

TRAITS OF EFFECTIVE LEARNERS – RESPONSIBLE

| Responsible | Bronze | Silver | Gold |
|---|--|---|---|
| I know right from wrong and make good choices | With help I understand the right and wrong way to act. When I am being influenced by others I can recognise it when it is pointed out to me. | I have a sense of right and wrong and will usually make the right choices even when this is difficult. I am sometimes influenced by what others are doing but I can make choices for myself. | I have a strong sense of what is right and wrong. I make the right choices even when this is sometimes hard. I am independent and not easily influenced by what everyone else is doing. |
| I manage myself | I bring most of what I need for learning. With encouragement I complete tasks on time with help I deal with the important things first. I know what 'makes me tick' and understand that this can affect the way I behave. | I usually bring what I need for learning, I complete most tasks on time I prioritise the most important things and deal with them first. I can usually manage my emotions so they don't lead me to behave in a negative way. | I always bring what I need for learning I complete all tasks on time I am excellent at prioritising. I have a range of strategies which help me control my emotions and behaviour which helps me to stay healthy and happy. |
| I help others | When asked to take my role in a group seriously I do so and I can respond to others in a helpful way. | I can be a responsible group member. I usually play an active part and attempt to do my best for the team. I am sensitive to the learning needs of others and try to help them where I can. | I am aware of my responsibility to other members of my group. I am a positive asset, taking my own role seriously and not letting the team down. I actively help others in my group to learn and to move forward with their own tasks. |
| I think ahead | I sometimes jump into tasks without planning ahead. With guidance I can see the importance of thinking before I act and am practising some strategies to help to do this. | I usually plan ahead and am clear about what I need to do. I think before I act. I am aware that my actions have consequences for myself and others. | I always plan ahead and am certain about what I need to do. I realise that my actions have consequences for myself and for other people and I take time to think about what these are before acting. |

TRAITS OF EFFECTIVE LEARNERS – RESOURCEFUL

| Resourceful | Bronze | Silver | Gold |
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| I show initiative | I sometimes try to find a solution and occasionally ask for support | I usually try to find a solution and I am happy to check my understanding by asking the right questions | I always work hard to find original solutions independently of anyone else. I think carefully beforehand about the questions I ask of my teacher. |
| I can learn using different methods | I know my preferred learning methods and I can talk about how I learn best | I know my preferred learning methods and I am beginning to practise learning in different ways | I can learn using a number of different methods and adapt the methods I use to learn to different situations |
| I ask good questions | I sometimes ask questions which help me get on with learning. <i>I listen to the ideas of others in my group.</i> | I ask good questions which help me and my group get on with learning. <i>I usually listen to the ideas of others in my group and contribute my own.</i> | I always ask good questions which help me and my group get on with learning. <i>I build on the ideas of others in my group and contribute my own.</i> |
| I involve others, including the teacher, in learning | I listen to information and instructions given to me by my teacher. I make use of learning material provided for me. <i>I know that positive relationships with other students will help my learning.</i> | I listen carefully to information and advice from my teacher and make full use of learning materials provided. I add learning material I have found by myself. <i>The positive relationships that I have formed in my team sometimes helps my learning</i> | I use my teacher as an important source of help. I search out the best learning resources. I can make reference to, and judge the worth of, several sources of information. <i>The positive relationships that I have formed in my team always helps my learning</i> |

TRAITS OF EFFECTIVE LEARNERS – REASONING

| Reasoning | Bronze | Silver | Gold |
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| I can explain my thinking | With help I can explain how I arrive at a decision. I can pick out similarities and differences between two or more things | I can usually explain how I arrive at a decision. I can identify similarities and differences between two or more things and describe them. | I can always explain how I arrive at a decision. I am good at comparing and contrasting arguments and explaining. I can describe similarities and differences in detail without help |
| I consider all the evidence | With help, I can choose evidence to support my argument or a decision. | I make use of more than one source of information to gather evidence. With some help I can sort relevant and irrelevant information | I am able to collect and evaluate evidence from a number of different sources and explain the importance of doing so. I quickly see the difference between relevant and irrelevant information |
| I choose the best method or thinking tool | I use advice given to me by my teacher about the best way to tackle a problem or task. I make use of a small number of thinking tools to sort or group information. <i>I recognise appropriate behaviour which allows me to complete a task.</i> | I can see a number of different ways to approach a problem or task and with help I select the best. I can use a range of thinking tools and can explain why I am using them. <i>I recognise when my behaviour choice causes a negative reaction in other people.</i> | I know there are always a number of different ways to approach a task or problem. I think about a problem, select the best method of tackling it and explain my choice. I independently use a range of thinking tools. <i>I can use a range of strategies to solve conflicts with other people.</i> |
| I take time | <i>I sometimes rush into things but I am beginning to see the importance of thinking things through. With some guidance I plan the work I am going to do and review how well I am doing it.</i> | <i>I usually take time out to think things through by myself or with a group. I can explain why this is important. I use planning sheets or thinking tools to help me with my planning.</i> | <i>I spend time thinking things through and consider the information I have been given. I will defer making a decision if necessary. I plan carefully, including deadlines and review times, and can adjust my plans.</i> |

TRAITS OF EFFECTIVE LEARNERS – REFLECTIVE

| Reflective | | | |
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| I am curious | I sometimes find it hard to get interested in learning but I can learn well when motivated. Occasionally I enjoy it. Outside of college there are some things which interest me | I am interested in learning but I need to be motivated to get fully involved. Often I enjoy what I do. Outside of college there are things which interest me and I am involved in | I am very interested in learning and am soon motivated to get fully involved. I ask questions about what I am doing and why I am doing it. Outside of college I have lots of things which interest me and I am involved in |
| I can describe my progress | I can describe my progress. I can say if I have been successful and link this to basic success criteria given to me by my teacher | I can describe my progress and explain it. I can make reference to success criteria arrived at in discussion with myself and my teacher | I can describe my progress and explain it in detail. I can make reference to success criteria I have arrived at by myself or with others with whom I have been working |
| I listen to and learn from feedback | I listen to feedback from my teacher and with support will respond to it and make some changes. I listen to advice from my classmates | I respond to feedback from my teacher and make changes based on what is said. I listen to what my classmates say and act on their advice when necessary | I respond to feedback from my teacher and incorporate this advice in changes. I seek out and listen to my classmates' views and will act on their advice as a valued source of feedback |
| I learn from experience | With help from my teacher I can describe some things that have gone well and some things which did not go so well. Over time I learn from what didn't work so well. I try not to repeat mistakes. | With my teacher I reflect on what went well and what didn't work so well and agree suggestions for what I might do differently next time. I don't repeat mistakes | I always find time to reflect on a project or process I have been involved in and ask important questions. I try to improve by learning from any mistakes |
| I am | I know and accept what I am feeling, and can label my feelings. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset. | I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand. | I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. |

TRAITS OF EFFECTIVE LEARNERS – RESILIENT

| Resilient | | | |
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| I persist | I can stick at some things for short periods of time. I ask for help when things get difficult and then will have another go | I stick at most things and will have a go even when things are difficult. I usually finish what I start to a reasonable standard | I stick at it until I've succeeded – if things are difficult I try different ways to succeed. I always finish what I start to a high standard |
| I have a positive attitude | With some encouragement I give most things a go. Setbacks frustrate me but with help I find ways forward. I am learning to find positive things in whatever I do | I enjoy a challenge when I think it is worthwhile. I am mostly positive about setbacks. I usually approach a task or challenge with a smile | I always enjoy a challenge and get a lot out of it. I cope well with setbacks and always find ways forwards. I always remain positive throughout |
| I stay involved | I can allow myself to be distracted. I may need someone to start me off and to check on my progress from time to time. I will do things if I really want to or am told to | I use strategies to help avoid being distracted. With some initial support I can get on with things by myself. If I can see it's worth doing I'll get on with it | I find interest in whatever I am doing and can become completely absorbed. I am a self-starter. I will happily get stuck in to most tasks |
| I set targets and practise | I have begun to set myself targets and work towards them. I focus on what I am told. I am beginning to realise that practise is important and will practise when told to | I set myself targets and can plan how to meet them. I focus on what I need to do. I usually decide for myself when to practise to meet my targets | I set myself challenging targets and plan in detail the steps I need to reach them. I focus on where I want to get to. I practise regularly to meet my targets |