**HPL - digging down into the detail:**

*Please use this to ensure that a clear, specific focus is selected for each lesson (use the FINER DETAIL column). Students should know: the key content/subject matter of the lesson* ***and*** *the FINER DETAIL focus of the relevant VAAs and ACPs. They also should know how this will help them to engage with the content/subject matter. Students should be encouraged to review their content learning and their developing ACP/VAA.*

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| ACP | DETAIL | **FINER DETAIL**: EXPLICIT AND PRECISE FOCUS – select at least one per lesson. |
| META-THINKING | META-COGNITION | The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another. |
| SELF-REGULATION | The ability to monitor, evaluate and self-correct. |
| 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. |
| INTELLECTURAL CONFIDENCE | The ability to articulate personal views based on evidence. |
| LINKING | GENERALISATION | The ability to see how what is happening in this instance could be extrapolated to other similar situations. |
| CONNECTION FINDING | The ability to use connections from the past experiences to seek possible generalisations. |
| BIG PICTURE THINKING | The ability to work with big ideas and holistic concepts. |
| ABSTRACTION | The ability to move from concrete to abstract very quickly. |
| IMAGINATION | The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge. |
| SEEING ALTERNATIVE PERSPECTIVES | The ability to take on the views of others and deal with complexity and ambiguity. |
| ANALYSING | CRITICAL OR LOGICAL THINKING | The ability to deduct, hypothesise, reason, seek supporting evidence. |
| PRECISION | The ability to work effectively within the rules of a domain. |
| COMPLEX AND MULIT-STEP PROBLEM SOLVING | The ability to break down a task, decide on a suitable approach, and then act. |
| CREATING | INTELLECTUAL PLAYFULNESS | The ability to recognise rules and bend them to create valid but new forms. |
| FLEXIBLE THINKING | The ability to abandon on idea for a superior one or generate multiple solutions. |
| FLUENT THINKING | The ability to generate ideas. |
| ORIGINALITY | The ability to conceive something entirely new. |
| EVOLUTIONARY AND REVOLUTIONARY THINKING | The ability to create new ideas though building on existing ideas or diverting from them. |
| REALISING | AUTOMATICITY | The ability to use some skills with such ease as they no longer require active thinking. |
| SPEED AND ACCURACY | The ability to work at speed and with accuracy. |

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| VAA | DETAIL | **FINER DETAIL**: EXPLICIT AND PRECISE FOCUS – select at least one per lesson. |
| EMPATHETIC | COLLABORATION | The ability to seek out opportunities to receive responses to your work.  Present your own views and ideas clearly and concisely.  **Listen to the views of others.**  **Be willing and able to work in teams**  **Take a variety of roles.**  Be able to evaluate your own ideas and contributions. |
| CONCERN 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.** |
| CONFIDENT | The ability to develop a belief (**confidence) in your knowledge, understanding and action.**  **Recognise when you need to change your beliefs based upon additional information or the arguments of others.**  **Deal with new challenges and situations, including when this places you under stress.** |
| AGILE | ENQUIRING | **The ability to be curious.**  Be willing to work alone.  Be proactive and keen to learn.  **Show enterprise; think independently.**  **Challenge assumptions and require evidence for assertions.**  Actively control your own learning.  Move on from the absorption of knowledge and procedures to develop your own views and solutions. |
| CREATIVE AND ENTERPRISING | **The ability to be open-minded and 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 and show originality in your work, developing a personal style.**  Be resourceful when presented with challenging tasks and problems, **using your initiative to find solutions.** |
| OPEN-MINDED | **The ability to take an objective view of different ideas and beliefs.**  **Become more receptive to other ideas and beliefs based on the arguments of others.**  **Change ideas should there be compelling evidence to do so.** |
| 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** |
| HARD WORKING | PRACTICE | **The ability to train and prepare through repetition of the same processes in order to become more proficient.** |
| PERSEVERENCE | The ability to keep going and not give up – even when faced with obstacles.  Work diligently and work systematically.  **Persist in effort – show you best effort – don’t be satisfied until high quality, appropriate precision and the desired outcomes are achieved**. |
| RESILIENCE | **The ability to overcome setbacks; remain confident, focused, flexible, and optimistic.**  **Help others to move forward in the face of adversity.** |