

## Learning Behaviours & Competencies Rubric

Learning Behaviours & Competencies Rubric to be completed on the Portal. No feedback comments required.

The Learning Behaviour Indicators: organisation for learning; engagement in learning and attitude to learning are aligned to our Learner Competencies and represent the expected behaviours and competencies displayed by all students in all learning environments.

LEARNING BEHAVIOUR & COMPETENCY	Emerging	Developing	Establishing	Proficient	Accomplished
<b>Organisation for Learning</b>  <b>Metacognition: Recognising process</b>	Working towards self-management & organisation.	Some self-management & organisation. Has established some learning goals.	Developing self-management & organisation.  Seeks feedback to set learning goals and monitor learning processes.	Effective self-management & organization.  Consistent efforts to self-monitor their learning goals	Highly effective self-management & organisation.  Independently self-monitors and evaluates their learning goals and processes.
<b>Self-Efficacy: Understanding &amp; Organising Self</b>	Beginning to navigate learning challenges.	Developing confidence in ability to navigate learning challenges.  Beginning to develop a sense of self-belief.	Demonstrating the confidence in ability to navigate learning challenges.  Developing a sense of self-belief and learning strengths.	Confident in ability to navigate learning challenges.  Established sense of self-belief and understanding of strengths and weaknesses as a learner.	Highly confident in ability to navigate learning challenges.  Strong sense of self-belief and capacity
<b>Engagement in Learning</b>  <b>Inquiry Asking questions</b>  <b>Collaboration Working with others</b>	Beginning to ask and answer questions.  Learning how to connect with others.	Developing some strategies for asking and answering questions.  Learning collaborative group work skills.	Demonstrating strategies for asking and answering questions.  Consolidating collaborative group work skills.	Confident in asking & answering purposeful questions and justifying views.  Confident in independent and interdependent thinking.	Mastery in asking & answering purposeful questions to aid inquiry. Justifies views with confidence.  Highly confident in interdependent thinking and actively seeks to collaborate with others.
<b>Attitude to Learning</b>  <b>Agency Taking responsibility &amp; initiative</b>  <b>Deliberate Practice Purposeful practice</b>  <b>Reflection Reviewing &amp; evaluating</b>	Beginning to take initiative.  Starting to take creative risks.  Beginning to self-reflect and seek feedback to develop & improve learning.	Developing initiative in learning.  Sometimes takes creative risks in learning.  Developing self-reflection and seeking feedback to improve learning.	Generally confident in seeking learning challenges and taking some initiative.  Developing creative risk taking in learning.  Applies self-reflection and seeks feedback to develop and improve learning.	Confidently seeks challenge in learning and takes initiative.  Confident in creative risk taking in learning.  Courage to persist with challenges in learning. Frequently applies self-reflection and actively seeks critical feedback to develop and improve learning.	Consistently confident in seeking challenges in learning and taking initiative.  Proactive in creative risk taking in learning.  Courage to persist with challenges in learning. Independently applies self-reflection and actively seeks feedback to develop & improve learning.

## Students: What should the Behaviour Look Like?

Learning Behaviour	Learning Competency	Demonstrated By
Organisation for Learning	<b>Metacognition: <i>Recognising process</i></b>  <b>Organisation and self-management</b>	<ul style="list-style-type: none"> <li>• Being prepared for lessons.</li> <li>• Bringing the correct equipment to class.</li> <li>• Attending class on time.</li> <li>• Completing all homework on time.</li> <li>• Working in an organised and productive manner in class-time.</li> <li>• Managing your own timetable and schedule.</li> <li>• Looking ahead for learning by setting your own learning goals.</li> </ul>
Organisation for Learning	<b>Self-Efficacy: <i>Understanding &amp; Organising Self</i></b>	<ul style="list-style-type: none"> <li>• Interacting confidently with peers &amp; teacher in class.</li> <li>• Taking initiative in study with a 'can do' attitude.</li> <li>• Actively participating in classes.</li> <li>• Taking a hands-on approach to learning.</li> <li>• Responding positively to feedback to improve work.</li> <li>• Willingness to persist through difficulty.</li> </ul>
Engagement in Learning	<b>Inquiry: <i>Asking questions</i></b>  <b>Collaboration: <i>Working with others</i></b>	<ul style="list-style-type: none"> <li>• Participating actively and cooperatively in class.</li> <li>• Highly engaged with the content presented (including critical reflection).</li> <li>• Investing in the learning process.</li> <li>• Exploring subjects, forming explanations &amp; problem solving by asking questions.</li> <li>• Positive participation in collaborative process, by responding to others in a confident and considered way.</li> </ul>
Attitude to Learning	<b>Agency: <i>Taking responsibility &amp; initiative</i></b>  <b>Deliberate Practice: <i>Purposeful practice</i></b>  <b>Reflection: <i>Reviewing &amp; evaluating</i></b>	<ul style="list-style-type: none"> <li>• Highly motivated and very positive work ethic</li> <li>• Respectful treatment of others within the classroom community.</li> <li>• Willingness to reflect on effort.</li> <li>• Acting on feedback from peers and teacher through practice.</li> <li>• Setting goals and reviewing them throughout the year.</li> <li>• Taking an active and independent role in learning.</li> <li>• Embracing choice and the opportunity to assume responsibility.</li> </ul>