WE CARE about learning

Learning Qualities	What this quality means	What I think and feel in this quality	Opposite End of the Spectrum	How can this quality be strengthened?
Working together	I discuss and share ideas with others to help us both improve our knowledge.	• I like sharing my thoughts and ideas with people • I like learning with and from other people • I learn from adults and people at home • I like learning on my own as well • I know how to help others learn • I know that other people can help me to see things in different ways and listening to their views can help me develop and further my own	**Isolation or Dependence:** Less effective learners are more likely to be stuck either in their over-dependency on others for reassurance or guidance, or in their lack of engagement with other people.	• Model how to be a good team player e.g. when playing a board game • Try to provide opportunities to work with different groupings of varying sizes e.g. pairs, small groups, larger family teams • Allocate specific roles in a team work situation e.g. leader, reporter, compromiser, scribe etc. • Provide them with a list of tools/checks they must work through before asking for help • Speaking and listening opportunities – Add, Develop, Challenge. Great for family debates! • Promote and model quality collaborative talk • Facilitate team work – be a guide on the side and encourage independence • Briefing and debriefing at the end of group work – children evaluate their group interactions
Learning Qualities	What this quality means	What I think and feel in this quality	Opposite End of the Spectrum	How can this quality be strengthened?

Written by Zara Chambers, March 2015

Learning Qualities	What this quality means	What I think and feel in this quality	Opposite End of the Spectrum	How can this quality be strengthened?
Enthusiasm	I am eager to learn, improve my skills and always give 100% effort.	• I am motivated to learn and make an effort to do so • I know there is a relationship between my effort and my achievement/progress • I want to improve my understanding and skills and I seek ways to do this • I love learning and get satisfaction from my work • I am reliable, responsible and conscientious in my learning • I take pride in my work and achievements I recognise and celebrate other's achievements, as well as my own	**Reluctance or disaffection:** Less effective learners do not pay attention in class and often seem bored by the learning. They are unmotivated, reluctant to learn and often vent their frustration through silence or inappropriate behaviour. These learners avoid challenges, don't complete tasks and are satisfied to 'just get by'. Reluctant learners often have the potential to excel but don't seem to care about achieving in school.	• Share stories of struggle and success e.g. Edison inventing the lightbulb! • Teach the relationship between effort and achievement. (Many stories exist to make the connection with famous people.) Make clear the real goal of effort. • Focus on development of a growth mindset. • Direct attention to effort-results relationships through praise, rewards or verbal comments. Use process praise. • Create visual representations of effort. E.g. children create an effort log • Recognise personal progress and effort. Value the process over the product. • Make learning opportunities relevant and meaningful. • Model enthusiasm for learning or learning opportunities.
Learning Qualities	**What this quality means**	**What I think and feel in this quality**	**Opposite End of the Spectrum**	**How can this quality be strengthened?**
Creativity	I actively use my imagination and try different approaches to	• I am open to new ideas and possibilities. • I like to play with ideas	**Rule-boundedness:** Less effective learners tend to be unimaginative. They prefer clear-cut	• Participate in open-ended investigations • Encourage reasoning ad seeing

	solve a problem and record my thinking.	and possibilities • I use my imagination when learning • I like to find different solutions to a problem and know there is not only one way to do something • I am happy to try an approach even if it may not work • I trust my intuition and follow my own ideas and hunches • I have the courage to try new things and risk failure. • I can be flexible and adapt my ideas to suit the situation. • I can judge the value of my ideas.	information and tried-and-tested ways of approaching things and they feel safer when they know how they are meant to proceed. They function well in routine problem solving with clear-cut answers, but are more at sea when originality is required.	things in more than one way e.g. which is the odd one out ½ ¼ or ¾? • Get children to list options for tackling problems - how many different ways are possible? Is this the only solution? • Give an answer and ask children to provide a possible question • If children struggle to generate their own different ideas - give options of approaches to choose between. Show that more than one way is possible! • Give choice in both content and method of recording • Promote questioning - value diversity and unusual ideas • Model representing ideas in different ways (visually, physically, verbally) and provide opportunities to do this
Learning Qualities	**What this quality means**	**What I think and feel in this quality**	**Opposite End of the Spectrum**	**How can this quality be strengthened?**
⭐A Ambition	I have a can do attitude and push myself to reach my full potential – even if it's hard	• I know that my mind can get bigger and stronger, just as my body can • I feel good about my capacity to learn	**Being Stuck or Static and Fragility:** Less effective learners tend to believe that learning power is fixed.	• Set high expectations – demanding, but attainable, targets • Establish a culture where it is 'cool' to achieve and

Written by Zara Chambers, March 2015

Learning Qualities	What this quality means	What I think and feel in this quality	Opposite End of the Spectrum	How can this quality be strengthened?
	and I have to be resilient.	- I aim high and like to be challenged and stretched - I begin with a can do attitude before considering difficulties - I know that making mistakes is a natural part of learning - I am not afraid of having a go - I stick with a task and tend to keep myself going until it is completed - I don't fall apart when I fail or I am confused - I keep going at my own pace–I know I will get there in the end - I know that struggling is an important part of learning.	They are less likely to see challenging situations as opportunities to become a better learner, preferring to stay in their comfort zone where they feel secure (often doing what they already know how to do.) Their feeling of self-efficacy (belief in their capabilities) is weak. Fragile learners more easily go to pieces when they get stuck or make mistakes. Their ability to persevere is weak. They are dependent upon other people and external structures for their learning and for their sense of self-esteem. They are passive receivers of learning.	achievement is celebrated - Model risk-taking – football/basketball example! ; "I'm not sure but let's give it a try!" - Discuss examples and model where you have been ambitious e.g. 'I had to be really ambitious today!' - Offer safe ways to take risks e.g. take a risk or try it slips - Give autonomy and choice e.g. children choose their own level of challenge. Discuss their choices with them. - Talk about comfort, learning and panic zones. Discuss the disadvantages of always working in your comfort zone! - Ask children to self-assess e.g. how are you finding this? Was this the right challenge for you?
Learning Qualities	**What this quality means**	**What I think and feel in this quality**	**Opposite End of the Spectrum**	**How can this quality be strengthened?**
⭐R Reflection	I listen to advice and use feedback to help improve my work.	- I know that learning is learnable - I know that I will always be learning - I know my strengths and weaknesses as a learner - I work hard at becoming	**Unreflective and passive:** Less effective learners are less self-aware and are more likely to confuse self-awareness with self-consciousness. They are less likely to be able to	• Keep Learning Logs - what they learned in an experience, what was interesting, how they feel about it, and what they can do to build on or extend the experience.

		a better learner • I read the comments written about my work carefully and spend time thinking about what it means • I can identify ways to improve my own and others' work • I ask for advice about work when I need it • I know what my targets are and I think about them when I am completing work • I deal positively with constructive criticism and set backs; I know it is helpful to me and I can learn from it	explain the reasons for the ways they choose to go about things. They don't tend to reflect on their own processes and experiences in such a way as to 'name them' and learn from them. They might plunge into a task with little planning or thought. Passive learners do not actively think about how they did, what they did well and what less well.	• Provide RRR (Read, Respond, Reflect) time at the start of the day/lesson • Discuss feedback given and question children about what they have learnt from it. • Involve children in target setting – considering what they need to do and how to get there • Use mini plenaries to 'notice learning' • Encourage conversations about learning – prove it partners, teacher-pupil dialogue, verbal feedback in lessons • Use Learning ladders to reflect on improvements • Self-assessment throughout lessons - HIT, traffic lighting
Learning Qualities	**What this quality means**	**What I think and feel in this quality**	**Opposite End of the Spectrum**	**How can this quality be strengthened?**
Enquiring	I ask questions, contribute and get involved in the learning.	• I want to delve deeper and find out what is going on • I don't accept things at face value or accept information without questioning it • I want to know how, why, what and where a	**Passivity and Fragmentation:** Passive learners are more likely to accept what they are told uncritically and to believe that 'received wisdom' is necessarily true. They are less thoughtful and less likely	• Get them to pose questions and record what they already know before they start learning • Get them to choose something they would like to research e.g. Research Question of the Week • Build opportunity for practising enquiry skills in mini projects • Give multiple choice answers and

			• I enjoy finding things out • I like to fit new bits of information with what I already know • I like to make connections between subjects • I love learning about what matters to me • I draw on my own story in my learning as well as the stories of my community • I learn at home, in my community and in my school • I ask questions about my learning	to engage spontaneously in active speculation and exploratory discussion. Less effective learners keep information stored in separate silos in their brains rather than joining-up meanings and associations.	they need to decide which is true • Brainstorm links between learning and make them explicit • No hands-up – lolly sticks, dice, pause-pounce-bounce, tokens • Give thinking time • ABC approach to structure discussions – Agree, Build upon, Challenge • Praise and reward high quality questioning - Question of the Day/Week • Use Bloom's Taxonomy to ask types of questions and develop children's knowledge of types of questions they can ask • Ask children: 'What great questions did you ask today?'

Combine – can you add something else to it? Combine purposes or ideas?

Rearrange – can part of it be moved or changed?

Eliminate – could you remove or replace part or the whole? Simplify the idea?

Adapt – can it be adapted? What else is this like?

Try another use – can it be put to other uses or given a new use?

Extend – what could be added?