

Learning Behaviours Matrix – **POSITIVE ENGAGEMENT IN THE LEARNING PROGRAM (I can .....)**



	<b>Step Four</b>	<ul style="list-style-type: none"> <li>a. Actively avoid known distractions to my learning.</li> <li>b. Actively seek support to help clarify what I don't know, understand or can't do yet.</li> <li>c. Effectively use class/home time to submit all completed tasks in the allocated time frame.</li> <li>d. Use a tool/resource/diary to track progress on tasks and prioritise work.</li> </ul>	<ul style="list-style-type: none"> <li>a. Help others understand the content and task instructions when appropriate.</li> <li>b. Support others to make appropriate language choices and classroom behaviours.</li> <li>c. Show respect for the learning environment by deliberately choosing how and when I act.</li> </ul>	<ul style="list-style-type: none"> <li>a. Teach ideas and skill/processes to others.</li> <li>b. Lead group collaboration by being inclusive and guiding the discussion. Actively seek differing points of view or opinions.</li> <li>c. Respectfully challenge others to consider different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>a. See challenges and setbacks as an opportunity to improve.</li> <li>b. Connect the learning to the world beyond the classroom.</li> <li>c. Use resources/strategies/examples used previously or in other subjects to complete the task.</li> <li>d. Engage in self-directed learning to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>a. Seek advice and feedback from others to help me improve my work.</li> <li>b. Provide feedback to my peers to help them improve their work.</li> <li>c. Use a Learning Map to critique my work and see how to extend myself.</li> <li>d. Ask my teacher how to extend my learning in relation to the Learning Map.</li> </ul>
	<b>Step Three</b>	<ul style="list-style-type: none"> <li>a. Identify the distractions to my learning and intentionally minimise their impact by choosing how I act.</li> <li>b. Ask my teacher for help to clarify what I don't know, understand or can't do yet.</li> <li>c. Use class/home time to attempt to submit tasks in the allocated time frame.</li> <li>d. Use a tool/program/diary to record required work and manage due dates.</li> </ul>	<ul style="list-style-type: none"> <li>a. Actively listen to peer contributions from all members of the class.</li> <li>b. Use appropriate language for the context of the class.</li> <li>c. Be aware of how my actions impact others and adjust my behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn with and from a partner/group to explain ideas, skills and processes.</li> <li>b. Consider pros and cons of other points of view.</li> <li>c. Re-evaluate my own viewpoint as new information is available.</li> </ul>	<ul style="list-style-type: none"> <li>a. Persevere when challenged and try more than one way to complete the task.</li> <li>b. Connect the learning in the current lesson to other units or subjects.</li> <li>c. Find/seek a range of resources/strategies/examples provided to complete all aspects of the task.</li> <li>d. Seek more challenging tasks from my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a. Ask my teacher and/or my peers to review my work to improve it.</li> <li>b. Check another's work for them and give helpful feedback.</li> <li>c. Intentionally seek feedback from my teacher to improve aspects of my work.</li> <li>d. Use the Learning Map/Checkpoints to help improve my work and check what I can do to get to the next level.</li> </ul>
	<b>Step Two</b>	<ul style="list-style-type: none"> <li>a. Identify when I am being distracted and stop myself from acting/reacting.</li> <li>b. Let the teacher and/or classmate know when I am unclear of the content or the task.</li> <li>c. Attempt learning activities by myself when set by my teacher.</li> <li>d. Use a tool/program/diary to record work that needs to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>a. Actively listen to my teacher during the formal instruction and when task details are given.</li> <li>b. Attempt to regulate my language in class.</li> <li>c. Be aware of my actions/reactions and adjust my behaviour when prompted by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn with a partner/group to explore ideas and practise skills.</li> <li>b. Listen respectfully to other points of view.</li> <li>c. Consider how my own view might differ to others in the class.</li> </ul>	<ul style="list-style-type: none"> <li>a. Take steps to address difficulties I'm experiencing, such as "trying again" or "make a second attempt".</li> <li>b. Connect the learning in the current lesson to the learning in the previous lesson.</li> <li>c. Review and/or use available supports to help me continue my progress.</li> <li>d. Motivate myself to engage with the learning opportunities provided.</li> </ul>	<ul style="list-style-type: none"> <li>a. i. Ask questions of my teacher and/or my peers to improve my work.</li> <li>ii. Ask one or more peers to check my work.</li> <li>b. Use the feedback from my teacher to help improve my work.</li> <li>c. Recognise what level I am at on the Learning Map/Checkpoints.</li> <li>d. Edit my work against models or checklists etc. to refine and improve.</li> </ul>
	<b>Step One</b>	<ul style="list-style-type: none"> <li>a. Identify what distracts me from the learning but may need assistance to pause/stop.</li> <li>b. Admit to myself when I don't know something.</li> <li>c. Need prompting to start a task and attempt learning activities.</li> <li>d. i. Brings all required materials to class.</li> <li>ii. Maintain an organised locker so all materials for each class are easily accessible.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognise the need to listen to focused instruction and when task details are given.</li> <li>b. Recognise which forms of language are not appropriate.</li> <li>c. Identify when my emotions/impulses are being triggered.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn alongside others and share ideas.</li> <li>b. Recognise that I have a point of view and that this may differ to others.</li> <li>c. Listen to other points of view, with support.</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognise that I am experiencing difficulties with the learning.</li> <li>b. Recognise that one lesson relates to another.</li> <li>c. Recognise that supports are available (such as examples, videos, notes or graphic organisers) to help my progress.</li> <li>d. Recognise that all learning is an opportunity for growth.</li> </ul>	<ul style="list-style-type: none"> <li>a. Accept help from my teacher and/or my peers to improve my work.</li> <li>b. Identify the different levels on a Learning Map/Checkpoints with support.</li> <li>c. Recognise when feedback in a variety of forms is being given to help me learn.</li> <li>d. Read over my work and identify errors or areas for improvement (i.e. more detail).</li> </ul>
			<p><b>Takes responsibility to complete set work on time:</b></p> <ul style="list-style-type: none"> <li>a. Avoid distractions</li> <li>b. Clarify task</li> <li>c. Manage time effectively to complete/submit tasks</li> <li>d. Use tools to aid organisation</li> </ul>	<p><b>Displays respectful behaviour in class:</b></p> <ul style="list-style-type: none"> <li>a. Listen actively</li> <li>b. Use positive language in line with upholding our College Pledge</li> <li>c. Manage my impulses (emotional and physical, including screen use)</li> </ul>	<p><b>Engages positively with peers in learning:</b></p> <ul style="list-style-type: none"> <li>a. Collaborative and supportive behaviours</li> <li>b. Accept different perspectives</li> <li>c. Challenge respectfully</li> </ul>	<p><b>Learns independently:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate 'grit' (persistence and resilience)</li> <li>b. Making connections</li> <li>c. Utilise learning supports (resources/strategies etc.)</li> <li>d. Motivate, challenge, and extend myself (Self-regulation)</li> </ul>