

2024/25 MIDDLE YEARS PLANNER

Personal Details:

Student Name:

Address:

Postcode:

Telephone:..... Mobile:.....

Email:.....

Name of School:

School Address:

Postcode:

Telephone:..... Website:.....

Email:.....

Form Teacher:..... Year Level:.....

Student Number:..... House:

Locker Number:..... Travel Pass Number:.....

IB Session Number:..... IB Personal Code:

Subjects Studied This Year:

.....
.....
.....
.....
.....

In case of accident, please inform:

Mother's Name:..... Telephone:.....

Father's Name:..... Telephone:.....

Guardian's Name:..... Telephone:.....

Name of School:

Parent/Guardian Signature:.....

Emergency Contact:..... Telephone:.....

Address:

Postcode:.....

Known Allergies:.....

.....
.....

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Using the Middle Years Planner every week

Weekly ATL Focuses

- read the skill/strategy often over the week to absorb it and reflect on it.

Notes

- mark tasks in order of importance
- record any task due.

Things To Do

- plan the tasks you must get done that day.

Self-Management Skills

Home Learning Sessions

To maximize your ability to study effectively, it is essential to be an organized learner. To get the best out of your learning, study is required at home daily, including weekends.

Studying provides you with a challenge to extend yourself, follow up on topics that interest you, make new connections with what you already know and transfer knowledge, skills and attitudes across subjects.

The best way to do this is to break up the time into study sessions. The number of sessions you do depends on your year level and how well organized your study habits are. At the beginning of each week, you should create a weekly plan of when you will allocate time to all of your activities: home learning sessions, sports, friends, recreation, etc.

Each Home Learning Session is 40 minutes in length and made up of 20 minutes uninterrupted work followed by a 10 minute break.

To make sure you stick to these times, put reminders in your phone of when to begin, when to have a break and when to end home learning sessions.

You will find that sometimes you need your concentration span; with practice you will be able to increase it. Get appropriate and manageable goals. If you are tired, break up your time into smaller pieces. This will help you to manage your focus and allow you to concentrate for longer periods over time.

Actions

What are two things that I will start doing to improve my focus on home learning sessions?

1. _____

2. _____

Mindfulness Activity

Animals. If you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you relate to?

Wellbeing Tip

Always be Sunsmart, wear a broad-brimmed hat and protective clothing.

Notes / Priorities / Due Dates

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Things to do Week: July 2024

22 Monday _____

23 Tuesday _____

24 Wednesday _____

25 Thursday _____

26 Friday _____

Communication

• use this area for student, teacher or parent notes.

Teacher: _____ Parent / Guardian: _____

Personal Project and Community Project Notes

21

Mindfulness Activities

- encouraging you to connect with yourself moment-by-moment
- gives you an increased ability to focus and concentrate.

Wellbeing Tip / What Went Well This Week?

- small, actionable ideas that can contribute to your and others' wellbeing.
- think about positive things that happened and consider why they happened.

Personal Project and Community Project Notes

- use this area to make notes for the Personal Project and Community Project.

Study Essentials

Index and Breakup of Focuses

- when you require a certain skill, look it up in the index
- they will point you in the right direction.

Term Goal Setting

- at the end of each term or semester reflect on your progress to achieving the goals you set for yourself
- fill in any changes and refocus your energies.

Study Timetables

- design your own weekly study timetables (refer to index)
- at the weekend check that your timetable suits your upcoming week.

Value-Added Extras

- explore the many extra features that will give you an advantage such as needs of individual learners, Emotional Intelligence, Learning Style, Goal Action Plans, Motivation and Guidelines.

Reflection/Intentions

- reflect on your progress in each of your subjects and include your parents' and teachers' observations
- reflect on your progress in the reflection area to improve your Personal Bests (PB's)
- set your Learning Intentions and ISMART Target.

The Five Skill Categories

APPROACHES TO LEARNING (ATL)

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Through ATL you will develop skills that you can use across all subjects that help you “learn how to learn”. The five skill categories below are important in all aspects of your life:

- education
- the workplace
- the community.

Regularly revisiting these skill categories twice a term, to reflect on your progress, can assist you to achieve your goals in education and in life. Use the scale and explanation below to self-assess your progress in each area.

- **Novice/beginning:**
you have been introduced to the skill, and have seen others performing.
- **Learner/developing:**
you can copy others who use the skill and can use the skill with guidance.
- **Practitioner/using:**
you can use the skill confidently and effectively without guidance.
- **Expert/sharing:**
you can show others how to use the skill effectively and can accurately assess how well the skill is used.

Novice Learner Practitioner Expert

SELF-MANAGEMENT SKILLS

How well do I:

- *demonstrate organization skills?* Novice Learner Practitioner Expert
E.g. Bring necessary equipment and supplies to class, keep and use a weekly planner, plan assignments, meet deadlines.
- *manage my own state of mind?* Novice Learner Practitioner Expert
E.g. Practise strategies to overcome distractions, show persistence and perseverance, use strategies to overcome impulsiveness and anger, engage in positive thinking, “bounce back” after mistakes and failures.
- *reflect on my learning process?* Novice Learner Practitioner Expert
E.g. Identify strengths and weaknesses of personal learning strategies, consider what you can do to become a more efficient and effective learner, decide what ATL skills to work on next.

SOCIAL SKILLS

How well do I:

- *effectively collaborate with my peers?* Novice Learner Practitioner Expert
E.g. Practise empathy, take responsibility for your own actions, negotiate effectively.
- *encourage others to contribute?* Novice Learner Practitioner Expert
E.g. Work collaboratively in teams, build consensus.
- *give and receive meaningful feedback?* Novice Learner Practitioner Expert
E.g. Actively listen to other perspectives and ideas.

The Five Skill Categories

COMMUNICATION SKILLS

How well do I:

- *communicate through interaction?* Novice Learner Practitioner Expert
E.g. Give and receive meaningful feedback, negotiate ideas and knowledge with peers and teachers, use a variety of speaking and writing techniques to communicate with a variety of audiences.
- *demonstrate communication through language?* Novice Learner Practitioner Expert
E.g. Read and comprehend a variety of sources for information and for pleasure, take effective notes in class, write for different purposes, structure information in essays.

RESEARCH SKILLS

How well do I:

- *demonstrate information literacy?* Novice Learner Practitioner Expert
E.g. Collect, record and verify data; analyse and process data to identify solutions and report results; evaluate, select and reference information sources; understand and abide by intellectual property rights.
- *demonstrate media literacy?* Novice Learner Practitioner Expert
E.g. Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media; seek a range of perspectives from multiple and varied sources; communicate information and ideas effectively to different audiences using a variety of media and formats.

THINKING SKILLS

How well do I:

- *think critically?* Novice Learner Practitioner Expert
E.g. Gather, organise and interpret relevant information to formulate an argument; consider ideas from multiple perspectives; revise understanding based on new information and evidence.
- *have creative thoughts?* Novice Learner Practitioner Expert
E.g. Consider multiple alternatives and create novel solutions, apply existing knowledge to generate new ideas, products or processes; create original works and ideas; use existing works and ideas in new ways.
- *transfer skills and knowledge from one discipline or subject group to another?* Novice Learner Practitioner Expert
E.g. Use effective learning strategies in subject groups and disciplines, make connections between subjects, apply skills and knowledge in unfamiliar situations.

Goals and Indicators

The future often feels a long time away, but really you are creating your future right now.

What sort of future do you want to have? Think about what you want to achieve in your:

- personal life
- education and career
- sporting and leisure pursuits
- other areas that you feel are important

Knowing what you want to achieve and setting goals is a fantastic first step. Once you have set your goals, you then need to develop some strategies and indicators to keep you on track.

They give you a reason to do the hard things that will help you to succeed and the answers to “why am I doing this?”

Why will I get where I want to go?

“Because I know where I want to go and how to get there!”

Without goals to strive for, you just drift along.

Be positive and think honestly about your life.

Be sure that the goals you set are yours.

Consider the advice of your family, teachers and peers, but in the end set goals that you believe in.

If you don't own your goals, you will struggle to achieve them.

How will you get started?

- set smaller achievable goals that will help you achieve your overall long-term goals
- look at “Personal Learning Goals” for ideas
- don't waste time, act now.

Strategies to achieve your Goals

Once you have set your goals, it is useful to:

- write them down
- record them in your planner or on your phone
- display them in your bedroom

Review your goals at the beginning of each term

- goals can shift
- it keeps you focussed
- use the goal setting sections for each term

Your life is busy, so having goals and indicators to aim for ensures that you stay focused and achieve what you want to achieve

- use the “Goal Action” Plan to help you.

Your goals and indicators will cover different periods of time:

Short Term	What do you want to achieve at home tonight? This week?
Mid Term	What do I want to achieve this month or this term?
Medium Term	What do I want to achieve this year?
Long Term	What do I want to be doing in three years' time?

Personal Learning Goals

Following is a list of Personal Learning Goals and Indicators that may help you create your goals for each semester.

Remember, once you have decided on what you want to achieve, it is up to you to develop indicators. These indicators will let you know if you are on track to meet your goals.

Your goals must be **ISMART**: **I**nspirational – a way to achieve a personal best, **S**pecific – describe what you want to achieve, **M**easurable – step by step targets to get there, **A**chievable – believe that you can and will do it, **R**ealistic – aim for things that you won't give up on, **T**imebound – things that you can achieve in a semester.

When you are mindful of your thinking, you can control your attitudes, behaviours and efforts.

To remain committed to your goals, reflect on your progress, subject by subject, each month and have them signed off by your parents, homegroup/form teacher and yourself; use the power of your team.

Remember what **TEAM** stands for: **T**ogether **E**veryone **A**chieves **M**ore

Use the Goal Action Plan (refer to index) and make a semester summary of your efforts in each subject and how well you achieved your goals.

My Learning Organization and Approach

1. I will use my planner every day to write down all learning that I need to finish, set timelines for projects and plan what I do
Indicator – By the end of week one, have read and understood 'Using the Planner' and be following the instructions.
2. I will set up an area at home to use every day for my learning.
Indicator – By the end of week one, have an area set up for learning and be using it.
3. I will aim to ask questions in all classes whenever I need further explanation to develop my understanding or if I need my understanding clarified.
Indicator – By the end of week one, have asked at least one question in every subject.
4. I will build a timetable that I can follow for everything I do, including school, sport, exercise, time with friends, social media and so on.
Indicator – By the end of week two, I will have my first timetable built and be sticking to it.
5. I will spend time each night revising the key learning from the day, and at the end of the week summarize what I learnt this week.
Indicator – By the end of week two, be revising daily and weekly.

My Attitude and Learning Goals

1. In class I will practise focus and concentration to stay on task, especially when I feel myself becoming distracted.
Indicator – In each of my subjects, the first time I feel myself becoming distracted I will refocus on the lesson and try to connect what is being taught to something I know.
2. I will aim to set Personal Bests for each of my subjects and apply myself to my learning in order to achieve them.
Indicator – I will use the strategies of active listening and mutual respect during week one to focus my efforts.
3. I will take responsibility for growing from being a student, co-managed by my parents and teachers, to a student who is self-managed.
Indicator – From day one be mindful of, and own my attitudes and behaviours and regularly reflect on my efforts.
4. Every day I will practise positive thinking in all aspects of my life.
Indicator – I will approach each day with positivity and surround myself with positive people.
5. Each day I will make an effort to make someone else's day, either by a kind word, a helping hand or listening to them with my eyes, ears and heart.
Indicator – Every day for the first two weeks I will write down the action I completed that helped make someone else's day better.

Habits of Mind



Goal Action Plan

Following is a step by step Action Plan that will:

- help you set a clear path to follow
- help you achieve your goals one by one
- ensure that you achieve your goals each term or semester.

The key is to complete an Action Plan for each of your goals.

Goal – What is that I want to achieve? _____

Indicator – What is a short-term goal that I can set to achieve? _____

Purpose – Why do I want this to happen? _____

Benefit – What rewards will achieving this goal bring me? _____

Disadvantage – How will I be affected if I do not achieve this goal? _____

Decision – Is my goal ISMART? (Inspirational, Specific, Measurable, Achievable, Realistic, Timebound) Do I need to review it?

NEEDS

From me What skills do I need? _____

How can I learn these skills? _____

From others What help do I need from others? _____

How and when will I approach them? _____

Information What information do I need? _____

How and where will I find it? _____

Actions – What do I need to do and in what order?

WHEN

1. _____

2. _____

3. _____

4. _____

5. _____

Self-Management Skills

My Personal Learning Goals

These goals are not specific to any particular subject, they are goals that I believe will transfer across all of my subject areas to help me to:

- improve my learning outcomes and my Personal Bests
- enjoy school
- get the best from my education.

This is a team approach that involves me, my parent/s, my teachers, and my peers. I will seek their feedback regularly.

GOAL ONE: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

GOAL TWO: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

GOAL THREE: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

Why did I choose these Goals? _____

Sign Off! Me: _____ My Parent/s or Carer/s: _____

Teacher: _____ Date: / /

Reflection of my Performance Last Term / Year

Reflecting on your current achievements and how you went about achieving them is a powerful motivator. Reflecting at regular intervals will help you understand:

- what worked well and why?
- what didn't work and why?
- what are my biggest achievements so far?
- what am I inspired to achieve next?

At the end of each month and term spend 15 minutes reflecting on your efforts by:

- asking your teachers, parents and peers their view about what your key achievements are
- being honest with yourself about your achievements and (re)setting your goals.

Rate yourself on each question using **A** – always **B** – usually **C** – sometimes **D** – not yet

- set yourself a rating to achieve by the end of the year.

EFFORT + PERSONAL BESTS = ENJOYMENT + SUCCESS

	Last Year	Term 1	Term 2	Term 3	Term 4	Target Rating
ACADEMICALLY						
Focused in class?						
Ignored distractions?						
Completing work to the best of my ability?						
Regularly asked questions to clarify my understandings?						
Asked teachers for out of class support?						
Set goals for study periods and achieve them?						
In control of my emotions?						
Involve myself in co-curricular and extra-curricular clubs and teams?						
Used effective research methods?						
Showed respect for my peers?						
AT HOME						
Listed all of my after-school commitments?						
Prioritized my after-school commitment list into 'musts' and 'options'?						
Designed my weekly study timetable?						
Given a copy of my study timetable to my parents?						
Discussed my study timetable with my parents so they can help me achieve my study goals?						
Have my goals posted somewhere that I will see them every day?						
Designed a revision program for tests and exams?						
Used my family as a support network for school study problems?						
Managed my time so that I do not feel under pressure when studying at home?						
PERSONALLY AND SOCIALLY						
Did I make the most of my leisure time?						
Was too much time spent watching TV, playing video games or online?						
Designed and carried out a regular exercise program?						
Ate a well-balanced diet?						
Spent quality time with friends?						
Worked a manageable part-time job?						
Balanced my 'musts' and 'options'?						
Avoided time wasters?						
Felt in control of my life?						
Spent time purely relaxing?						

Becoming a Lifelong Learner

Developing and practising the attributes of the Learner Profile can contribute to having a happy and fulfilling life.

Find ways to:

- incorporate the development and pursuit of these attributes into your weekly routine.
- self-assess your progress over the months.

Tip: Think of simple actions that reflect your reality and that you would like to undertake, both at home and at school.

Inquirers	My actions	My Progress	Open-minded	My actions	My Progress
Knowledgeable	My actions	My Progress	Caring	My actions	My Progress
Thinkers	My actions	My Progress	Risk-taker	My actions	My Progress
Communicators	My actions	My Progress	Balanced	My actions	My Progress
Principled	My actions	My Progress	Reflective	My actions	My Progress

Bloom's Taxonomy: What are the levels of thinking?

Understanding how you are thinking is essential in order to develop your thinking skills.

We often use different levels of thinking across subjects based on prior learning, confidence and understanding. The key is to try to "push" your thinking to climb up through the levels.

The chart below shows that the process of thinking involves several different levels and skills, each one building on the next.

For each of your subjects, write down where you believe you are at. Do this exercise at two different periods of the school year (e.g. Fall (Autumn)/Spring) to see if you're making progress. More than one subjects could be at the same level.

Acknowledgement: Benjamin Bloom, Lorin Anderson

LEVEL	1 ST SELF-ASSESSMENT	2 ND SELF-ASSESSMENT	WHAT DOES IT MEAN?	COMMAND TERMS
EVALUATION Top Floor			Make an appraisal by weighing up the strengths and limitations.	Evaluate Critique Explain To what extent
SYNTHESIS Floor 4			Combine different ideas in order to create new understandings.	Deduce Discuss Construct Justify
ANALYSIS Floor 3			Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.	Analyse Compare Contrast Interpret
APPLICATION Floor 2			Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.	Apply Describe Distinguish Outline
COMPREHENSION Floor 1			Comprehending what the information is saying and understanding what it means. Being able to define the different parts of the problem and being able to see the issue for what it is.	State Define Exemplify
KNOWLEDGE Ground Floor			Being able to remember or recognize knowledge from prior learning experiences.	List Label Recall

Habits of Mind

When successful and intelligent people are faced with a problem or uncertainty, they think in certain ways and adapt their thinking to fit the situation. These ways are called Habits of Mind. There are 16 different Habits of Mind. It can really help to:

- know why each habit will help you
- know when and how to use each habit
- be prepared to use them.

Habits of Mind clearly link to the ATL Skills you need to be a successful learner. When you can be more mindful of your thinking, you can be more mindful of your actions, attitudes and learning.

Rate yourself on the use of each habit using the scales below and set a target to improve your use of these habits by the end of the year.

Not Yet Sometimes Usually Always



PERSISTING

Learner Profile Attribute: Risk Takers

ATL Focus: Self-Management Skills

This involves sticking to a task until it is completed. If your first approach doesn't work, try other ways to solve the problem. Learn to recognize when something doesn't work and why it doesn't work.

Ask yourself the following questions:

- in what ways have I been persistent?
- what are the most difficult things to persist with?
- who has impressed me with their persistence and why?

Not Yet Sometimes Usually Always

Goal: I will improve my focus and efforts to "stick" to my studies.



MANAGING IMPULSIVITY

Learner Profile Attribute: Thinkers

ATL Focus: Self-Management Skills

It's important to learn to weigh things up and make a considered response rather than reacting according to the first thing that comes to mind. It can be helpful to consider other people's ideas and perspectives before responding.

Ask yourself the following questions:

- when and how have I shown self-control and not jumped into something?
- what goals can I set and what can I do to help me focus myself more?
- who has impressed me with his/her self-control and why?

Not Yet Sometimes Usually Always

Goal: I will lift my focus and efforts to "stick" to my studies.



LISTENING WITH UNDERSTANDING AND EMPATHY

Learner Profile Attribute: Caring

ATL Focus: Social Skills

Understanding what others are communicating involves both listening to what they are saying and taking note of their body language. 55% of your life is spent listening; however, often don't "tune in" to what is really being said.

Ask yourself the following questions:

- when and how have I listened with understanding and empathy?
- how have I understood another person's point of view?
- who has impressed me with his/her understanding and empathy and why?

Not Yet Sometimes Usually Always

Goal: I will listen with my eyes, ears and heart, and be curious.



THINKING FLEXIBLY

Learner Profile Attribute: Open-minded

ATL Focus: Thinking Skills

It's important to be able to change your mind when you receive new information. Sometimes you learn something new that contradicts what you previously thought, causing you to reconsider your opinions.

Ask yourself the following questions:

- when have I been flexible in my thinking and why?
- how did I think in different ways?
- who has impressed me with their flexible thinking and why?

Not Yet Sometimes Usually Always

Goal: I will change my thinking and adapt how I learn when I need to.



THINKING ABOUT THINKING (Metacognition)

Learner Profile Attribute: Reflective

ATL Focus: Self-Management Skills

Understanding what you do know and what you need to learn involves being able to plan, reflect on and assess your own thinking skills and strategies. Take time to think about thinking.

Ask yourself the following questions:

- when have I considered how I was thinking and why?
- what things can I do to reflect on how I think?
- who has impressed me with their controlled thinking and why?

Not Yet Sometimes Usually Always

Goal: I will be reflective to take stock of my thinking and progress.



STRIVING FOR ACCURACY

Learner Profile Attribute: Reflective

ATL Focus: Research Skills & Communication Skills

It's important to take time to check the accuracy of your work. Doing so can help you to lifting the quality of your learning to the highest level, you are capable of and not settling for second best.

Ask yourself the following questions:

- when have I taken the time to proofread my learning to improve it and why was I motivated to do this?
- what things can I do to be more careful and accurate in my learning?
- who has impressed me with their commitment to carefully checking their learning and why?

Not Yet Sometimes Usually Always

Goal: I will always strive to improve my personal bests.



COMMUNICATING WITH CLARITY AND PRECISION

Learner Profile Attribute: Communicators

ATL Focus: Communication Skills

Being able to communicate your thoughts in accurate and clear language, both written and verbal is an important skill to learn. It involves being able to explain, compare and give evidence using correct names and labels, and thinking clearly.

Ask yourself the following questions:

- when and how have I expressed myself clearly and to the point?
- what things can I do to think and communicate more clearly?
- who has impressed me with their clear explanations and why?

Not Yet Sometimes Usually Always

Goal: I will use correct words and terms to explain things clearly.



QUESTIONING AND POSING PROBLEMS

Learner Profile Attribute: Thinkers

ATL Focus: Thinking Skills

Being able to ask the right questions helps you fill in the gaps of what you don't know. It involves asking questions that begin with "what if", "why do", "how" as well as being able to recognize the reasons behind why and how questions are asked.

Ask yourself the following questions:

- how can my understanding improve when I ask questions?
- what things can I do to feel confident to ask more questions?
- who has impressed me with their thoughtful questions and why?

Not Yet Sometimes Usually Always

Goal: I will ask questions to learn the reasons behind the answer.



GATHERING DATA THROUGH ALL SENSES

Learner Profile Attribute: Inquirers

ATL Focus: Research Skills

Our minds and bodies are closely intertwined, so it's important to gauge situations by paying attention to all our senses. This can involve being able to form mental images through what your senses experience and being able to consider aspects such as colors, sounds and patterns. Ask yourself the following questions:

- when and how have I used my senses in my learning?
- what are my favourite senses to use and why?
- who has impressed me with their use of his/her senses and why?

Not Yet Sometimes Usually Always

Goal: I will use all of my senses to feel and understand things.



APPLYING PAST KNOWLEDGE TO NEW SITUATIONS

Learner Profile Attribute: Knowledgeable

ATL Focus: Thinking Skills

Being able to adapt what you have learned from a previous experience to a new situation and make connections is a very valuable skill that can improve your learning. Being willing to apply yourself to use experience in your thinking; use what you learn, linking thinking and learning.

Ask yourself the following questions:

- when and how have I used what I have already learned when doing something new?
- what things can I do to use my existing experience in new learning situations?
- who has impressed me with their use of learned knowledge and understanding to new areas?

Not Yet Sometimes Usually Always

Goal: I will connect, extend and apply what I learn to new challenges.



CREATING, IMAGINING, INNOVATING

Learner Profile Attribute: Risk Takers

ATL Focus: Thinking Skills

It's important to be able and prepared to look at problems and situations from many different angles. Being willing to take risks with your thinking is a valuable skill, as is being open to advice, and seeking feedback to improve your approach and thinking.

Ask yourself the following questions:

- when and how have I been creative in my thinking?
- when and how do I imagine and create things in class?
- who has impressed me with their creativity and why?

Not Yet Sometimes Usually Always

Goal: I will strive to learn new ways to learn and to think.

Habits of Mind



RESPONDING WITH WONDERMENT AND AWE

Learner Profile Attribute: Inquirers

ATL Focus: Self-Management Skills & Thinking Skills

Having a “can do”, “want to”, and “I enjoy”, attitude to the challenge of learning is a powerful strategy. Learn to enjoy figuring out things for yourself. Be curious, enthusiastic and passionate about learning, thinking and solving problems.

Ask yourself the following questions:

- when have I been excited and surprised by something I learned and why?
- what do I look forward to learning and doing and why?
- who has impressed me with their excitement and passion about learning and why?

Not Yet Sometimes Usually Always

Goal: I will be passionate and curious about learning.



THINKING INTERDEPENDENTLY

Learner Profile Attribute: Open-minded

ATL Focus: Social Skills & Communication Skills

It's important to accept that, as human beings, we seek to be part of groups and teams, and draw energy and feedback from each other. Together, we have much more thinking power than we have when alone. Learn to be open to and accepting of feedback from others. Work together and learn together.

Ask yourself the following questions:

- what things have I learned when in a group and why?
- when in a group, what role do I play and why?
- who has impressed me with their willingness to share their learning with others and why?

Not Yet Sometimes Usually Always

Goal: I will share my thoughts and welcome other ideas.



TAKING RESPONSIBLE RISKS

Learner Profile Attribute: Risk Takers

ATL Focus: Self-Management Skills

Being prepared to leave your comfort zone and adopt an attitude of welcoming a challenge and the unknown is a great skill to develop. Realizing that not taking the risk of a challenge is missing an opportunity to improve yourself.

Ask yourself the following questions:

- when and how have I shown a willingness to try new things in my learning?
- what things can I do to challenge my thinking to change the ways I learn?
- who has impressed me with their willingness to challenge their thinking and try something new?

Not Yet Sometimes Usually Always

Goal: I will leave my comfort zone and extend my efforts in new ways.



REMAINING OPEN TO CONTINUOUS LEARNING

Learner Profile Attribute: Reflective

ATL Focus: Research Skills & Thinking Skills

It can be helpful to consider that there could be a better way to do and to learn something and to investigate these options. Seeing problems and challenges as opportunities to develop and improve your thinking and yourself is important. Learn to accept that you don't know and don't be afraid to find out.

Ask yourself the following questions:

- when things are going well in my learning what do I feel like and why?
- what are you really keen to learn and do and why?
- who has impressed me with their willingness to want to learn more and more and why?

Not Yet Sometimes Usually Always

Goal: I will aim to learn something new every day.



FINDING HUMOUR

Learner Profile Attribute: Balanced

ATL Focus: Social Skills & Self-Management Skills

Being able to appreciate others' humour helps you to be more creative and think at a higher level. It's important to be able to laugh at yourself rather than focusing on negatives such as others' weaknesses or differences. Enjoy laughing with others.

Ask yourself the following questions:

- when have I really enjoyed my learning and why?
- what things can I do to make my learning more fun and enjoyable?
- who has impressed me with their enjoyment in their learning and ability to have fun in a positive way?

Not Yet Sometimes Usually Always

Goal: I will laugh with people, not at people.

THE RIGHT THING TO DO IS NEARLY ALWAYS THE HARD THING TO DO

Learner Profile Attribute: Principled

ATL Focus: Self-Management Skills

It's important to learn to plan, reflect and think. Things don't just happen out of thin air! Top performers in all sports and subjects have the willingness to do the “hard things” and leave behind the every day easy way of thinking; by using Habits of Mind.

Check out the following websites on the Habits:

- » www.habitsofmind.org
- » www.instituteforhabitsofmind.com

Regularly complete the exercise on the next page to keep building good habits.

Acknowledgement: Arthur Costa and Bena Kallick
Discovering and Exploring, Habits of Mind.

Habits of Mind: Where am I at?

You know if something has become a habit; when it becomes something that you do easily and often. A habit should be something that is second nature. Regularly reflecting on your progress will help you to integrate Habits on Mind into what you do every day. Select the options below that best describe your current progress. As you regularly reflect and improve your ability to use the Habits of Mind, you will end up having ticks at a variety of levels. Always reflect on and celebrate your achievements while also thinking about what you need to do next to make these habits...habits.

WHICH LEVEL AM I AT?	WHAT I DO NOW	<input checked="" type="checkbox"/>	WHAT I NEED TO DO
AWARE	• I know all of the Habits of Mind	<input type="checkbox"/>	
	• I know what type of thinking each one describes	<input type="checkbox"/>	
	• I know why I should think differently in different situations	<input type="checkbox"/>	
	• I know the ways in which I think	<input type="checkbox"/>	
RECOGNIZE	• I can see when other people use Habits of Mind	<input type="checkbox"/>	
	• I can see when I vary my thinking using Habits of Mind	<input type="checkbox"/>	
	• I can see real life situations where I can use Habits of Mind	<input type="checkbox"/>	
	• I can see when I'm not thinking in the right way	<input type="checkbox"/>	
SELECT	• I know which Habits of Mind to use in different situations	<input type="checkbox"/>	
	• I know why other people have used a certain Habit of Mind	<input type="checkbox"/>	
	• I can explain why I used a certain Habit of Mind	<input type="checkbox"/>	
	• I am confident to select the right Habit to use in each situation	<input type="checkbox"/>	
USE	• I am aware when I use a Habit of Mind	<input type="checkbox"/>	
	• I intentionally use Habits of Mind in my learning	<input type="checkbox"/>	
	• My teachers encourage me to use Habits of Mind	<input type="checkbox"/>	
	• In class groups, I encourage classmates to use Habits of Mind	<input type="checkbox"/>	
REFLECT	• I need reminding to use Habits of Mind	<input type="checkbox"/>	
	• Habits of Mind are benefitting my thinking and learning	<input type="checkbox"/>	
	• I think about my thinking when I am in class	<input type="checkbox"/>	

Self-Management Skills

Building Up My Affective Skills and Managing My State of Mind

Good habits are what power your efforts to strive to be the very best you can be. Reflect on whether you are building these habits.

RESILIENCE

- “bouncing forward” after adversity, mistakes and failures Not Yet Sometimes Usually Always
- dealing constructively with disappointment and unmet expectations Not Yet Sometimes Usually Always
- dealing positively with change. Not Yet Sometimes Usually Always

MINDFULNESS

- maintaining focus and concentration Not Yet Sometimes Usually Always
- using strategies to develop mental focus Not Yet Sometimes Usually Always
- successfully implementing strategies to overcome distractions Not Yet Sometimes Usually Always
- being aware of body-mind connection. Not Yet Sometimes Usually Always

PERSEVERANCE

- showing grit and persistence Not Yet Sometimes Usually Always
- delaying gratification. Not Yet Sometimes Usually Always

EMOTIONAL MANAGEMENT

- using strategies to overcome impulsiveness and anger Not Yet Sometimes Usually Always
- acting in ways that prevent and eliminate bullying Not Yet Sometimes Usually Always
- effectively implementing strategies to reduce stress and anxiety. Not Yet Sometimes Usually Always

SELF-MOTIVATION

- analysing and attributing causes for failure Not Yet Sometimes Usually Always
- managing self-talk Not Yet Sometimes Usually Always
- engaging in positive thinking. Not Yet Sometimes Usually Always

Rate yourself out of 10 for each of the following essentials for life success:

		Rating
Attitude	– striving to be a positive thinker	_____
Approach	– seeking better ways to do things	_____
Awareness	– monitoring my efforts, progress and health	_____
Attendance	– being present and in the “learning zone” in both mind and body	_____
Ability	– making the most of my special talents	_____

My Goals: Making Them Happen This Year

In the space below, write yourself a short letter on what you want this academic year to be for you. Set clear goals that you believe will benefit you. You can use this letter as a reflective tool throughout the year to inspire you to achieve your goals.

People in My Life

To be the very best that you can be you need the support of other people. Nearly everything you will want to achieve in life will require you to collaborate with other people; the earlier you start the better. Therefore, it is important to understand how you can set up your support TEAM.

The various members of your TEAM will all be able to support your "needs" and "wants", but the key is knowing which TEAM members are the best for the job; no one person can do it all.

There are three groups of people always there for you; they are:

- **Family and Friends** – their role is to care for and love you, share highs and lows and provide the emotional stability that enables you to know yourself and feel that you matter as a person first and foremost.
- **Teachers** – their role is to teach you how to learn effectively, how to think critically and creatively and how to study strategically, so you can get the most out of your education.
- **Year-Level Advisors/Coordinators/Counsellors** – their role is to assist you to overcome issues and situations which upset you and hinder your progress. By showing your issues or concerns with them, they are then able to offer support.

Action Stocktake

Reflect on each of the supports in your life and write down how they influence you. Be honest with yourself. Are there other people?

Family and Friends

Who else could I ask?

Teachers.....

Who else could I ask?

Year-Level Advisors/Coordinators/Counsellors

Who else could I ask?

Learning: Family and Peer Support

Your parents, siblings and peers often have the skills to:

- further develop your understandings
- show you new techniques to use
- suggest ideas/topics for essays
- improve your spelling and vocabulary
- discuss problems you encounter
- help you set smart and balanced goals.

Ask your family and peers to:

- listen to you explaining what you have learnt
- read your subject books and discuss them with you
- listen to your topic summaries and give you feedback
- ask you questions about your subjects so you can check your understandings.

Always remember that they are trying to help you. Don't mistake their advice for criticism.

- make the most of their experience, it's very useful
- they want to see you be successful and achieve your goals.

Self-Management Skills

Home Learning Sessions

To maximize your ability to study effectively it is essential to be an organized learner. To get the best out of your learning, study is required at home daily, including weekends.

Studying provides you with a challenge to extend yourself, follow up on topics that interest you, make new connections with what you already know and transfer knowledge, skills and attitude across subjects.

The best way to do this is to break up the time into study sessions. The number of sessions you do depends on your year level and how well organized your study habits are. At the beginning of each week, you should create a weekly plan of when you will allocate time to all of your activities; home learning sessions, sports, friends, relaxation, etc.

Each Home Learning Session is 40 minutes in length and made up of 30-minutes uninterrupted work followed by a 10-minute break.

To make sure you stick to these times, put reminders in your phone of when to begin, when to have a break and when to end home learning sessions.

You will find that 30 minutes will test your concentration span; with practice you will be able to increase it. Set appropriate and manageable goals. If you are tired, break up your time into smaller pieces. This will help you to develop your focus and allow you to concentrate for longer periods over time.



Actions

What are two things that I will start doing to improve my focus on home learning sessions?

1. _____
2. _____

Mindfulness Activity

Animals. If you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you relate to?

Notes / Priorities / Due Dates

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Always be Sunsmart; wear a broad-brimmed hat and protective clothing.

Things to do

Week:

July 2024

22 Monday

23 Tuesday

24 Wednesday

25 Thursday

26 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Positive Outlook

Is the glass half full or half empty? Research has shown that your answer to that question can impact your physical and mental health.

Positive thinking can lower your risk of illness, improve your energy levels, help you to cope with stress, aid your recovery from illness and even help you live longer.

Adopting a positive outlook on life doesn't mean ignoring the challenges that come our way. Instead, it's about learning skills, knowledge and strategies that help us to cope with life's challenges well.

Pick some of the research-based strategies below to help you to cultivate a more positive outlook.

What: Have an attitude of gratitude

Why: Gratitude has been shown to improve our resilience, enhance our levels of optimism and reduce our stress levels.

How: Express thanks to the people around you, notice the beauty of nature and feel grateful for it, or keep a gratitude journal.

What: Let go and laugh

Why: Research shows that laughter can lower our levels of anxiety and stress, while also helping us cope well with challenges and boosting our mood.

How: Find a funny YouTube video, gif or TikTok and share it with others.

What: Start the day with a positive affirmation

Why: Affirmations can boost your levels of positive emotions. Positive emotions are not only an indicator of health and wellbeing – they also produce health and wellbeing.

How: Write some positive affirmations and recite these in front of the mirror while brushing your teeth or doing your hair. E.g. My heart is full of kindness and courage; I breathe deeply and manage my feelings; I am kind and strong.



Actions

What are two things that I will start doing to improve my positive thinking?

1. _____
2. _____

Mindfulness Activity

Effort. Think of a word for each letter of the word **E F F O R T** which would describe what effort is for you.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What went well this week?

Things to do

Week:

July / August 2024

29 Monday

30 Tuesday

31 Wednesday

1 Thursday

2 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Part-Time Jobs and Budgeting

When you are studying a part-time job is a great way to:

- earn money
- meet new people
- experience different types of workplaces
- become more independent.

When considering a part-time job, make sure it is 'part time'. Remember you are already a full-time student and your studies need to be your top priority. Before you say 'yes' to the job offer think about and discuss the following points with a member of your team:

- how much time should you commit?
- will you be giving your studies sufficient time?
- can you still enjoy quality leisure time?
- could the extra money distort your perspective?

Balance is the key:

- earning money and developing a sense of independence, while enjoying yourself and never losing sight of your goals
- Try to avoid late night work. It has a fatiguing effect on the body, which negatively affects your physical, mental and emotional health
- Any more than 10 hours of part-time work per week will have an adverse impact on your studies and quality of life.

Achieving your long-term GOALS will provide you with the money and quality of life you want.

Don't trade your long-term goals for a short-term gain, you will regret it later.



Actions

What are two things that I will start doing to improve my focus on part-time jobs and budgeting?

1. _____
2. _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Mindfulness Activity

Acts of Kindness. Think of two or three acts of kindness you will do for someone else for each day of the week. Could be smiling, saying "hello", helping in some way, opening the door for them

Wellbeing Tip

Take several deep breaths when feeling tense or stressed.

5 Monday

6 Tuesday

7 Wednesday

8 Thursday

9 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Self-Management Skills

Time Management

We all have 168 hours of time every week to do everything we must do and choose to do.

How often do you feel “time deficient”?

To avoid being “time deficient” you have to understand where your time goes and do your musts first as they are the most important to do.

The following exercise will help you to understand where your time goes. Have fun doing it.

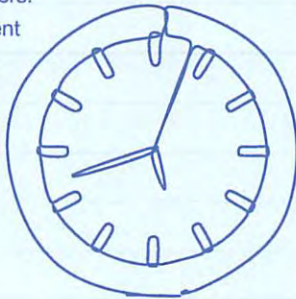
For three week days list everything you do from when you rise to when you go to bed. Break up the day into: before school / at school / after school / sleep.

How much time did you spend:

- sleeping _____
 - eating _____
 - getting ready for school _____
 - home learning _____
 - travelling _____
 - at school _____
 - sport/exercising _____
 - leisure/TV/Social networking _____
 - part-time job _____
 - other _____
- Total _____

Are there any time wasters that stand out? If so, make a list of them. Set time management goals that will help you overcome these time wasters.

By setting time management goals, you put yourself in control and you can begin to self-correct.



Actions

What are two changes I can make to improve my time management?

1. _____
2. _____

Notes / Priorities / Due Dates

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Creative Activity

Take a few minutes and think of any object that comes to mind. Ask yourself, “what can I do differently with it?” Can I do something different from its intended purpose? In order to develop your creative thinking, do this exercise as often as possible.

What went well this week?

Things to do

Week:

August 2024

12 Monday

13 Tuesday

14 Wednesday

15 Thursday

16 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Self-Management Skills

Home Learning Area

To learn effectively at home it is vital to have a special place to study.

Your study space should be a place you feel you can concentrate and focus, where you can think without distractions.

Don't study on your bed, your mind relates bed to sleep. Therefore if you try to study in bed your mind will also relate study to sleep and you will feel tired as soon as you start studying.

Keep your learning area:

- colorful; colors stimulate your brain
- well organized
- well equipped with pens, rulers, erasers and paper
- supported when possible with a computer, tablet or any other technology that will help your learning.

Put your home learning goals for the week up in the room and mark off goals as you achieve them. This will help you celebrate your learning successes and keep you motivated.

When reading for leisure don't use your learning area, keep it exclusively for study and home learning. This will help you to separate home learning, a must, from options such as reading for leisure.

Feel good about being organized and in control of your learning.



Actions

What are two things that I will start doing to improve my home learning area?

1. _____
2. _____

LP Activity - Inquirers

Think of a time when you learned something new at school on your own or in a group. How did you feel? How did you apply what you learned?

Notes / Priorities / Due Dates

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Reduce stress and the 'flight or fight' feelings through regular exercise.

19 Monday

20 Tuesday

21 Wednesday

22 Thursday

23 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Communication Skills

Note Taking

Effectively recording the information you receive is vital. As a learner you should get to know your preferred modes of information processing, storage and recall. Doing this will allow you to develop your own system for making effective notes in class and which help you to feel organized when it comes time to study.

When taking notes:

- always use your own words
- use headings to group main points to organize information logically
- use key words to trigger important ideas
- use abbreviations to save time
- use different colors for different purposes.

Use the 80/20 Principle:

- Actively listen 80%
- Note take and passively listen for 20%.

Pay special attention to concepts, words and areas your teacher emphasizes – these are vital and may be assessed.

When note taking be actively involved in the subject. Think about how what you are learning connects with what you already know and transfers into other subjects.

Laptops and tablets can be useful for note taking.

There are many different note taking styles, and it is important for you to find the method that works for you.

If time permits after class sit down and rewrite your notes to make them neater and more readable.



Actions

What are two things that I will start doing to improve the way I take notes in class?

1. _____
2. _____

Mindfulness Activity

Favourite Meal. Think of your favourite home cooked meal. What does it taste like? What does it smell like?

Notes / Priorities / Due Dates

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What went well this week?

Things to do

Week:

August 2024

26 Monday

27 Tuesday

28 Wednesday

29 Thursday

30 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Personal Project and Community Project Notes

Communication Skills

Reviewing Notes

Your brain relies on seeing regular patterns if it is to remember and make sense of what you are trying to learn.

It is important to make effective summary notes for studying and to develop an organized and logical system for filing your notes. Remember to review your notes regularly.

You remember:

- 90% of them if you revisit them within 24 hours
- but only 30% if you wait 3 days
- after a month only 3% to 4%.

When you review your class notes at home use your learning preference:

- brainstorm and draw colorful idea maps
- practice making connections between your learning by drawing flow charts and diagrams. This will also help you transfer your learning across other subject areas
- write lists to summarize the main points
- identify the challenges and obstacles you face when solving Math/Science problems and develop strategies to overcome them.

The important thing is to actually commit and review your notes.



Actions

What are two things that I will start doing to improve reviewing notes?

1. _____
2. _____

Mindfulness Activity

My Life. Reflect on how you want your life to be and the top five things that you want for yourself, that make you excited, and when you want them to happen.

Notes / Priorities / Due Dates

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Think about this – we live by what we give.