

ATTITUDE TO LEARNING (ATL)

Highly motivated

- Excellent focus
- Organises time effectively
- Invites feedback, responding positively to praise and critique
- Reviews own progress, acting on the outcomes
- Seeks own solutions to problems
- Learns from setbacks and mistakes
- Asks questions to extend thinking
- Perseveres and seeks challenge
- Make points or arguments clearly and constructively
- Speaks persuasively to an audience
- Sets an example
- Approaches learning with active interest
- Starts learning readily
- Completes work set to an exemplary standard



Engage

- Good focus
- Organises time well
- Takes action based on feedback
- Seeks help when needed
- Responds positively to challenging activities
- Contributes to class discussion
- Makes points clearly
- Speaks with confidence
- Shows a desire to improve
- Can find solutions to problems
- Listens carefully
- Follows instructions
- Completes work set to a good standard



"Just because something works, doesn't mean it can't be improved."

Passive

- Not always focussed
- Requires close supervision to ensure tasks are attempted and instructions followed
- Rarely asks for help when needed
- Avoids challenging activities
- Requires prompting to contribute in lessons
- May distract others
- May be off-task
- Misses some deadlines
- Sometimes attempts to act on feedback

**I KNOW I COULD
...
BUT
I REALLY
CANT BE BOTHERED**

Disengaged

- Shows little focus
- Delays starting activities
- Requires constant 1-1 instruction in order to produce any work
- May refuse support
- Does not ask for help when needed
- Avoids participation in class discussions
- Gives up when faced with challenging activities
- Does not attempt to act on feedback, responding negatively to praise or critique
- Aversive to learning, will often complain 'this is boring', 'what's the point' or 'there is nothing to do'
- Distracts others
- Disrupts the classroom or school environment
- Misses most deadline
- Leaves most tasks incomplete

