



REFLECTIVENESS - SELF MANAGEMENT

NEW ENTRANT <

> YEAR 8

<p>PLANNING - Evaluating own work and strengths, thinking about where you are going and how will get there</p>	<p>Manage personal belongings (school bag, lunch box, uniform)</p> <p>Listen and share in groups</p> <p>Share their intent</p>	<p>Manage personal and classroom belongings and equipment</p> <p>Respond to questions</p> <p>Share intent and gathering tools</p> <p>Talk about next steps for learning</p> <p>Set short term goals with support</p>	<p>Manage learning tools and are prepared for learning</p> <p>Plan within a framework</p> <p>Begin to prioritise time</p> <p>Complete work in a timely manner</p> <p>Begin to identify own next steps</p> <p>Set and revise goals with support</p>	<p>Be prepared for learning</p> <p>Evaluate assessment data, identify own next steps and what has been achieved</p> <p>Identify if they have been successful/learnt the concept being taught</p>	<p>Evaluate assessment data</p> <p>Set own next steps for learning and reporting to parents</p>
<p>REVISING - Being flexible, monitoring and reviewing, seeing new opportunities</p>	<p>Manage failure or losing</p> <p>Accept things not going their way</p> <p>Work with a variety of others</p>	<p>Accept things have failed and be prepared to try something new</p> <p>Work and co-operate across year levels</p>	<p>Recognise that something is not working and needs assistance to redirect learning</p>	<p>Recognise that something is not working, they may need assistance to redirect learning</p>	<p>Monitor own learning and can adjust</p> <p>Recognise when a change of direction is needed and can make the change</p>
<p>DISTILLING - Designing and organising learning activities, transferring skills to new learning</p>	<p>Make independent choices according to interest</p> <p>Complete tasks with guidance</p>	<p>Begin to make purposeful choices from given options</p> <p>Complete tasks within set time</p>	<p>Recognise own needs and begin to choose from a limited number of options</p> <p>Begin to prioritise time to complete set tasks</p>	<p>Sign up to appropriate workshops and manage their own timetable</p> <p>Prioritise time to complete set tasks</p>	<p>Design and manage their own timetable</p>
<p>META-LEARNING - Knowing yourself as a learner, how you learn best, how to talk about the learning process</p>	<p>Become aware of themselves as a learner</p>	<p>Talk about their learning (good/bad, liked/disliked)</p> <p>Take pride in learning</p>	<p>Reflect on what worked well and what could be changed</p> <p>Recognise that there are different ways we learn</p>	<p>Recognise learning styles/ preferences and select best fits - time, task self</p> <p>Reflect on the stages in their process - what worked, what would I do differently</p>	<p>Recognise and engage in a range of learning styles</p>



RELATING - SELF MANAGEMENT

NEW ENTRANT <-----

-----> YEAR 8

<p>INTERDEPENDENCE - Knowing when to learn on your own or with others, stand your ground in a debate</p>	<p>Make good choices Have an opinion</p>	<p>Make good choices for learning and behaviour Recognise that you can have a different opinion</p>	<p>Make deliberate choices for learning Realise that it is okay to have a differing opinion</p>	<p>Make the deliberate choices for their learning and can justify this with peers Put forward their opinion with some justification and can accept the opinions of others</p>	<p>Make deliberate choices that are best for their learning Justify, argue and reason to come up with a shared solution</p>
<p>COLLABORATION - Knowing how to manage yourself in a collaborative venture</p>	<p>Work in a small group</p>	<p>Cooperate in group situations Work as a part of a team</p>	<p>Participate and contribute in group/class situations Compromise and accept direction in group situations</p>	<p>Recognise the need for collaboration and contribute Delegate and accept direction in group situations</p>	<p>Actively seek people they can collaborate with, to suit the purpose</p>
<p>EMPATHY AND LISTENING - Listening to peers, giving and taking feedback, putting yourself in someone else's shoes, empathising</p>	<p>Play alongside and with peers Show kindness to others Form positive relationships</p>	<p>Understand what it means to be a good friend Recognise and respond to their own and others' emotions Maintain positive relationships</p>	<p>Get along with a variety of people in a range of contexts Show empathy to others Maintain positive relationships</p>	<p>Understand that everyone is individual and has strengths and weaknesses Offer constructive feedback</p>	<p>Appreciate that everyone is individual and has strengths and weaknesses Offer and accept constructive feedback</p>
<p>TAKING PERSPECTIVES - Respecting and recognising viewpoints, drawing on strengths of others</p>	<p>Get on with others</p>	<p>Ask for help and seeks to help others Listen to others point of view</p>	<p>Acknowledge different viewpoints Help without prompting Recognise a need for support and seek assistance from correct sources</p>	<p>Recognise the strengths of their classmates Seek help from appropriate peers Recognise individual workflow/needs</p>	<p>Recognise other people's strengths and actively seek them in a working relationship Understand and accept individual workflow/needs</p>



RESILIENCE - SELF MANAGEMENT

NEW ENTRANT <-----

-----> YEAR 8

<p>ABSORPTION - Lose yourself in learning</p>	<p>Work in small groups Remain engaged for short periods of time</p>	<p>Work independently and in groups Remain engaged to complete tasks</p>	<p>Work in a range of situations individually and collaboratively Remain on task and engaged for extended time</p>	<p>Want to continue their learning Engage in tasks, use initiative</p>	<p>Want to continue their learning and share/inspire/teach others</p>
<p>PERSEVERANCE - Crafting, working through problems</p>	<p>Complete simple tasks</p>	<p>Use teacher supported problem solving to complete tasks</p>	<p>Recognise that they are in the pit and search for alternative ways to problem solve</p>	<p>Recognise they are in learning pit and identify their setbacks Problem solve to keep moving forward out of the pit Seek help to get out of the pit</p>	<p>Stick with it to get out of the learning pit Have strategies to deal with setbacks and disappointment</p>
<p>MANAGING DISTRACTIONS - Being patient and focused</p>	<p>Follow single step instructions Takes turns with support Share resources</p>	<p>Independently follow two step instructions Take turns in groups Find and share resources</p>	<p>Maintain focus to follow multiple instructions Take turns independently Support others to use and share resources</p>	<p>Identify distractions and begin make choices to minimise these (move away), make smart choices for learning</p>	<p>Be proactive about minimising distractions Action/model patience - help others to get there</p>
<p>NOTICING - Perceiving subtleties</p>	<p>Recognise right and wrong behaviour</p>	<p>Seek support when needed Truthfully state own involvement</p>	<p>Begin to resolve basic problems Accept responsibility for own actions</p>	<p>Recognise that people respond non verbally and begin to read the situation</p>	<p>Read other people's responses, body language and tone</p>



RESOURCEFULNESS - SELF MANAGEMENT

NEW ENTRANT <-----

-----> YEAR 8

<p>INQUISITIVE - Asking questions, researching, taking risks, choosing learning</p>	<p>Engage with activities and conversation Make statements</p>	<p>Ask closed questions State an opinion Try new things Choose materials suitable for the task</p>	<p>Ask open questions State an opinion with reasons Know that it is important to take risks Choose materials to support the learning activity</p>	<p>Be aware of the learning pit Be willing to take risks Use the language of growth mindset</p>	<p>Actively seek knowledge Ask rich questions Step outside their comfort zone, deliberately choosing to get into the learning pit and drag others in with them</p>
<p>MAKING LINKS - Seeing connections, building patterns of understanding</p>	<p>Begin to make connections to current activity</p>	<p>Make connections to personal experience Make connections between activity prior knowledge Understand there is connection between actions</p>	<p>Make connections to self and community Acknowledge that a wider community and world exists Understand connection between action and consequence</p>	<p>Make connections to their own experiences, to the wider world Acknowledge they have a place in the community and world</p>	<p>Connect with the wider world Analyse / Evaluate</p>
<p>IMAGINING - Using mental imagery, looking for links, explore possibilities, wonder - what if?</p>	<p>Engage in imaginative play</p>	<p>Form questions Display curiosity Problem solves in play using materials</p>	<p>Use descriptive language to convey images Ask and seek to solve questions Talk about real world problems</p>	<p>Be aware of divergent thinking Create solutions to real world problems</p>	<p>Come up with own ideas for passion projects - authentic, purposeful</p>
<p>REASONING - Using logical and rational skills to work things out, construct good arguments, spotting flaws in others</p>	<p>Problem solving during play Construct using large materials (blocks)</p>	<p>Problem solve and justify a solution Form an opinion</p>	<p>Give and support a differing opinion Explain why something will or will not work</p>	<p>Use computational thinking Explain /justify Use the "Black Hat" - evaluative thinking</p>	<p>Justify, argue and reason to come up with a shared solution</p>
<p>CAPITALISING - Drawing on the full range of resources from the wider world - other people, books, internet, past experiences, future opportunities</p>	<p>Talk about their own world and people Enjoy listening to and looking at books Gain enjoyment from visual information</p>	<p>Draw on past experiences and knowledge Choose from a selection of resources appropriate to task</p>	<p>Search for useful resources Apply past experiences to task Begin to sort resources according to usefulness</p>	<p>Thinks critically Begin to understand validity of sources and resources</p>	<p>Think critically Seek validity Actively seek appropriate resources from the wider community/world</p>