

PERSONAL LEARNING

The individual learner – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills incorporated in the standards.

Key concepts and skills	Levels 1 and 2	Level 3	Level 4	Level 5	Level 6
Developing effective learning strategies and habits	Standards do not apply at Levels 1 and 2. The Level 1 learning focus– http://vels.vcaa.vic.edu.au/essential/interdisciplinary/thinking/level1.html#focus	Describe the factors that affect learning and identify strategies that will enhance their own learning. With support, identify learning habits that improve learning outcomes.	With support, identify their preferred learning styles and use strategies that promote learning. Demonstrate learning habits that address their individual needs.	Identify, select and use an expanded range of learning strategies appropriate to particular tasks. Identify a variety of learning habits and adopt those which assist their learning.	Work independently to implement a range of strategies, as appropriate, to maximise their learning. Evaluate the effectiveness of learning strategies, study techniques and learning habits and make appropriate modifications.
Monitoring learning	and Level 2 learning focus – http://vels.vcaa.vic.edu.au/essential/interdisciplinary/thinking/level2.html	With support, identify their learning strengths and weaknesses.	Monitor and describe progress in their learning.	Monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses.	Monitor, reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implement actions to address them.
Learning from feedback	statements suggests appropriate learning experiences from which teachers can plan relevant teaching and learning activities that support students to develop the concepts and skills.	Seek teacher feedback to develop their content knowledge and understanding.	Seek and respond to teacher feedback to develop their content knowledge and understanding.	Seek and respond to feedback from peers, teachers and other adults. Explain how their ideas have changed to develop and refine their content knowledge and understanding.	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.
Developing learning improvement goals		Make and justify some decisions about their learning. With support, set learning improvement goals.	Negotiate learning improvement goals and justify the choices they make about their own learning.	With support, students determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary.	Identify their interests, strengths, weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.
Developing a positive learning environment		Contribute to the development of protocols that create a positive learning environment in the classroom.	Actively develop, monitor and refine protocols that create a positive learning environment in the classroom. Identify and explain how different perspectives and attitudes can affect learning.	Consider their own and others' needs when making decisions about suitable learning processes and the creation of a positive learning environment within and outside the classroom. 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.	Establish, follow and monitor protocols for a variety of learning situations. Determine the factors that contribute to the creation of positive learning environments. Identify the ethical frameworks that underpin their own and others' beliefs and values. Describe how the conflicts and dilemmas they identify may affect learning.

PERSONAL LEARNING

Managing personal learning – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Levels 1 and 2	Level 3	Level 4	Level 5	Level 6
Managing tasks	Standards do not apply at Levels 1 and 2. The Level 1 learning focus – http://vels.vcaa.vic.edu.au/essential/interdisciplinary/thinking/level1.html#focus	Set short term, achievable goals in relation to specific tasks. Complete short tasks by planning and allocating appropriate time and resources.	Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.	Set realistic short-term and long-term goals within a variety of tasks. Complete competing short, extended and group tasks within set timeframes, prioritising their available time and utilising appropriate resources.	Initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set time frames.
Developing independence	and Level 2 learning focus – http://vels.vcaa.vic.edu.au/essential/interdisciplinary/thinking/level2.html	Independently undertake some multi-step, extended tasks.	Undertake some set tasks independently, identifying stages for completion.	Initiate and undertake some tasks independently within negotiated timeframes.	Initiate and negotiate a range of independent activities with their teachers.
Monitoring and improving tasks	statements suggests appropriate learning experiences from which teachers can plan relevant teaching and learning activities that support students to develop the concepts and skills.	Comment on task progress and achievements.	Describe task progress and achievements. Suggest how outcomes may have been improved.	Describe progress towards achieving tasks. Review the effectiveness of task management, identifying successes and suggesting strategies to improve outcomes. Develop and use criteria to evaluate their work and make appropriate refinements.	Provide progress and summary reports for teachers and stakeholders. Monitor and evaluate effectiveness of their task and resource management skills. Reflect on their progress and suggest and implement appropriate management strategies for improvement. Review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes.
Developing a positive attitude to learning		Manage their feelings in pursuit of goals. Demonstrate a positive attitude towards their learning.	Persist when experiencing difficulty with learning tasks. Practise positive self-talk. Demonstrate a positive attitude to learning within and outside the classroom.	Demonstrate motivation to complete short, extended and group tasks. Demonstrate a positive and structured approach to learning, both at school and home.	Demonstrate control of impulses and mood modulation. Take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions.
Developing effective study strategies			Seek and use learning support when needed from peers, teachers and other adults.	Identify and use effective strategies that assist with study both at school and at home.	Identify and refine the strategies they use to study, organise and revise their work both at school and at home.