

## Personal Learning

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

### Personal Learning – Progressing towards Level 3

#### Progression Point 2.25

*At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

##### The individual learner

- with teacher direction, use of prior knowledge as an important source for learning
- preparation for learning; for example, organisation and concentration
- knowledge of the role of questions in learning
- awareness of behaviours that contribute to a positive learning environment; for example, being quiet when appropriate, exhibiting friendly and safe behaviour, participating in structured discussion

##### Managing personal learning

- preparation for learning through maintenance of basic resources such as pencils, paper, notebooks
- knowledge of strategies, such as planning, setting priorities and seeking help, for completing tasks
- awareness of personal factors in successful task management; for example, optimism, cooperation, application, perseverance and organisation

#### Progression Point 2.5

*At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

##### The individual learner

- with teacher guidance, gathering of information and knowledge from a variety of sources
- awareness of their personal learning preferences
- thoughtful questioning and sharing of ideas
- use of questioning to clarify meaning

##### Managing personal learning

- organised behaviour with personal resources such as books and equipment
- planning and time management for completing short tasks
- monitoring of progress during a task through self correction, self explanation and discussion

#### Progression Point 2.75

*At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

##### The individual learner

- use of strategies for linking prior knowledge with learning; for example, discussion, questioning, reflection, and checking past worksheets or notes
- with teacher direction, use of strategies which assist personal learning; for example, summarising, trial and error, perspective taking, and completing homework
- interest in the feelings, needs, ideas and opinions of others
- responsiveness to advice about their own learning strengths and weaknesses

##### Managing personal learning

- maintenance of organised learning records such as neat notebooks and orderly portfolios
- use of strategies to manage tasks; for example, questioning, reflecting, experimenting, adapting and seeking help

**Progression Point 2.25**

*At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

- strategies for identifying choices that influence learning goals; for example, listening to others, exploring possibilities, considering alternatives

**Progression Point 2.5**

*At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

- reflection, with teacher direction, to identify personal goals

**Progression Point 2.75**

*At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:*

- attributes that influence successful task management; for example, optimism, cooperation, application, perseverance, organisation
- reflection, with teacher direction, on learning priorities and goal setting

**Personal Learning – Level 3****The individual learner**

At Level 3, students describe the factors that affect learning and identify strategies that will enhance their own learning. With support, they identify their learning strengths and weaknesses and learning habits that improve learning outcomes. They seek teacher feedback to develop their content knowledge and understanding. They make and justify some decisions about their learning and, with support, set learning improvement goals. They contribute to the development of protocols that create a positive learning environment in the classroom.

**Managing personal learning**

At Level 3, students set short-term, achievable goals in relation to specific tasks. They complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently. They comment on task progress and achievements. They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.

**Personal Learning – Progressing towards Level 4**
**Progression Point 3.25**

*At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**The individual learner**

- teacher-directed use of methods for organising knowledge; for example, graphic organisers and mind maps
- communication and questioning skills that facilitate explanation and assistance
- identification of choices made within tasks; for example, the choice of a particular focus within a nominated experimental procedure in Science
- use of a variety of criteria for evaluating learning skills; for example, 'How much have I improved?' 'How original was my idea?'

**Managing personal learning**

- development of routines and habits; for example, keeping work in order, asking questions about previous work to maintain record keeping
- awareness of self talk and its role in learning
- use of teacher-provided strategies for identifying and setting personal goals
- strategies for planning to complete tasks; for example, developing and following realistic timelines

**Progression Point 3.5**

*At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**The individual learner**

- with teacher support, experimentation when using diverse strategies for enquiring and problem solving
- choice of appropriate organisers for categorising knowledge
- creation and sharing of considered questions to explore and elaborate on their own and others' ideas
- selection from a range of resources for seeking assistance and sharing ideas; for example, parents, peers, multi-media and the library

**Managing personal learning**

- awareness of personal factors that support positive study; for example, a quiet environment, concentration, homework routines
- location of resources, with support from peers, teachers and other adults
- monitoring and checking of negative self talk
- organisation and persistence in maintaining focus on personal goals
- strategies for monitoring progress toward completing tasks; for example, using simple charts or tables to track activity

**Progression Point 3.75**

*At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:*

**The individual learner**

- independent use of organisers, such as categories, Venn diagrams, mind maps and fishbone charts, when recording information
- use of questioning and strategies for exploring alternative perspectives and ideas
- thoughtful consideration of support and/or advice from peers, teachers and family
- evidence of strategic change made or proposed in response to evaluation; for example, 'I decided to do it this way because...', 'We'll be quicker if I...', 'Next time I will...'

**Managing personal learning**

- use of peers, teachers and other adults as learning resources
- development of the habit of using encouraging and motivating self talk
- use of evaluation strategies and criteria for measuring progress toward goals
- adaptability, persistence and willingness to seek support when undertaking tasks

## **Personal Learning – Level 4**

### **The individual learner**

At Level 4, students identify, with support, their preferred learning styles and use strategies that promote learning. They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. They seek and respond to teacher feedback to develop their content knowledge and understanding. They identify and explain how different perspectives and attitudes can affect learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

### **Managing personal learning**

At Level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.

**Personal Learning – Progressing towards Level 5**
**Progression Point 4.25**

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**The individual learner**

- open-mindedness when considering alternative views and strategies for enquiring and problem solving
- with teacher support, use of appropriate domain-based strategies to complete set work
- with teacher assistance, identification of their strengths and weaknesses in different domains; for example, through the use of self-evaluation rubrics
- consideration of the views and needs of others in the learning environment

**Progression Point 4.5**

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**The individual learner**

- thoughtful questioning when comprehending, exploring or elaborating alternative views
- selection of appropriate domain-based strategies to complete set work
- evaluation of performance using self-evaluation rubrics
- development of learning goals, as appropriate, for different domains
- acknowledgment of resources used in learning, including contributions made by peers

**Progression Point 4.75**

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**The individual learner**

- experimentation with domain-based strategies to complete set work; for example, applying knowledge of design briefs gained from Design, Creativity and Technology to a publishing project in Communication
- open-minded consideration of a range of views and values in a variety of learning situations
- proficiency in gathering information about their own performance; for example, through asking questions and seeking feedback
- with teacher guidance, consideration of ways to improve their performance
- understanding that learning is governed by ethical as well as strategic considerations; for example, that plagiarism is unacceptable

**Managing personal learning**

- practice of habits that lead to effective learning behaviour; for example, study routines, organisation of time
- motivation by checking negative self talk and by encouraging positive self talk
- justification of personal learning goals and the following of instructions to achieve those goals
- management of set tasks by organising, prioritising and planning

**Managing personal learning**

- development of study habits to assist learning; for example, diary keeping, organisation, a homework routine
- coping and problem-solving strategies for persistence in working towards achievement
- monitoring and evaluation of progress toward achieving short and long-term learning goals
- development of criteria to monitor action plans when completing set tasks

**Managing personal learning**

- evaluation of study habits in response to learning challenges
- use of a variety of strategies to manage moods and emotions when pursuing learning goals; for example, self talk, relaxation, avoiding negative triggers, taking time out, and giving and seeking help
- adaptability in overcoming challenges to achieve learning goals
- revision and adaptation of action plans to complete set tasks

## **Personal Learning – Level 5**

### **The individual learner**

At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Students demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others. With support, students determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary. They consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.

### **Managing personal learning**

At Level 5, students set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. They initiate and undertake some tasks independently, within negotiated timeframes. They review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes. They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements. They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.

**Personal Learning – Progressing towards Level 6**
**Progression Point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**The individual learner**

- knowledge and skills for encoding, categorising and retrieving domain-specific knowledge
- awareness of their preferred learning style and how this affects their learning
- selection and application of multiple learning strategies to complete a set task
- development of learning goals based on knowledge of their achievement; for example, as a response to teacher assessment and feedback
- recognition that their own and other's values and beliefs may influence their approaches to learning

**Progression Point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**The individual learner**

- application of learning style preferences to increase the effectiveness of their own learning
- independent use of strategic learning behaviours to complete complex tasks; for example, clarifying, drafting and checking
- flexible use of multiple learning strategies to complete a set task
- self assessment of work performance against set achievement criteria such as personal learning goals
- understanding that enquiry and research may challenge their own and others' values and beliefs

**Progression Point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**The individual learner**

- recognition of, and respect for, a range of protocols that support learning; for example, rules of discussion in a class forum
- use of goal-directed learning behaviours to improve learning
- independent selection and implementation of appropriate learning strategies for set tasks; for example, note taking of guest speakers' presentations, use of concept maps to understand relationships between ideas
- improvements in work performance based on personal assessments, domain criteria and learning goals
- persistence when challenged by conflicting information, values and views

**Managing personal learning**

- effective study skill planning and behaviour; for example, keeping a diary, taking notes, memorising, organising and rehearsing
- experimentation with strategies to assist resilience when pursuing learning goals; for example, seeking help, positive self talk and solution-focused problem solving
- use of a range of domain-specific reporting processes

**Managing personal learning**

- continuous monitoring and evaluation of study skill planning and behaviour
- knowledge of a diverse range of coping strategies for managing learning
- selection and/or adaptation of domain-specific reporting processes to suit tasks
- self-directed time management with a focus on task requirements

**Managing personal learning**

- adaptable study skill behaviour in response to changing requirements
- adaptable coping behaviour in response to learning challenges
- independent reporting on tasks; for example, identifying and changing task requirements, evaluating their own performance and reviewing time management

**Progression Point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- knowledge and skills for managing time and focusing on task requirements with minimal supervision
- knowledge of factors that influence performance and achievement; for example, time management, setting of priorities, homework, perseverance and problem solving

**Progression Point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- thoughtfulness and independence when setting personal learning goals

**Progression Point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- solution-focused behaviour to achieve learning goals

**Personal Learning – Level 6****The individual learner**

At Level 6, students work independently to implement a range of strategies, as appropriate, to maximise their learning. They monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them. Students seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation. They evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications. They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.

Students identify the ethical frameworks that underpin their own and others' beliefs and values and describe how the conflicts and dilemmas they identify may affect learning. They determine, monitor and modify learning improvement goals, taking into account current and future learning needs. They determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.

**Managing personal learning**

At Level 6, students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes. They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders. They monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. They take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions. They demonstrate control of impulses and mood modulation. Students review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria. They identify and refine the strategies they use to study, organise and revise their work, both at school and at home.

## Personal Learning – Progressing beyond Level 6

### Progression Point 6.25

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### The individual learner

- independent use of a range of domain-specific research skills for retrieving and extending knowledge and skills
- application of personal strategies appropriate for the learning context; for example, when to take risks, when to be patient, when to be careful
- the habit of thoughtful planning to complete set work, including a rationale for the strategies to be employed; for example, outlining what might work, what might not, and why
- reference to the influence of personal views, values or beliefs when evaluating their own work

#### Managing personal learning

- a routine of planning and study that facilitates orderly record keeping of notes and learning goals
- an optimistic attitude that supports perseverance and adaptable behaviour when facing learning challenges
- attention to detail when clarifying task objectives and setting work plans
- knowledge and skills for managing a collaborative learning environment

### Progression Point 6.5

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### The individual learner

- domain-specific organisational skills for recording information
- adaptable personal learning strategies and behaviours in order to improve performance
- the habit of regular self monitoring during set work, including checking the effectiveness of strategies employed; for example, outlining what is working, what is not, and what changes could be made
- on-balance judgment in challenging learning situations; for example, when presented with conflicting information, values and views

#### Managing personal learning

- record keeping that improves understanding of set texts; for example, structuring notes to highlight major points, using graphic organisers, identifying issues and elaborating where necessary
- self motivation in persevering to overcome learning challenges
- identification of core objectives when planning and monitoring multi-faceted tasks
- leadership and motivation of peers during collaborative learning opportunities

### Progression Point 6.75

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

#### The individual learner

- domain-specific analytical skills for determining the quality of gathered information
- motivation to extend domain knowledge and understanding beyond a set task
- the habit of regular self evaluation during and after completion of set work, including assessment of the effectiveness of strategies employed; for example, outlining what worked, what did not, and why
- familiarity with a range of issues related to the pursuit of learning; for example, the impact of scientific discovery on beliefs and values

#### Managing personal learning

- record keeping that facilitates efficient preparation for senior schooling, including examinations
- a diverse repertoire of coping strategies for managing challenges in learning
- implementation of action plans that monitor and evaluate quality of performance
- strategic leadership to optimise collaborative learning opportunities