

Focusing



Focusing is the ability to be able to manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change.

Focusing can include the following:

- **Sorting:** The ability to sort information into categories and to understand the relationship between information
- **Attention:** The ability to focus on the present and deflect/avoid distractions
- **Filtering:** The ability to filter out non-essential information and focus on the essential problem at hand

Learners show focusing at Early Level by:	Learners show focusing at First Level by:	Learners show focusing at Second Level by:	Learners show focusing at Third/Fourth Level by:	Learners show focusing in Senior Phase by:
● displaying continuous, interest and involvement in a task over a period of time ● identifying objects and events as the same or different, and sorting objects into groups ● accepting changes in their environment in order to be able to focus on a task.	● concentrating on the activity at hand and avoiding distractions to complete it ● being systematic and working through the stages of a task and explaining the reason for their choices ● understanding any changes in their environment required to support their focus on a task.	● asking questions to clarify tasks, remaining focused to plan and set goals with some support to complete an activity/task ● organising their thinking and focusing on an activity to avoid distractions ● drawing from various sources of information, sorting through the information to focus on what is essential ● suggesting changes to their environment to support their ability to focus on an activity.	● asking questions to clarify tasks and communicating the information they have researched ● organising their thinking and demonstrating structure to present ideas in a logical order, avoiding and deflecting distractions ● identifying essential information, drawing conclusions, and summarising their findings ● selecting the most appropriate environment that allows focus to be given to the task in hand.	● asking questions to understand the task, and helping others with their understanding or involvement to keep the activity on track ● focusing on the task at hand and confidently and sensitively challenging distracting behaviour in others if necessary ● confidently bringing together essential information from various sources, summing up ideas, issues, findings, or conclusions and presenting them appropriately ● independently selecting the most appropriate environment to focus on the task in hand.

Integrity

Working with integrity ensures that we always consider what we believe to be ethical and fair. It is acting in an honest and consistent manner based on a strong sense of self and personal values.

Using integrity can include the following:

- **Self-awareness:** The ability to understand and manage emotions, strengths, belief systems and limitations, and the effects of these on behaviours and the way they impact on others
- **Ethics:** Being aware of and acting on personal values and principles
- **Self-control:** The ability to exercise control over your own impulses, emotions and desires



Learners show integrity at Early Level by:	Learners show integrity at First Level by:	Learners show integrity at Second Level by:	Learners show integrity at Third/Fourth Level by:	Learners show integrity in Senior Phase by:
● showing kindness to others and being sensitive to others' feelings ● being aware of how their actions can affect others ● recognising that we have similarities and differences but are all unique.	● understanding and following rules in play and games ● understanding that other people may have different values and ideas to their own and learning to compromise ● recognising and respecting other people's feelings and emotions, and what kind of actions and events can impact on these in positive or negative way ● adapting their language and behaviour to suit different situations.	● being respectful in their interactions with others and being willing to understand other people's ideas or values ● devising and following rules and giving an opinion as to the need for them ● being aware that other people's feelings and emotions may impact on the way they speak or behave and can respond sensitively ● participating in discussions about values and being able to demonstrate these through daily life.	● discussing the role rules play in a democratic society and being aware of global and cultural differences ● being respectful during any interactions with others in a wide range of contexts, including those who may have different values and principles to their own ● showing sensitivity to other people's feelings or abilities and accepting changes to an approach when working in a group if appropriate ● demonstrating personal values in their school and daily life and being able to express an opinion as to why these are important.	● understanding the role rules play in a democratic society, and are actively seeking to widen their understanding of global and culture differences ● being sensitive to other people's feelings or abilities, and making an appropriate judgement as to when they need to change their approach or work in a different way to accommodate them ● not only demonstrating personal values in daily life but seeking to widen their understanding of other people's values and principles.

Adapting

Adapting is the ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change.

Adapting can include the following:

- **Openness:** Being open to new ideas and approaches – having a growth mindset
- **Critical reflection:** The ability to critically reflect on new knowledge and experiences in order to gain a deeper understanding, embed and extend learning
- **Adaptability:** Flexibility when handling the unexpected, adapting to circumstances as they arise
- **Self-learning:** The ability to self educate without the guidance of others
- **Resilience:** The ability to respond positively and constructively to constantly evolving challenges and complexity



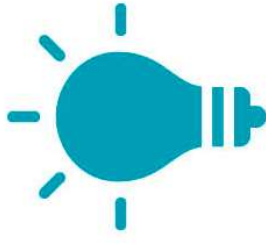
Learners show adapting at Early Level by:	Learners show adapting at First Level by:	Learners show adapting at Second Level by:	Learners show adapting at Third/Fourth Level by:	Learners show adapting in Senior Phase by:
• asking lots of questions and being curious about the world around them • recognising simple problems and talking about solutions with others • being flexible and resilient when faced with novel or unexpected situations • learning to work and play with others.	• asking and answering questions to deepen understanding and adapting how to play and learn • identifying and reflecting on problems and enjoying finding solutions • creatively thinking of solutions to a task and developing this through use of trial and error • adapting their behaviour and language to suit different situations and activities • willingly taking turns and sharing co-operatively with others when working on a group task.	• posing interesting questions and constructively challenging ideas to adapt thinking and behaviour • identifying problems and researching different ways to understand and find solutions, including using online tools • understanding and responding to feedback when working with their peers • changing their way of working to fit with different activities and different groups • reaching agreements and beginning to manage disagreements.	• asking questions, thinking laterally and adapting behaviour to suit a range of contexts • enjoying selecting texts or other relevant information regularly to inform thinking • navigating a range of challenges in order to develop a deeper understanding of how to apply skills • giving and responding to feedback from their peers, and being willing and able to reach agreement through compromise • critically evaluating and changing their approach when working in a group, taking increasing responsibility if necessary.	• thinking laterally, applying their understanding in a wide range of contexts, demonstrating initiative and discipline • evaluating their own progress and being able to adapt their approach to overcome unexpected challenges • treating others with respect and seeking effective ways to develop co-operation, including resolving conflict • working with peers to devise ways to evaluate and improve their performance • responding positively and influencing others when faced with unexpected change.

Initiative

Initiative is about thinking for ourselves and is the readiness to get started and act on opportunities built on a foundation of self-belief.

Using initiative can include the following:

- **Courage:** The ability to manage and overcome fears in order to take action
- **Independent thinking:** The ability to think for one's self and trust one's own judgement
- **Risk-taking:** Doing something that involves danger or risk in order to achieve a goal
- **Decision-making:** The act of making a considered choice after appropriately using intuition and careful thought
- **Self-belief:** A feeling of trust in one's abilities, qualities and judgement
- **Self-motivation:** The ability to act without influence or encouragement from others
- **Responsibility:** The ability to follow through on commitments, be proactive and take responsibility
- **Enterprising:** Willingness to take risks, show initiative and undertake new ventures



Learners show initiative at Early Level by:	Learners show initiative at First Level by:	Learners show initiative at Second Level by:	Learners show initiative at Third/Fourth Level by:	Learners show initiative in Senior Phase by:
- beginning to plan, and enjoying completing a given task - both following instructions and making their own instructions for others to follow - showing confidence through expressing themselves through actions such as making marks, role play, joining games, singing or dancing with a little prompting if needed for support - being confident when faced with new situations and environments with a little support.	- breaking tasks into smaller parts in order to plan next steps - persisting with and completing a task - asking questions with confidence about an activity to confirm understanding of the purpose of the task - developing an awareness of what they enjoy and what they find difficult.	- evaluating and classifying information and selecting the most appropriate methods for a particular task - setting their own goals in order to complete a task within a deadline - evaluating what they have learned and being able to compare their approach with others in the group - understanding directions and being confident in undertaking a task - confidently challenging themselves when faced with the unexpected, but knowing when to ask for help.	- planning and selecting information independently to create an action plan and complete tasks - determining and setting realistic targets for self-improvement, and deadlines for completion of tasks - evaluating different approaches to thinking and learning, and evaluating their progress - analysing and evaluating tasks and information by listening and being confident when questioning - persevering with tasks in the face of frustrations by using creativity and prior learning to find solutions.	- showing independent thinking in planning and setting goals, and following through with actions for improvement - reviewing their own learning, linking and using that information to review and propose realistic targets and deadlines - confidently exploring and discussing alternatives when planning a way forward, in and out of school - confidently taking responsibility when exploring new situations and supporting others to complete complex or unexpected tasks.