**IV. Approaches to Learning**

The Approaches to Learning component looks at how the student’s attitude, discipline, methods, and interaction with others affect their learning. The students’ approach is measured and reported against the statements below. The Approaches to Learning component should be measured against processed tasks (ex. drafts, daily homework, attitude, participation, etc.) Approaches to Learning are general skills that students will develop and apply in all subject areas. This component helps students to recognize and improve upon the skills necessary in today’s world.

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| **Self-management** (Students will be …) | |
| **Timely** | Students will plan and carry out activities efficiently; and use time effectively and appropriately. |
| **Responsible** | Students will take on and complete tasks in an appropriate manner; and be willing to  assume their share of the responsibility. |
| **Independent** | Students will plan and carry out tasks in a timely and effective manner; they will use time  effectively and appropriately; they will prioritizes tasks; and take initiative. |
| **Safe** | Students will engage in personal behaviour that avoids placing oneself or others at risk. |

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| **Social Skills** (Students will be …) | |
| **Respectful** | Students will listen sensitively to others; make decisions based on fairness and equality;  recognize that others’ beliefs and ideas may differ from their own; and state their own  opinion without hurting others. |
| **Collaborative** | Students will work cooperatively in a group; be courteous to others; discuss ideas; ask  questions; work towards obtaining consensus; and resolve conflicts appropriately. |

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| **Growth Mind-set** (Students will be …) | |
| **Connectors** | Students will make connections across subject areas and to the world outside the school;  apply skills and knowledge in unfamiliar situations; be able to see problems from different perspectives; and use holistic thinking to solve problems. |
| **Adaptable** | Students will adapt to varied roles, responsibilities, and contexts; use feedback effectively;  and understand, negotiate and balance diverse views to reach workable solutions. |
| **Reflective** | Students will analyse their own and others’ thought processes; learn from their mistakes;  and celebrate their earned successes. |

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| **Global Citizenship** (Students will be…) | |
| **Digitally**  **Literate**9 | Students will use technologies, communication/networking tools, and social networks  appropriately to access, manage, integrate, organize, evaluate, and create information to successfully function in a knowledge society. |
| **Ethical10** | Students will practice a safe, legal, and responsible use of information and technology;  ethically use information from a variety of sources and media; properly give credit to the original source of information and ideas; exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |
| **Internationally**  **Minded** | Students will be balanced, inquiring individuals who participate in their education through  an understanding of, and action on, global and local issues. Students will practice and understand cultural and linguistic diversity, critical thinking, and value humanity in a spirit of cooperation, respect and tolerance. |

9 The International Society for Technology in Education, “Nets for Students”, 2007, <http://iste.org/nets>

(accessed in September, 2012).

10 Ibid.