

Learning Mindsets

| | Exemplary | Strengthening | Progressing | Beginning | Limited |
|----------------------|--|---|---|--|---|
| Willingness to learn | <p>Leading discussions</p> <p>Asking lots of questions</p> <p>Setting learning goals</p> <p>Seeking and acting on feedback</p> <p>Following up on missed work due to absence</p> | <p>Active participation in all stages of learning</p> <p>Seeking feedback on their work</p> <p>Completing work to the best of their ability</p> | <p>Clarifying instructions</p> <p>Working productively on most tasks</p> <p>Following advice</p> <p>Meeting most deadlines for work completion</p> | <p>Choosing not to complete some tasks or participate</p> <p>Preoccupied with things unrelated to learning</p> <p>Wasting time getting started</p> <p>Overdue work tasks</p> | <p>Disrupting the learning of others</p> <p>Refusing to complete work</p> |
| Positive attitude | <p>Approaching all tasks and situations with a growth mindset.</p> <p>Showing initiative by taking proactive steps to achieve learning goals</p> <p>Flexibility and open mindedness in the face of challenges; can bounce back from setbacks</p> | <p>Approaching most tasks and situations with a growth mindset</p> <p>Navigating setbacks with perseverance leading to learning and personal growth</p> | <p>Approaching tasks and situations with variable engagement, ranging from enthusiasm to indifference</p> <p>Having mixed interactions with teachers and peers, ranging from high social interactions to withdrawal</p> | <p>Approaching tasks and situations with minimal interest and effort.</p> <p>Indifference towards others and unwillingness to collaborate with teachers and peers</p> | <p>Approaching tasks and situations with a defeatist attitude</p> <p>Displaying a lack of proactive action and tending to rely on others to complete tasks</p> <p>Easily discouraged by setbacks and dwells on past obstacles rather learning from these experiences and moving forward</p> |

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|-------------------------|---|---|---|--|---|
| Effective communication | <p>Actively contributing to class discussions</p> <p>Asking thought provoking and interesting questions</p> | <p>Contributing to class discussions</p> <p>Asking relevant questions</p> | <p>Contributing to class discussions only when called upon</p> <p>Listening to everyone, raising a hand and waiting/ taking turns</p> <p>Asking questions</p> | <p>Struggling to contribute to class discussions</p> <p>Not listening to others' point of view</p> | <p>Refusing to contribute to class discussions</p> <p>Interrupting the learning of others by calling out or interrupting/distracting</p> <p>Disrespecting others' conversations</p> |
| Effective collaboration | <p>Working productively and effectively with others</p> <p>Adapting to different personalities and temperaments Applying healthy conflict resolution skills</p> | <p>Appreciating the value of learning how to work with others</p> <p>Being receptive to adjusting behaviour and/or approach for mutual benefits</p> | <p>Occasionally working well with others but may adopt a passive role</p> | <p>Reluctance to collaborate with others</p> <p>General apathy in group settings</p> | <p>Uncooperative and disruptive to the learning process alongside others</p> |



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| Self-management | <p>Showing kindness and respect, considering how actions affect others</p> <p>Avoiding disruptions and controlling impulses in class</p> <p>Planning tasks and assignments in advance using strategic strategies</p> | <p>Demonstrating self-awareness and actively seeking ways to improve their learning approach</p> <p>Maintaining consistent effort in recognising and enhancing areas for improvement in learning</p> | <p>Inconsistent self-regulation across different scenarios</p> <p>Basic organisation-al skills.</p> | <p>Often disregarding others</p> <p>Interrupting learning time</p> <p>Struggling with organising tasks and materials.</p> | <p>Showing no interest in self-regulation</p> <p>Not trying to improve organisational skills</p> <p>Having a harmful impact on others</p> |
| Resilience | <p>Highly developed resilience, grit, tenacity and perseverance in learning</p> <p>Flexibility in working through solutions and supporting others to do the same</p> <p>Actively seeking feedback and challenges</p> | <p>Resilience and perseverance are clearly evident in the way the student approaches their learning and experiences</p> <p>Pausing, reflecting and adapting as necessary</p> | <p>Setbacks or negative feedback may challenge them</p> <p>Showing the capacity to pause, reflect and apply a solution-focused mindset</p> | <p>Requiring support and encouragement to deal with setbacks, negative feedback, and difficult challenges</p> <p>Starting to show some grit, persistence and resilience but losing momentum unless supported</p> | <p>Becoming discouraged or giving up when faced with challenges, unexpected problems, or negative feedback</p> |