, each week the community will negotiate and co-design the week to come, including places to be visited as an expedition. If there is a *Waymaker* expedition scheduled, learners will continue with the work assigned for each session but will complete it from a different location with their laptops and using wifi from the bus. Each session will also be accessible online, via video and through our online learning portal, so any learner can continue engage even if they are not with the community physically.

The weekly schedule is designed to give all learners stability and routine, whilst maximising engagement and participation.

WEEKLY PLANNING





Each term, there are three units that weave together into one journey. The journey begins with a launch event and finishes on a mountain top, both of which are co-designed by learners and coaches from the *Waymaker* community.

Unit 1 is facilitated in Session 1 each day, Unit 2 is facilitated in Session 2 each day, and Unit 3 is facilitated in Session 3 each day. Each unit prioritises a different aspect of the Flinders Way that maps to the shape of the *Waymaker* program. Each 10 week cycle provides enough routine and consistency to develop safety and belonging, with the chance to reset and begin anew multiple times per year.

Each term weaves together three units into one journey that culminates in the Mountain Top where stories of growth are shared in community.

TERM PLANNING



Called

Connected

Committed

Capable

Called

TERM 1

LAUNCH EVENT	HOPE Hope Badge Work	FAITH Faith Badge Work	LOVE Love Badge Work	MOUNTAIN TOP
WEEK 0	1 2 3	4 5 6	7 8 9	10

TERM 2

LAUNCH EVENT	COURAGE Courage Badge Work	HUMILITY Humility Badge Work	INTEGRITY Integrity Badge Work	MOUNTAIN TOP
WEEK 0	1 2 3	4 5 6	7 8 9	10

TERM 3

LAUNCH EVENT	WISDOM Wisdom Badge Work	GRACE Grace Badge Work	EXCELLENCE Excellence Badge Work	MOUNTAIN TOP
WEEK 0	1 2 3	4 5 6	7 8 9	10

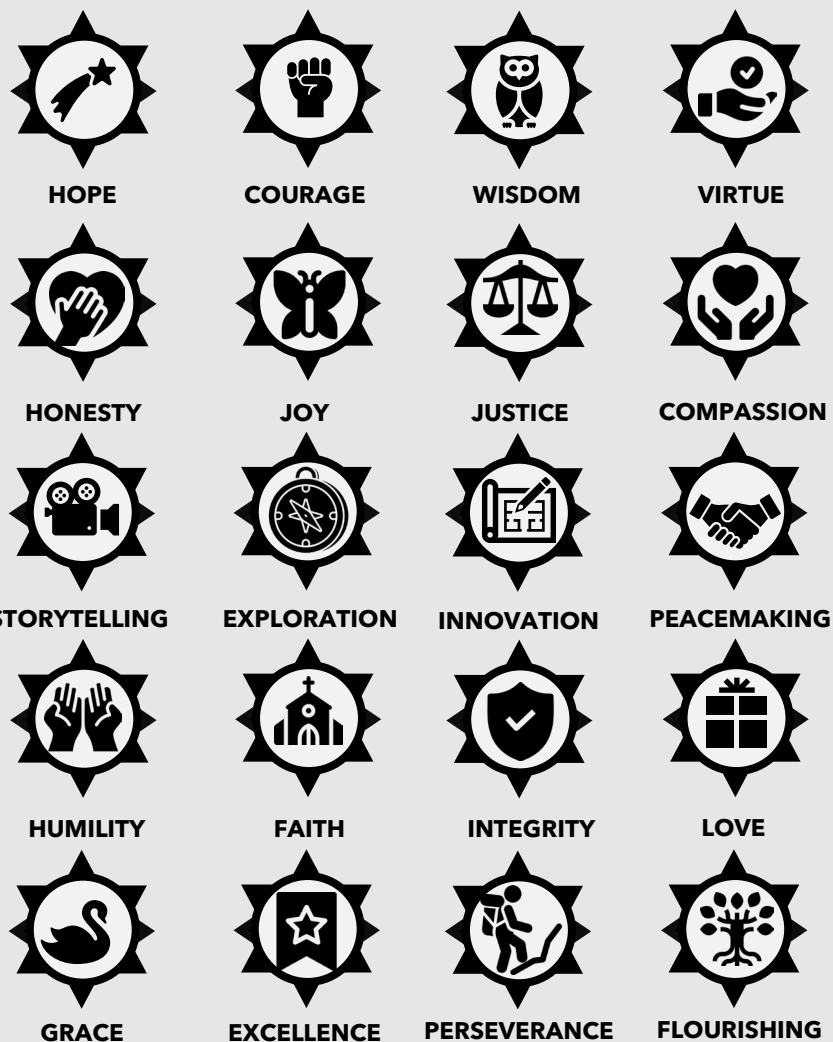
TERM 1

LAUNCH EVENT	VIRTUE Virtue Badge Work	PERSEVERANCE Perseverance Badge Work	FLOURISHING Flourishing Badge Work	MOUNTAIN TOP
WEEK 0	1 2 3	4 5 6	7 8 9	10

Every three weeks *Waymaker* learners have the opportunity to earn a 3 levelled badge relating to a particular characteristic.

ANNUAL PLANNING





Every three weeks students have the opportunity to earn a badge.

In the first week, they practice belonging (circle). They explore the characteristic or capability associated with the badge, share in a collective experience of the trait, and brainstorm with the community examples of things they can do to earn the badges. They earn the circle of the badge with the icon in the middle.

In the second week, they practice believing (diamond). They work with their mentor to brainstorm different ways that they could earn their badge, share with and get the tick of approval from the community. They earn the diamond of the badge.

In the third week, they practice becoming (triangle). They enact and embody the particular trait and share their story with the community who then award the badge at the end of cycle celebration. They earn up to two triangle of the badge for practising in different context - one for self and one for others.

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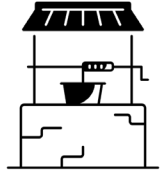
Each week students earn a badge tailored to their journey and matched to a Flinders Way characteristic or capability. They are celebrated at the end of the week and term.

BADGES





Campfire - learning from **experts/storytellers** - Learning Space 1 and Outdoor Spaces.



Watering Hole - learning from **peers/others** - Common Room, Kitchen Area and Outdoor Spaces.



Cave - learning from **oneself/reflection** - Learning Space 2.



Life - learning from the **real world/experiences** - Buses (with wifi) and Community.



Mountain Top - learning from **showing/sharing** - Online Galleries and In-Person Showcases.

Our learning spaces are designed to foster different kinds of learning needed for young people to make their way through life.

LEARNING SPACES



PEOPLE

The design process starts with the people who will be going on the learning adventure.

STORY

Then moves to the story or journey the people will go on to reach the mountain top.

PLACE

Then considers the physical and digital places where learning takes place.

SPACE

Before setting up a plan to monitor the relational space and meaningful engagement.

PEOPLE BOARD

STUDENTS - WHO?

ACTIONS - WHAT?

VALUES - HOW?

VISION - WHY?

TEACHERS - WHO?

STORY BOARD

	COMMUNITY	COMPETENCY	CHARACTER	
BEGINNING				OLD STORY
MIDDLE				STRUGGLE + STRENGTH
END				NEW STORY
	CONNECTION	PERSONALISATION	TRANSFORMATION	

PLACE BOARD



SPACE BOARD



At the start of each term, the unit is designed with the whole community through a board game experience. Connecting people, passions & projects with a mountain top.

UNIT DESIGN



Year Level Subject Unit Title Duration		
Big Idea	Entry Event	
Competency	Christian Community <i>Where are we at?</i>	Character
BEGINNING	OLD STORY	
<i>How are we going to get there?</i>		
MIDDLE	STRUGGLE + STRENGTH	
<i>Where do we want to go?</i>		
END	NEW STORY	
Mountain Top		
Personalisation	Connection	Transformation
Achievement Standards	Content Descriptors	
Week by Week	Student Overview	Online Course

Big Idea - The concept or driving question that lies at the heart of the learning journey. It should be a provocative, memorable and accessible hook for the learners you are seeking to engage.

Transformative Hope - An articulation of the way/s in which we hope that learners will be formed and transformed as a result of going on the learning journey that references the *Waymaker* badges and *Flinders Way* profile.

Launch Event - The first experience on the journey designed to capture attention and the imagination of all learners. It seeks to generate momentum, momentum and help learners to make the choice to engage deeply. It helps learners to catch the vision for the Mountain Top and the struggle to get there.

Mountain Top - The high-point of the journey that is designed to crystallise learning in a meaningful product, exhibition, or celebration. It should be experienced by an outside audience in a way that requires learners to use their newly developed character and capabilities, whilst applying their learning to real-world problems, projects or passions.

The unit plans also include space for character, capability and community building strategies, curriculum descriptors and assessment tasks.

The unit is then captured in a one-page plan and placed on the *Waymaker* wall detailing learning strategies, assessments and standards that will be navigated.

UNIT PLANS





The Waymaker strategies are a set of cards purposefully selected to help foster the belonging, believing and becoming. There is a stack of cards based on research and practice, that help to foster connection (community), commitment (character) and capability (competency) in the learning community. These cards are used as part of the unit design process and for coaches and learners to refer to in order to create consistent language and practice.

The *Waymaker* program has selected key strategies that foster community, character and capacity.

WAYMAKER STRATEGIES



At the heart of *Waymaker* is the recognition that every person is of equal value yet unique in their story, personality and experience. No one's journey has been the same in the past and nor will it be the same in the future, and so it is crucial that we find ways to honour and recognise that everyone needs different conditions to learn and grow to their full potential. The nine-types of learners help us to differentiate the kinds of experiences each learner requires and to modify collective learning journey in order to foster the best kind of growth for every learner.



Personas are used as shorthand to help understand oneself and others in order to create the optimal conditions for every to learn and grow in a personalised way.

PERSONAS





THE PERFECTIONIST 1

THE PERFECTIONIST



Focused, disciplined, idealistic, hard-workers.

The **Perfectionist** is guided by the **Motivation** to be right, to measure up to their inner critic and to meet expectations.

Their **Learning Style** is clear and logical, step by step. They work well to deadlines and abide by schedules. They are focused, disciplined and hard-workers. Rules are comforting and they abide by them with precision. Preparation is key.

An **Ideal Environment** is one with firm authority and established guidelines. They like knowing in advance, so that they can prepare accordingly. Don't expect them to pick up the slack for others, but they will work hard if there are set expectations and everyone is pulling their weight.

Their **Strengths** include integrity, attention to detail, bringing of order, efficiency, a strong work ethic, and a laser-like focus.

They may **Struggle** with perfectionism as their clear view of how things 'could be' can get in the way of how life is, leading to procrastination. They can come across as haughty or condescending but their motivation is to honour the truth.

You can **Support** them by remembering details, respecting their contributions, reminding them to be gentle with themselves, helping them to have fun, and modelling compassion when they make a mistake.

www.storybasedlearning.com/the-perfectionist

Perfectionists are focused, disciplined, idealistic, hard-workers who are motivated to be right and measure up to their inner critic.

THE PERFECTIONIST





THE
HELPER

2

THE HELPER



Cheerful, empathetic, charming and connected.

The **Helper** is guided by the **Motivation** to be loved and appreciated. Relationships are very important to them. They anticipate needs of those around them and always seem to be giving.

Their **Learning Style** is interpersonal. They thrive when there is an emotional connection to their teacher and classmates, empathetic role models, a solid community and shared experience. Because they want to please, their learning style may differ according to the teacher and their peers.

An **Ideal Environment** is a collaborative one, where they can work in a team and be appreciated for their efforts. They need to be nurtured and given clear cues as to what you want. A critical or constantly changing environment will be difficult for them.

Their **Strengths** include warm-hearted empathy, continual expression of love and appreciation of others, acts of kindness and voluntary work, effective communication and social intelligence.

They may **Struggle** with receiving criticism as their fear of rejection is high. Because they naturally adapt to their environment and perceived needs, they may find it difficult to know who they really are. Big emotions are expected when their own needs go unmet for a period of time.

You can **Support** them by appreciating the little gestures and connections they create, nurturing their development and making time for mentoring, establishing a joyful space for them to learn in.

www.storybasedlearning.com/the-helper

Helpers are cheerful, empathetic, charming and connected who are motivated by being loved and appreciated, anticipating the needs of those around them.

THE HELPER





THE
ACHIEVER

3

THE ACHIEVER



Competitive, quick-thinking, confident and charming.

The **Achiever** is guided by the **Motivation** to be successful, to feel valuable and worthwhile. Life is a series of goals - they assess, assemble and move forward with vision and drive.

Their **Learning Style** is linked to their idea of success. If they can achieve status, reward or advancement, they will be highly motivated. Big picture is key - if they can't see a practical application, they will lose interest. Break larger projects into parts that they can tick off.

An **Ideal Environment** is hands-on with leadership opportunities. They thrive when there are clear expectations, chances to advance and systems that reward.

Their **Strengths** include an ability to multitask, exceptional planning skills, persuasive

presence, compelling insight into big picture realities, leadership potential and a sense of ambition.

They may **Struggle** with a temptation to cut corners to get the job done. Failure is devastating and will be avoided (including by reframing in order to shift blame or attempting to disengage before the loss occurs). If they don't think they can win, they may not try. Friendships are seen as less important than achieving.

You can **Support** them by guiding them into areas where they don't naturally succeed (while providing affirmation for who they are - not what they do), appreciating their quick thinking and insight, utilising their leadership skills within the learning space, encouraging their investment into friendships, and helping them to slow down and see the little things.

www.storybasedlearning.com/the-achiever

Achievers are competitive, quick-thinking, confident and charming, motivated by being successful and achieving their goals.

THE ACHIEVER





THE
CREATIVE

4

THE CREATIVE



Introspective, sensitive, dramatic and intense.

The **Creative** is guided by the **Motivation** to 'find' themselves and be uniquely significant. They speak the language of emotion, embrace the complexity of existence and appreciate the nature of symbolism and ritual.

Their **Learning Style** is linked to inspiration and value. Mundane tasks will be avoided unless they can see the inherent greater purpose in what they are doing (particularly if it involves the plight of those less fortunate). They go deep quickly, see what is missing and thrive when faced with a challenge.

An **Ideal Environment** is a well-designed one. Aesthetic and ambience are important qualities and can have a positive impact upon their learning. They welcome freedom to impart their own flavour, discover their authenticity and follow the spark.

Their **Strengths** include an appreciation for beauty, an invitation to depth and meaning, an intensity and empathy, inspiring originality, remarkable intuition and a sense of dramatic flair.

They may **Struggle** with the intensity of emotion and find it difficult to separate themselves from the waves of emotion. Their sense of self-worth can be adversely affected as they continually compare themselves with others and filter out positive information.

You can **Support** them by seeking their opinion and recognising their unique contribution to the classroom. Encourage them to channel their emotional energy into creative ends rather than be buffeted by the intensity. Reflect back to them their value (as they may struggle to see it).

www.storybasedlearning.com/the-creative

Creatives are motivated by being unique and themselves, they speak the language of emotion and embrace complexity through symbolism and ritual.

THE CREATIVE





THE INVESTIGATOR 5

THE INVESTIGATOR



No-nonsense, introverted, independent and detached.

The **Investigator** is guided by the **Motivation** to be capable and competent. They consume information like a sponge, deferring to knowledge as a means of decision-making rather than emotion or intuition.

Their **Learning Style** is focused on observation and the answering of precise questions. Learning is performed in sequences - assessed and internalised and then superfluous parts are discarded. Preparation is key, and predictability and routine are prized.

An **Ideal Environment** is calm, ordered and quiet. External stimulation is distracting and overwhelming. Frame learning as an invitation (rather than a direction) and allow the student to pursue areas of expertise where possible.

Their **Strengths** include a hard-fought wisdom, relentless curiosity, a natural tendency to specialisation, methodical problem-solving, fierce independence and surprising creativity.

They may **Struggle** with becoming easily drained in environments with high emotion or conflict, causing them to hoard their time and energy. When communicating, they may come across as patronising which can put others off.

You can **Support** them by allowing them the freedom to follow their spark of expertise, seeking their opinions on topics that excite them, and by giving them tasks framed around precise questions. Don't require them to process emotion publicly but allow them space to come back and reflect on charged situations later. Try and meet them where they are.

www.storybasedlearning.com/the-investigator

Investigators are no-nonsense, introverted, independent and detached, they are motivated by being capable and competent.

THE INVESTIGATOR





THE
QUESTIONER

6

THE QUESTIONER



Sociable, skeptical, thoughtful and concerned.

The **Questioner** is guided by the **Motivation** to be secure and supported. They approach the world from a place of doubt, continually scanning for threats. Worst-case scenarios come easily and they often project their fears onto others.

Their **Learning Style** is centred around problem-solving. When they can attack questions head-on and wield information as a weapon, they thrive. Observation first, action later. These students are good at pattern recognition and the distilling of complex information. Trust in the teacher is a key factor in securing their cooperation (if they begin to lack faith in authority they will become obstinate).

An **Ideal Environment** is safe, secure and structured. A place where they can be released and not overly managed, accessing creativity and cooperating with their classmates. If the

requisite conditions are met, they will launch themselves to great heights.

Their **Strengths** include steadfast loyalty, a healthy skepticism, a clever wit, protectiveness of those in their circle and a remarkable ability to problem-solve and prepare for the worst.

They may **Struggle** with being praised or criticised publicly. Speaking in front of others can be a little daunting. Anxiety towards the unknown is a constant battle and can affect their confidence.

You can **Support** them by providing a stable base of security and support for them to anchor their learning. Lead with warmth and respect in your interactions while provoking them towards self-mastery by showing you believe in them. Welcome questions and answer them honestly.

www.storybasedlearning.com/the-questioner

Questioners are sociable, skeptical, thoughtful and concerned, they are motivated by being secure and supported.

THE QUESTIONER





THE
ENTHUSIAST

7

THE ENTHUSIAST



Cheeky, charming, active and energetic.

The **Enthusiast** is guided by the **Motivation** to be free and happy, to avoid pain and to plan for an exciting future. They want to experience the world. Life is a grand adventure!

Their **Learning Style** is dynamic - they have quick minds which allow them to see patterns and link concepts effortlessly. They learn by doing, by exploring and experimenting. Multitasking is a natural state for them and they like making plans and lists.

An **Ideal Environment** is one that offers choice and variety. Freedom and spontaneity, fast-paced and interactive - these are all key elements that will help them to thrive.

Their **Strengths** include high levels of energy, a beguiling charm, an eye for the big-picture,

an ability to gather people and increase enjoyment for all around them. They are great at motivating others and thinking of creative ideas for the future.

They may **Struggle** with staying on task. If tasks are boring or repetitive, the Enthusiast is likely to procrastinate or move onto something else.

You can **Support** them by allowing them choice and options, allowing them to follow their curiosity, engage with their classmates and work with their hands. Reinforce to them the need to keep to their own space and provide strategies to help them sit still. When boredom hits, get them to stick out a task just that little bit longer.

www.storybasedlearning.com/the-enthusiast

Enthusiasts are cheeky, charming, active and energetic, motivated by being free, happy, avoiding pain and planning for an exciting future.

THE ENTHUSIAST





THE CHALLENGER 8

THE CHALLENGER



Assertive, intense, high-energy and demanding.

The **Challenger** is guided by the **Motivation** to protect themselves. They need to be in control and firmly resist being controlled by others. They know what they want and don't stop until they get it. Underneath it all lies a passion for justice and a huge heart for the vulnerable.

Their **Learning Style** is based in independence and engagement. Challengers love discussing, debating, discovering the truth. When released in this way, they follow the leads and channel their intensity and energy into the task at hand. They love interactive learning, where they can get their hands dirty and learn by doing.

An **Ideal Environment** is one that is firm, with clear boundaries and a big picture vision. Being concerned about justice, these students need rules that are fair and enforced consistently. The Challenger is more suited to executing solo tasks rather than being part of a team.

Their **Strengths** include a firm propensity for action, compelling leadership, an unmistakable strength, brazen confidence, a mind for strategy, true bravery and formidable decisiveness.

They may **Struggle** with the compulsion to provoke and disrupt when bored. If they feel as if they are being controlled or being backed into a corner, they will come out fighting. Anger is their most accessible emotion and they can flame quickly and return to a calm state without realising the impact upon others.

You can **Support** them by engaging in their confrontations with a firm and calm manner. Do not engage in power struggles. Take a break if things are getting heated. Allow them to have as much power as possible without adversely affecting the rest of the classroom. Find projects that champion their heart for the vulnerable. Always speak the truth. Have fair rules.

www.storybasedlearning.com/the-challenger

Challengers are assertive, intense, high-energy and demanding, motivated by the need to be in control and a passion for justice.

THE CHALLENGER





THE
PEACEMAKER

9

THE PEACEMAKER



Calm, peaceful, agreeable, mediators.

The **Peacemaker** is guided by the **Motivation** to be in harmony with those around them, to be connected and to avoid conflict.

Their **Learning Style** is repetitive and structured. Habits and routines help to frame experiences and help them to prioritise. The brain of a Peacemaker can reduce copious amounts of information into a workable system. Procrastination can be a problem, but deadlines usually help kickstart them into action. Immersive learning, movement and physical experience will help these students anchor information effectively.

An **Ideal Environment** is a harmonious one with familiar routines and a stable authority structure. Peacemakers absorb the energy of those around them and will act as mediators if there is a negative environment instead of focusing on work. They are happy to participate in activities but don't push them to go first.

Their **Strengths** include the remarkable ability to adapt, a heart for bringing people together, ensuring everything is fair, being endlessly patient and exceptional listeners. Their impact upon a classroom environment is difficult to quantify until you feel their absence.

They may **Struggle** with stubbornness where they feel that they are being overly controlled or directed. It can be difficult just to get started but when they do get going, they can be unstoppable.

You can **Support** them by recognising them and not allowing them to blend into the crowd. Positive affirmation is so powerful for Peacemakers as they can be overlooked at times. Work with them to set goals and reward their progress. Reassure them that you are responsible for the classroom dynamics and that they can attend to their work.

www.storybasedlearning.com/the-peacemaker

Peacemakers are calm, peaceful, agreeable mediators, who are motivated by being in harmony with others and avoiding conflict.

THE PEACEMAKER





WAYMAKER

BELONG BELIEVE BECOME

