

Senior Campus Approaches to Learning 2022



**Launceston
Grammar**

EST. 1846

Approaches to Learning 2022	Outstanding Student demonstrates all or most of the following behaviours:	Good Student demonstrates all or most of the following behaviours:	Satisfactory Student demonstrates all or most of the following behaviours:	Below level expected Student demonstrates all or most of the following behaviours:	Unsatisfactory Student demonstrates all or most of the following behaviours:
Self-management Student demonstrates a capacity to regulate their behaviour proactively and reactively in learning scenarios to model the school's virtues.	<ul style="list-style-type: none"> - Brings organised materials to class every lesson - Uses the computer as intended for learning purposes - Encourages others to work courteously - Effectively employs a range of strategies to manage attention, change, worry and disappointment - Wears outstanding uniform 	<ul style="list-style-type: none"> - Brings materials to class every lesson - Uses the computer mostly as intended for learning purposes - Focuses on their own work - Uses strategies to manage attention, change, worry and disappointment - Wears good uniform 	<ul style="list-style-type: none"> - Brings most required materials to class every lesson - Receives reminders to redirect attention back to task on the computer - Mostly on task in the classroom - Is mostly able to manage attention, change, worry and disappointment - Receives occasional uniform reminders 	<ul style="list-style-type: none"> - Leaves class to gather materials - Often must be redirected back to the task on the computer - Struggles to self-regulate behaviour in the classroom - Receives regular uniform reminders 	<ul style="list-style-type: none"> - Consistently comes to class without materials - Does not use computer as intended for learning purposes - Shows minimal to no evidence of self-regulation of behaviour in the classroom - Does not wear uniform as expected
Time-management Student reflects the capacity to prioritise tasks, meet deadlines, and use time productively, efficiently, and effectively.	<ul style="list-style-type: none"> - Completes all tasks to expectations and submitted on time - Collaborates for a solution with teacher in advance when needed regarding conflicting commitments - Is always punctual - Uses class time to work productively, efficiently, and effectively 	<ul style="list-style-type: none"> - Completes tasks mostly to expectations but always on time - Communicates with teacher in advance when needed regarding conflicting commitments - Arrives mostly on time to class - Mostly uses class time effectively 	<ul style="list-style-type: none"> - Completes tasks mostly to expectations and mostly submitted on time - Communicates with teacher at the time or afterwards regarding conflicting commitments - Arrives occasionally late to class - Generally uses class time effectively 	<ul style="list-style-type: none"> - Submits incomplete tasks which are often late - Conducts minimal follow up when conflicting commitments happen - Arrives often late to class - Makes little productive use of class time; often asks to leave the classroom (EG: bathroom, drink) 	<ul style="list-style-type: none"> - Submits tasks which do not fulfil requirements and are late - Misses important learning due to lack of communication regarding absences - Arrives late almost every lesson - Does not use class time and/or asks to leave regularly
Engagement Student shows a capacity to manage their attention and motivation to connect with learning in the classroom.	<ul style="list-style-type: none"> - Demonstrates focus and attention for all tasks in class - Involves others to encourage their engagement and motivation - Actively listens to the classroom discussion and responds to grow the learning of all - Suggests new ideas to build learning experiences in the classroom - Considers, respects and analyses different opinions when collaborating 	<ul style="list-style-type: none"> - Demonstrates attention for all tasks in class - Demonstrates motivation for learning - Builds on the ideas of others in classroom discussions - Asks clarifying questions - Considers and responds to different opinions when collaborating 	<ul style="list-style-type: none"> - Mostly pays attention in class - Mostly demonstrates motivation for learning - Contributes to classroom conversations - Follows all teacher instructions - Listens to different opinions when collaborating 	<ul style="list-style-type: none"> - Sometimes pays attention in class - Sometimes appears motivated - Responds when prompted - Mostly follows teacher instructions - Listens to others when collaborating 	<ul style="list-style-type: none"> - Shows an inability to manage where attention goes - Does not show motivation for learning - Often discusses unrelated topics in class - Shows no evidence of listening to others and resists group allocations
Perseverance Student reflects a willingness to continue through learning challenges and problem solve through setbacks.	<ul style="list-style-type: none"> - Learns from and grows through setbacks - Asks questions about feedback to adjust learning mistakes - Shows clear progression in learning towards mastery - Embeds new skills, techniques and strategies in learning scenarios 	<ul style="list-style-type: none"> - Consistently persists through setbacks - Uses feedback to adjust learning mistakes - Shows progression in learning - Develops new skills, techniques and strategies 	<ul style="list-style-type: none"> - Manages setbacks - Reads feedback to become aware of learning mistakes - Identifies areas of growth for future - Open to learning new skills, techniques and strategies 	<ul style="list-style-type: none"> - Inconsistently manages setbacks - Shows minimal evidence of understanding feedback and mistakes - Shows minimal evidence of making plans for future growth - Tries out new learning skills 	<ul style="list-style-type: none"> - Appears to give up when faced with challenges - Shows no evidence of goal setting, use of feedback, or dedication to growth - Relies on existing skills

