

**DEVELOPMENTAL CONTINUUM**

Overarching Goal is to Develop Student Agency (Ownership - Autonomy - Self Regulation) within Modern Learning Environments.

<b>KEY COMPETENCY</b>  <b>MANAGING SELF</b>	<b>AWARENESS</b> <b>KNOWING</b> <b>VERIFYING</b>	<b>RECOGNITION</b> <b>ACT</b> <b>INITIATIVE</b>	<b>CONNECTION</b> <b>ADAPT</b> <b>DEVELOP SKILL</b>	<b>INTEGRATE</b> <b>CREATE</b> <b>SYNTHESISE</b>
		<i>awareness and knowing</i> (its significance and what it means), and <i>verifying</i> (checking that it is true, trusted and testable).	<i>recognition</i> (recognising how certain behaviours, strategies, skills, tools etc., can help us achieve success and recognising when to use it/them), <i>acting</i> (do, apply, refine etc.) and <i>initiate</i> (situations, contexts, challenges, curiosity etc., promote autonomy and develop self regulation).	<i>connection, adapt and develop skilfulness.</i> Children are making connections. They are much more flexible and can adapt according to circumstances and feedback. They strive to improve and are more aware of what it would take to improve.
<ul style="list-style-type: none"> <li>self motivation with a 'can-do' attitude;</li> <li>seeing self as a capable learner;</li> <li>develops assessment capability;</li> <li>enterprising;</li> <li>resourceful;</li> <li>reliable;</li> <li>resilient;</li> <li>can establish goals, make plans and manage projects;</li> <li>sets high standards;</li> <li>has strategies to meet challenges; and</li> <li>knows when to lead, when to follow, and when and how to act independently.</li> </ul>	<p><b>Spaces, Places and People (environment &amp; community)</b></p> <ul style="list-style-type: none"> <li>Can identify and use flexible spaces appropriately.</li> <li>Follow a timetable to be organised.</li> <li>Use resources that have been provided.</li> <li>Participates in a range of groups for specific purposes.</li> </ul> <p>When confident shares ideas and encourages others.</p> <p><b>Growth Mindset (GM)</b></p> <ul style="list-style-type: none"> <li>Curious (<i>wants to discover more</i>) about interests.</li> <li>Shows initiative when motivated.</li> <li>Uses 3 metacognitive questions to help with thinking about thinking e.g., What do I need to do, how am I going and how did I go?</li> <li>Can set goals with support.</li> <li>Will reflect on a goal when prompted and respond to feedback.</li> <li>Practises known strategies to meet challenges.</li> <li>Introduced to the idea of a malleable intelligence (GM) e.g., my brain can change to become more capable.</li> <li>Learning the strategies of persistence.</li> </ul>	<p><b>Spaces, Places and People (environment &amp; community)</b></p> <ul style="list-style-type: none"> <li>The student knows the/she is trusted to make responsible decisions about using spaces and moving between spaces.</li> <li>Will move to a learning space &amp;/or opt into a workshop/group in response to a need &amp;/or feedback.</li> <li>Accesses and uses resources with own needs in mind.</li> <li>Learning the language of inter-thinking (asking questions, probing, clarifying, summarising).</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Choosing to be curious about things that might not initially be of interest.</li> <li>Can describe what, when and how he/she is motivated.</li> <li>Developing metacognitive ways of thinking e.g., aware of checking prior knowledge, planning is more detailed (includes goal setting), time management is improving, seeks help when needed.</li> <li>Developing assessment language and ideas (<i>this would be related to the school's language and approach to assessment</i>). Uses success criteria to guide goal setting etc.</li> <li>(GM) Asks questions like 'How do I grow my intelligence and develop my ability?' 'Will take risks to try new things.</li> <li>Learning the strategies for decision making.</li> </ul>	<p><b>Spaces, Places and People (environment &amp; community)</b></p> <ul style="list-style-type: none"> <li>Independently chooses where to learn and with whom.</li> <li>Co-constructs and provides feedback to the teacher about timetables.</li> </ul> <p>Shares responsibility for: learning, each other, and managing the classroom routines and resources.</p> <p>Will share expertise with others.</p> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Motivation is observable e.g., initiation, direction, intensity, persistence and goal focused.</li> <li>Understanding of metacognition is deepened e.g., checking prior knowledge, planning, sequencing strategies &amp; time management, monitoring, rechecking &amp; seeking help if needed, reflecting, acknowledging feelings, &amp; thinking ahead.</li> <li>Confident to offer ideas when co-constructing success criteria and develops assessment capability e.g., can make connections between performance criteria and examples of own thinking and learning. Interprets the quality of the thinking and learning and establishes where to go next.</li> <li>(GM) Alert to head voice e.g, what am I saying to myself and how is this influencing me?</li> <li>Has a repertoire of coping strategies to deal with setbacks.</li> </ul>	<p><b>Spaces, Places and People (environment &amp; community)</b></p> <ul style="list-style-type: none"> <li>Contributes ideas for planning, routines, and resourcing and can justify.</li> <li>The culture of the class is such that the student will ask for help or volunteer help.</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Transfer of intrinsic motivational behaviours into areas that are of less interest or a lot harder for the student.</li> <li>Alert to when and how to be metacognitive - striving to continually develop these thinking behaviours.</li> <li>Can use assessment information to develop a coherent story about how he/she learns, and what it takes to achieve success. Can access and use appropriate resources to support learning pathway/ student inquiry.</li> <li>(GM) Has stamina and locus of control is established when faced with challenges.</li> </ul>