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Name:

Form Group:

How do CCS High Performance Learners think and behave?

1

How do High Performance Learners Behave?

|  |  |  |
| --- | --- | --- |
| VAAs | What is my name? | What does this behaviour look like in my lessons and around school? |
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2

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| --- | --- | --- |
| **Empathy** | **Agile** | **Hard Working** |
| Collaborative  ‘The ability to seek out opportunities to receive responses to your work; present your own views & ideas clearly & concisely; listen to the views of others; be willing & able to work in teams; take a variety of roles & be able to evaluate your own ideas & contributions’ | Enquiring  ‘The ability to be curious; willing to work alone; proactive, keen to learn; show enterprise; think independently; challenge assumptions & require evidence for assertions; actively control your own learning; move on from the absorption of knowledge & procedures to develop your own views & solutions. | Practice  ‘The ability to train & prepare through repetition of the same processes in order to become more proficient’ |
| Concerned for Society  ‘The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others’ cultural heritage and sensitive to the ethical and moral issues raised by their studies’ | Creative and Enterprising  The ability to be open-minded & flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise & show originality in your work, developing a personal style; be resourceful when presented with challenging tasks & problems, using your initiative to find solutions. | Perseverance  ‘The ability to keep going and not give; face obstacles and difficulties but never give up; persist in effort, work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved’ |
| Open-Minded  ‘The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas & beliefs based on the arguments of others; change ideas should there be compelling evidence to do so’ |
| Confident  ‘The ability to develop a belief in your knowledge, understanding & action; recognise when you need to change your beliefs based upon additional information or arguments of others; deal with new challenges & situations including when this places them under stress’ | Risk-Taking  ‘The ability to demonstrate confidence; experiment with novel ideas and effects, speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty. | Resilience  ‘The ability to overcome setbacks; remain confident, focussed, flexible and optimistic; help others to move forward in the face of adversity. |

3

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| **Empathy** | **Agile** | **Hard Working** |
| Collaborative | Enquiring | Practice |
| Concerned for Society | Creative and Enterprising | Perseverance |
| Open-Minded |
| Confident | Risk-Taking | Resilience |

**Task: complete the table below, filling in each box in your own words so that it makes sense to you. You could do this in bullet points.**

4

**Self-Reflection: the VAAs**

**Task: for each VAA, you should pick and explain a strength as well as something you can improve on.**

|  |  |  |
| --- | --- | --- |
| **VAAs** | **Things I am good at** | **Things I need to improve** |
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| ACPs | What is my name? |
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How do High Performance Learners Think?

Match the ACP with the correct image.

Realising

Analysing

Creating

Meta-Thinking

Linking

6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meta-Thinking** | **Linking** | **Analysing** | **Creating** | **Realising** |
| Meta-cognition  ‘The ability to knowingly use a wide range of thinking approaches & to transfer knowledge from one circumstance to another’ | Generalisation  ‘The ability to see how what is happening in this instance could be extrapolated to other similar situations’ | Complex and Multi-Step  Problem Solving  ‘The ability to break down a task, decide on a suitable approach and then act’ | Intellectual Playfulness  ‘The ability to recognise rules and bend them to create valid but new forms’ | Automaticity  ‘The ability to use some skills with such ease that they no longer require active thinking’ |
| Self-Regulation  ‘The ability to monitor, evaluate and self-correct’ | Connection Finding  ‘The ability to use connection from past experiences to seek possible generalisations’ | Precision  ‘The ability to work effectively within the rules of a domain’ | Flexible Thinking  ‘The ability to abandon one idea for a superior one or generate multiple solutions’ |
| Intellectual Confidence  ‘The ability to articulate personal views based on evidence’ | Big Picture Thinking  ‘The ability to work with big ideas and holistic concepts’ | Critical or Logical Thinking  ‘The ability to deduct, reason, seek supporting evidence’ | Fluent Thinking  ‘The ability to generate ideas’ |
| Strategy-planning  ‘The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work’ | Abstraction  ‘The ability to move from concrete to abstract very quickly’ | Critical or Logical Thinking  ‘The ability to deduct, reason, seek supporting evidence’ | Originality  ‘The ability to conceive something entirely new’ | Speed and Accuracy  ‘The ability to work at speed and with accuracy’ |
| Imagination  ‘The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge’ | Complex & Multi-Step Problem Solving  ‘The ability to break down a task, decide on a suitable approach and then act’ | Evolutionary and Revolutionary Thinking  ‘The ability to create new ideas through building on existing ideas or diverting from them’ |
| Seeing Alternative Perspectives  ‘The ability to take on the views of others and deal with complexity and ambiguity’ | ’Precision  ‘The ability to work effectively within the rules of a domain’ |

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**Task: complete the table below, filling in each box in your own words so that it makes sense to you. You could do this in bullet points.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meta-Thinking** | **Linking** | **Analysing** | **Creating** | **Realising** |
| Meta-cognition | Generalisation | Complex and Multi-Step  Problem Solving | Intellectual Playfulness | Automaticity |
| Self-Regulation | Connection Finding | Precision | Flexible Thinking |
| Intellectual Confidence | Big Picture Thinking | Critical or Logical Thinking | Fluent Thinking |
| Strategy-planning | Abstraction | Critical or Logical Thinking | Originality | Speed and Accuracy |
| Imagination | Complex & Multi-Step Problem Solving | Evolutionary and Revolutionary Thinking |
| Seeing Alternative Perspectives | ’Precision |

8

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| ACPs | How do I use these skills in my subjects? You could reflect on specific tasks e.g. creative writing in English. |
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**Self-Reflection: the ACPs**

**Task: for each ACP, you should pick and explain a strength as well as something you can improve on.**

|  |  |  |
| --- | --- | --- |
| **ACP** | **Things I am good at** | **Things I need to improve** |
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10

**Why is it useful to be a High Performance Learner? Finish the sentences below to find out!**

**How should CCS High Performance Learners Behave?**

I need to be resilient because...

I need to persevere with my learning because…

It is important that I practise so that…

It is good to enquire about my learning because…

I need to take risks in my learning because…

Being open-minded is a good trait because…

I want to collaborate with others as it allows me to…

Being concerned for my society is important because…

I want to be confident in my learning and in myself because…

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**Why is it useful to be a High Performance Learner? Finish the sentences below to find out!**

**How should CCS High Performance Learners think?**

I need to be able to evaluate and self-correct my work because…

When approaching tasks, I need to strategy plan because…

Intellectual confidence is a positive trait as it allows…

It is important that I can quickly recall information so that...

It is helpful to be able to think about the bigger picture because...

My imagination is a useful tool because…

Taking on board different opinions and perspectives is necessary because…

I need to be able to think logically and critically because…

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Breaking down tasks and deciding on a suitable approach helps me to be successful because…

Flexible and fluent thinkers can generate multiple solutions or ideas and use them to succeed. This is useful in my learning because…

Conceiving entirely new ideas is important because…

As a revolutionary thinker, I can create new ideas using my knowledge to help me. I think this is a positive thing because…

Remembering information and using skills easily, so much so that they require no thought is crucial to my learning because…

Sometimes, working quickly is necessary. I think this is because…

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