



Title	<b>Empowering Learning</b>
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# Overview of Empowering Learning

<b>Self Manager</b>	<ul style="list-style-type: none"><li>• Organise themselves and work out goals and priorities</li><li>• Show personal responsibility, initiative, creativity and enterprise</li><li>• Anticipate, take and manage risks</li><li>• Commit themselves to learning and self-improvement</li><li>• Respond positively to change</li></ul>
<b>Effective Participators</b>	<ul style="list-style-type: none"><li>• Engage actively with issues that affect them and those around them.</li><li>• Play a full part in the life of the school</li><li>• Take responsible action to bring improvement for others as well as themselves</li><li>• Discuss issues of concern, seeking resolution</li><li>• Present a persuasive case for action</li><li>• Propose practical ways forward</li><li>• Try to influence others, negotiating and balancing diverse views</li></ul>
<b>Resourceful Thinker</b>	<ul style="list-style-type: none"><li>• Think creatively by generating and exploring relevant ideas, and making original connections</li><li>• Find links and see relationships</li><li>• Explore &amp; experiment with resources and materials</li><li>• Ask 'why', 'how' and 'what if' questions</li><li>• Apply imaginative thinking to solve a problem</li><li>• Try different ways to tackle a problem</li><li>• Work with others to find imaginative solutions and outcomes that are of value</li></ul>

# Overview of Empowering Learning

<b>Reflective Learner</b>	<ul style="list-style-type: none"><li>• Evaluate their strengths and limitations as learners</li><li>• Review their work and act on outcomes</li><li>• Set themselves realistic goals and criteria for success</li><li>• Monitor their own performance and progress</li><li>• Invite feedback and deal positively with praise, setbacks &amp; criticism.</li><li>• Make changes to improve their learning</li><li>• Communicate their learning in relevant ways to different audiences</li></ul>
<b>Independent Enquirer</b>	<ul style="list-style-type: none"><li>• Gather, process and evaluate information in their investigations</li><li>• Plan what to do and how to go about it</li><li>• Draw conclusions and evaluate outcomes</li><li>• Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes</li><li>• Use range of techniques to collect and organise information</li></ul>
<b>Team Worker</b>	<ul style="list-style-type: none"><li>• Work confidently with others, adapting to different contexts and taking responsibility for their own role</li><li>• Listen and take account of others' views</li><li>• Form collaborative relationships, resolving issues and reaching agreed outcomes</li><li>• Adapt behaviours to suit different roles and situations</li><li>• Show fairness and consideration towards others</li></ul>

# SELF MANAGERS

End FS	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
Dress and undress independently.	Ask for help (if the time is appropriate).	Think about more than one way to solve a problem.	Enjoy taking responsibility.	Enjoy challenges, especially open ended or deeper thinking ones.	Recognise risks that may be involved when tackling work.	Assess risk and make sensible decisions.
Manage own personal hygiene, incl hand washing and blowing nose.	Choose and use equipment needed for a set task.	Use range of strategies to control feelings.	Work within a time frame.	Try different ways to solve a problem.	Organise things well, including resources and others.	Cope with additional pressure.
Select and use resources independently.	Have a go even when something is difficult.	Keep going even when others find it easy.	Keep emotions in check when tasks get tough.	Prioritise the most important things that need doing.	Appreciate how learning can happen from mistakes.	Confident and capable when allowed to organise own time and space.
Stay on task when working in a small group.	Set a simple target or goal.	Don't let others distract you.	Carry on and not be put off by change.	Welcome opportunities to take on added responsibility.	Know where they learn best.	Use a range of strategies to help overcome a problem.
Describe what you have been doing.	Tell when someone is feeling sad.	Know that their actions impact on others.	Set and review learning targets.	Organise own time.	Appreciate range of viewpoints, even when different from own.	Appreciate that feelings change over time and cope with it.
Tell someone how you are feeling.	Stop and think before acting.	Explain why others may feel sad or unhappy.	Explain who helps them learn and why.	Not put off by changes that may occur to normal routine.	Know the difference between sensible risks and fool-hardy risks.	Empathise with others, appreciating that people respond in different ways
Know what to do if feeling worried or angry.				Describe own strengths and weaknesses.		

## EFFECTIVE PARTICIPATORS

End FS	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
<p>Work as part of a group, taking turns and sharing fairly.</p> <p>Know when they are being fair.</p> <p>Ask questions of known adult.</p> <p>Show consideration for others' feelings when working together.</p>	<p>Recognise when they need to talk to someone about a concern.</p> <p>Listen to the point of view of others in a dispute.</p> <p>Listen carefully to instructions and follow them.</p>	<p>Suggest a way forward following a dispute.</p> <p>Happy to have a go at solving something that is new to them.</p> <p>Leave a task and go back later if it is not completed.</p> <p>Encourage others.</p> <p>Talk about making the right decisions.</p>	<p>Know how to make an idea even better.</p> <p>Prepared to listen to points made by others.</p> <p>Show empathy.</p> <p>Listen to and following instructions independently.</p> <p>Try out new ideas even if feeling nervous.</p>	<p>Persuade others to accept a proposal even though others may not at first agree with the suggestion.</p> <p>Know that their ideas can help other people.</p> <p>Decide when they need 'time out' or 'thinking time' to deal with emotions.</p> <p>Determined not to 'give in' too easily.</p> <p>Manage disappointments and keep emotions in check.</p>	<p>When making suggestions, can break down ideas into small steps.</p> <p>Prepared to discuss and debate issues until a sensible compromise is reached.</p> <p>Act as an ambassador for the school.</p> <p>Act as a buddy or mediator.</p>	<p>Act as an advocate for views and beliefs that may differ from their own.</p> <p>Be a good role model for good learning behaviour.</p> <p>Control own mood swings.</p> <p>Know what the risks are when considering their work.</p>

# RESOURCEFUL THINKERS

End FS	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
<p>Show confidence to initiate ideas, try new activities and speak in a familiar group.</p> <p>Persevere and stay involved (especially when solving a problem).</p> <p>Test out own ideas through provision, though not always able to explain their thinking.</p> <p>Willing to have a go at new experiences.</p> <p>Use imagination to make things.</p> <p>Show tenacity when working on a task; either independently or with others.</p>	<p>Think of own ideas once given a starting point.</p> <p>Play, observe and experiment to find things out.</p> <p>Have a go at something new.</p> <p>Suggest ways to solve problem.</p>	<p>Leave a task and go back if it takes a long time to solve.</p> <p>Generate questions linked to learning challenge.</p> <p>Use imagination to generate ideas.</p> <p>Explain what they have learnt from someone else.</p> <p>Ask sensible questions about their work.</p> <p>Suggest ways to solve range of problems.</p>	<p>Have a go at something that may not work.</p> <p>Use imagination to improvise.</p> <p>Think of different ideas and possibilities when solving problems.</p> <p>Improve learning by imitating others.</p>	<p>Ask questions to check understanding.</p> <p>Tenacious when things get difficult.</p> <p>Sort and classify information and check it for clarity.</p> <p>Draw inference and make deductions from a range of sources.</p> <p>Give alternative solutions or explanations.</p> <p>Describe effective learning and compare to own learning.</p>	<p>Link ideas from different topic areas to solve problems and present findings.</p> <p>Persevere even when the solution is not readily available.</p> <p>Understand the difference between a task that is too difficult and one that requires them to think more deeply.</p>	<p>Always prepared to explore more than the first possible solution to a problem.</p> <p>Aware that solutions can depend on an understanding of other issues.</p> <p>Generate questions which promote higher order thinking.</p> <p>Adapt and apply learning to new situations.</p>

## REFLECTIVE LEARNERS

### End FS

### End Y1

### End Y2

### End Y3

### End Y4

### End Y5

### End Y6

Respond to significant experience, showing a range of suitable feelings.

Express range of emotions fluently and appropriately.

Show developing awareness of own needs, views and feelings and are sensitive to those of others.

Consider the consequences of words and actions for self and others.

Take feedback on board and suitably moderate actions and behaviours.

Explain something they have enjoyed.

Know and understand what they do well.

Tell others why they enjoy a task.

Tell someone what they have learnt.

Pick the best time to talk to someone.

Try something different if previous action has not worked.

Understand what they need to do next to improve.

Recognise where work could have been better.

Know what helps them to learn well.

Share learning with others.

Happy to make changes from an original idea.

Understand the factors that stop them from learning effectively.

Say who or what helps them learn; and how and why they know.

Gauge when a task has been completed to the best of their ability.

Take time to consider experiences and what needs to be done next.

Check and edit own work.

Value and use feedback that helps to improve quality of work and learning.

Review learning and identify a factor that could help make them a more effective learner.

Use more than one piece of evidence to support their learning.

Accept different types of feedback and learn from it.

Make good use of time to reflect on what they have learnt.

Understand that attitude and behaviour can affect learning, and show they are prepared to adjust.

Use range of criteria to reflect on own and others work.

Explain and discuss different ways they have learnt from others.

Identify strengths and weaknesses in their work, and give reasons.

Take account of others' viewpoints when considering success.

Weigh the strength of different reasons to support an argument.

Cope with criticism and learn from it.



# INDEPENDENT ENQUIRERS

## End FS

## End Y1

## End Y2

## End Y3

## End Y4

## End Y5

## End Y6

Work alone in an area of provision or on adult directed tasks for appropriate lengths of time.

Maintain attention and concentrate.

Sit quietly and listen attentively when appropriate, e.g. during story session, intro to tasks, talk by visitor etc.

Ask questions using 'what', 'when' and 'where'.

Plan where they will work and what they will do.

Give a simple reason for an action.

Ask sensible questions about learning and tasks.

Offer an opinion about an issue and explain thinking.

Show curiosity about new things.

Use 'how' and 'why' when trying to find things out.

Give a simple opinion and explain why.

Take enough time to make sense of a problem that is presented.

Curious about new things and asks questions to find out more.

Can think of instructions for others to follow.

Explain why they prefer one or two ideas that are proposed.

Give two opinions and say which they agree with.

Explain simple word problem and show thinking.

Understand basics of cause and effect.

Devise sensible questions to ask different people.

Suggest a question which can be investigated.

Show thinking in different ways, e.g. mind map.

Plan and finish a task within a given time frame.

See the relationship between things and use to explain ideas to others.

Follow up a question to gain clarification.

Use more than one piece of evidence to support their findings.

Complete a task without reminders from others.

Break down complex ideas into steps.

Make lists when helpful to do so.

Sort information and choose what is most relevant.

Recognise that sometimes you need expertise from others to help solve a problem.

Show they are confident enough to plan clear steps to improve their learning.

Choose how to present information.

Plan a longer activity, breaking it into a manageable number of steps.

Make constructive judgments about someone else's work.

Set targets for completing tasks and work to them.

Use feedback from a range of sources to help solve a problem.

Understand that questions can have more than one answer and that some cannot be answered.

Give more than one reason to support an argument.

Plan a complex task, anticipating blocks and find ways to overcome them.

Listen to a range of opinions and reach a conclusion from them.

## TEAM WORKERS

End FS	End Y1	End Y2	End Y3	End Y4	End Y5	End Y6
<p>Form good relationships with adults and peers.</p> <p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Understand that others can be expected to respect their needs, views, cultures and beliefs.</p> <p>Take into account the ideas of others.</p> <p>Take turns in speaking.</p>	<p>Work in a group and take turns.</p> <p>Engage in collaborative tasks.</p> <p>Prepared to listen to the ideas of others without interrupting them.</p> <p>Confident to share ideas with others.</p>	<p>Confident to both lead and be directed by others.</p> <p>Consider views of all groups members during discussion.</p> <p>Actively listen and share ideas.</p>	<p>Work harmoniously and constructively with others in joint activity.</p> <p>Make sure that everyone takes a turn when speaking.</p> <p>Give feedback to others in group on their performance.</p> <p>Work readily in different teams.</p> <p>Listen to and follow instructions independently.</p>	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerate values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focused on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>	<p>Take on range of roles within a group.</p> <p>Accept constructive criticism from others in group to enable improvement in performance.</p> <p>Share a working environment with others and respect their varying needs.</p> <p>Motivate others to contribute more effectively.</p> <p>Understands differences in opinions and respond positively.</p>	<p>When suggesting ideas, able to break into smaller steps to suit the needs of the group.</p> <p>Work with range of people, including those with different views of their own.</p> <p>Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on.</p> <p>Make the most of others' strengths when organising work.</p>