

| <b>Noticing</b>  | <b>1) Managing distractions/ mindfulness</b>                                                           | <b>2) Self talk</b>                                                                                           | <b>3) The 'How' of noticing</b>                                                                      | <b>4) The 'What' of noticing</b>                                                         | <b>5) Impact &amp; outcomes</b>                                                      |
|------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Embodies</b>  | Uses occasional inevitable mind wandering as opportunities to imagine and memorise.                    | "I keep my mind open to new possibilities and meanings."                                                      | Seeks deep seated pattern in order to create meaning.                                                | Has a deep understanding of their field of interest / study.                             | Noticing to seek new understandings or ways of thinking. Produces detailed outcomes. |
| <b>Organises</b> | Maintains a focused stance. Achieves a state of flow.                                                  | "That's unusual. It's a bit irregular. Haven't spotted anything like that before. I wonder what's happening." | Relates minute or peripheral detail to a big picture/ schema/ taxonomy.                              | Spots trends, patterns, anomalies. Recognises irregularities or apparent contradictions. | Noticing to develop hypotheses.                                                      |
| <b>Values</b>    | Slows down their thinking and can alternate between focused and distracted states of mind effectively. | "I like to take my time. When I do I notice more and more interesting things."                                | Attentive noticing leads to them gaining greater interest in and becoming more curious about things. | Picks out things they find curious, different, unusual.                                  | Noticing to explore possibilities.                                                   |
| <b>Responds</b>  | Knows their distraction triggers and tries to manage them. Thinks positively to maintain focus.        | "I like to see what I can spot. I've seen something like this before."                                        | Focuses attention on what matters/is required for the task in hand.                                  | Notices differences and similarities linked to what they know. Spots connections.        | Noticing in order to raise questions and identify what is important.                 |
| <b>Receives</b>  | Aware of distractions and tries to control them.                                                       | "I look for what I like and can tell you about it."                                                           | Needs help to 'see' beyond the familiar or stand out features.                                       | Notices what matters to them and things they like or enjoy.                              | Noticing to be able to describe what is observed.                                    |
| <b>Lacks</b>     | Attention is all over the place.                                                                       | "I don't take much notice of things."                                                                         | Noticing attentively is not part of what they do.                                                    | Notices randomly.                                                                        | Looks but doesn't see. Hears but doesn't listen.                                     |