Copyright TLO Limted 2016

Collaboration	1) Social interaction	2) Building Ideas	3) Working as team	4) Self Talk	5) Getting the job done	6) Reviewing Action
Embodies	Fits happily and successfully into any team situation.	Is a confident knowledge and ideas builder not given to 'group think'.	Is prepared to take on any role in order to meet the team's goals.	"I'm good at helping a team work AS a team."	At the end of a team project always checks outcomes against original goals.	At the end of a team effort always makes plans to improve ways of working next time.
Organises	Manages conflict amongst the team members effectively. Brings others on-side and builds consensus.	Speaks for others while retaining independent judgement in the group.	Strengthens their skills in productive team roles. Accommodates the strengths of other team members.	"I can sort out team problems and can take a leadership role when necessary."	Questions positively with the team how plans are going and whether changes are necessary.	Suggests ways in which the team might act/work differently in order to improve.
Values	Builds the confidence of others and respects their views.	Is willing to change their ideas. Builds on and improves ideas and solutions.	Has a clear view of the purpose and value of each team role.	"We need to make good decisions if we are to reach our goals."	Contributes positively to making realistic team plans and review points.	Thinks about and collects evidence about why the team performed in that way.
Responds	Is patient with others. Steps back for others (doesn't hog the limelight).	Encourages others to contribute. Offers relevant, knowledgeable comments.	Experiments with different team roles to expand their repertoire.	"Everyone has to pull together if we are to succeed. We need each other."	Contributes positively to setting agreed, realistic goals for the team.	Offers and accepts feedback about how the team has functioned against their ground rules.
Receives	Takes turns and listens carefully.	Shares / offers own knowledge/views with encouragement.	Tries out some team roles when prompted, but tends to stick with ones with which they are comfortable.	"I'm learning to trust other people."	Identifies/clarifies the goal and task of the team with help.	Thinks about how they have contributed to the team effort.
Lacks	Has few positive social skills or strategies.	Is not confident in saying or sharing what they think.	Is happy to let others do the work. Hides in groups. Is a social loafer.	"I prefer to do things on my own. I don't like working with other people."	Has no idea how to work together with others to get things done.	Thinks when a group task is complete there is nothing more to do.

Copyright TLO Limited 2016

Imagining	1) Nurturing imagination	2) Growing empathy	3) Self talk	4) Active imagination	5) Receptive imagination	6) Frames of mind
Embodies	Develops mindfulness to be fully present in their imaginative state.	Detaches from own views and emotions to see others' realities as alternatives.	I let my imagination take risks for me.	Moves freely across fields and disciplines, using imagination to apply knowledge.	Challenges the status quo to bring about innovation. Imagination is always 'switched on', ideas bubble up freely.	Scrutinises past constructs to create innovative hypothetical futures.
Organises	Purposefully captures / collect things that will trigger their imagination (journals, artifacts, photos scrapbook, Pinterest).	Approaches listening with a genuine desire to understand people's feelings and perspectives.	I let my imagination break the rules and find novel ways to do things.	Rehearses actions in the mind in order to achieve a better performance in reality.	Engages with intuition and follows inklings to gain insight.	Imagines playfully to disregard normal rules, distort reality etc, and creates new rules.
Values	Uses a storehouse of memories of wider experiences of life and is alert to how to use them imaginatively.	Imagines what an appropriate empathetic response might be to particular situations.	I'm happy to let my mind roam and see what I come up with.	Sets out with a purpose to imagine. Can visualise what they want to achieve Can imagine alternatives for solving problems.	Can access a state of reverie to play with ideas.	Happy to suspend reality and abandon inhibitions - resourceful, constructive outcomes.
Responds	Gathers more abstract ideas through stories, art, myths, fairy tales that break the rules of reality.	Reads books and watches films to catapult their imagination into the lives of others.	I link ideas together in new or curious ways.	Pulls ideas together and turns 'what is' into 'what could be'.	Mixes known concepts and ideas and plays with new combinations.	Broadening range of associative material and experience brings imitative and responsive outcomes.
Receives	Builds range of experiences.	Recognises that others can have different sorts of feelings and thoughts.	I use things I have seen and done to help me play, pretend, and imagine.	Uses imaginative activities suggested by others. Centres on concrete experiences.	Can visualise themselves in another setting.	Limited experiences lead to predictable, dependent, and cautious outcomes.
Lacks	Unaware that imagination needs to be nurtured.	Pays little attention to what others think/feel.	Has no language to talk about/deal with imagination.	Plays with others as a known character in a real setting.	Unaware of consciously using their imagination.	Firmly based in reality.

Copyright TLO Limited 2016

Listening	1) Conventions of listening	2) Self talk	3) Informational listening to gain understanding	4) Critical listening, judge quality of idea	5) Empathetic listening. Help speaker
Embodies	Attentively and productively involved with others.	"I'm careful not to take innocent comments from others as personal attacks."	Listens sensitively in order to pick up messages 'between the lines' and look beyond the words.	Responds empathetically when rejecting an idea with counter arguments.	Helps the speaker to draw out conclusions for themselves.
Organises	Able to accommodate different viewpoints.	"I listen carefully and try to respond appropriately."	Uses open ended questions to get closer to understanding the message.	Removes the emotion out of critical listening and doesn't avoid tricky topics.	Uses appropriate questions to help sort out problems.
Values	Listens actively for intention, emotion and mixed messages.	"I listen for the speaker's intentions, values and emotions."	Paraphrases in own words what they believe the speaker said.	Checks out the message/idea using evidence & reasoning.	Offers supportive responses showing empathy rather than sympathy.
Responds	Genuinely interested in what is being said, showing curiosity and respect.	"I am beginning to listen for different purposes."	Looks to identify the big ideas and main points looks for the golden nugget of information.	Listens for information about the idea. Does not listen for information to attack the speaker.	Gives observable feedback to the speaker showing they care. Does not attempt to turn the conversation to themselves.
Receives	Takes turn in speaking and maintains eye contact with the speaker.	"I try hard to make sense of the messages."	Shows interest in understanding the message as it was intended.	Shows interest in the quality of the message/idea.	Shows interest in creating and maintaining positive relationships.
Lacks	Unaware of social conventions of listening. Talks over others.	"Unaware of listening as a skill."	Listens for what they want to hear for own ends. Is selective in their listening.	Makes early judgement on partial information.	Tends to talk rather than listen.

Copyright TLO Limited 2016

Making Links	1) Ways of making meaning. (cognitive)	2)Ways of making meaning. (experiential/social)	3) Using reflection to assist connections	4)Fluidity of knowledge	5) Self Talk	6) Breadth of making links
Embodies	Has wide range of cognitive strategies to select from.	Use their experience to enhance learning and their learning to enrich application.	Regulate their behaviour to improve their learning. Have insights into how they learn.	Transfers new understandings to novel situations. Makes intuitive links.	"Learning xxx (something completely new) has given me new perspectives on …"	Constantly seeks out new experiences.
Organises	Makes new meaning by regrouping and reclassifying across disciplines, knowledge and across experience.	Negotiate and find agreement with knowledgeable others.	Diagnose difficulties and try various solutions.	Holds own knowledge system as provisional.	"I can review and re-organise my own thinking on this."	Makes fresh combinations between academic and life learning. Incorporates diverse perspectives.
Values	Connects new learning with older learning through finding analogies.	Apply what they know to problem solving in real situations with others.	Analyse effectiveness of learning. Look for patterns of difficulty.	Keeps an open mind. Knowledge system is adaptable.	"This reminds me of...It's like. I understand this in my own way."	Sees connections between different disciplines . Develops new experiences.
Responds	Puts new learning into own words. Paraphrasing, summarising.	Talk about what they are learning and relate to past experiences.	Monitor their understanding/comprehension of something.	Uses new learning to review prior learning with support.	"I need time to work this out. Do I understand this?"	Adds new knowledge within known disciplines. Develops the vocab terms, concepts.
Receives	Remembers lists, facts definitions through note taking, highlighting, using mnemonics.	Relates what they are learning to past experiences with adult support.	Check and correct as they proceed.	Knowledge system bounded by rules or conventions.	"Am I doing this right?"	Adds new knowledge to what they know already. Limited by lack of experience. Hard to find connections.
Lacks	No awareness of or language to understand how meaning is made.	Doesn't relate having experiences to how they understand things.	Has no understanding of how they learn or that such understanding is possible.	Knowledge base limited by lack of experiences.	"Has no learning talk"	Knowledge limited by lack of experiences.

Copyright TLO Limiited

Me Learning	1) How I get motivated and plan my learning	2) How I build and organise my ideas	3) How I learn with and from others	4) How I manage my learning environment	5) Talking about my learning	6)How I monitor and evaluate my learning.
Embodies	I orchestrate the vision and motivation to reach my learning goals	I orchestrate the thinking that's needed to realise my learning goals	I learn purposefully with and from others to achieve learning goals	I can regulate all aspects of my learning environment to ensure I learn at my best	I talk fluently and knowlegeably about how I understand myself as a learner	I use the knowledge I have gained about myself as a leaner to deliberately control and monitor what I do to achieve the desired results
Organises	My motivation comes from being engaged in the process of learning. I have strategies to help me through inevitable times of struggle	I distill and refine my ideas, or ways of doing things, so that they make sense to me and others	I use the knowledge of expert others to shape and refine my learning	I determine when to take breaks and use relaxation time positively	What have I learned from the way I chose to answer the questions	I evaluate the emerging outcomes against my expectations, and take action to ensure I'm achieving my goals
Values	I'm spurred on by seeing my knowledge grow and getting useful feedback from others	My knowledge grows from my experience. I draft my new ideas and techniques in words or models.	I share and discuss my developing knowledge with others	I remove distractions and select the best times for my learning	By doing things like linking new ideas, using some imaginative techniques,looking for the right reasoning tool I'm becoming a better learner	I keep an eye on how things are going and adjust my actions to make it go better
Responds	I visualise the direction I need to go and set a goal I want to achieve. I make an outline plan of action	I link new information to what I already know and develop new ways of thinking about it.	I purposefully call on others with experience to help select where to direct my attention or specific things to consider.	I select the sort of surroundings that I find best for my learning	What do I need to know? How am I going to come to know it?	I check that my goal and plan are realistic and play to my learning strengths.
Receives	I know that I learn best when something interests me and I want to know more about it	I gather information about the task, be it long multiplication or baking a cake.	I seek information from other people.	I know that I learn better in some places rather than others	Is this something that interests me? How am I going to engage with this task?'	Have done/learned something like this previously? What did I do then?
Lacks	Has little sense of goals or purposeful activity	Doesn't think about thinking nor how learning develops.	Works with other people but with little idea of how to engage them as co-learners	May have a vague idea that some places are better to llearn in than others	I don't have a language to talk about learning	Unaware of thinking about how they are learning

Copyright TLO Limited 2016

Noticing	1) Managing distractions/ mindfulness	2) Self talk	3) The 'How' of noticing	4) The 'What' of noticing	5) Impact & outcomes
Embodies	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.
Organises	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.
Values	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.
Responds	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 ad similarities linked to what they know. Spots connections.	Noticing in order to raise questions and identify what is important.
Receives	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.
Lacks	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.

Copyright TLO Limited 2016

Persevering	1) Dealing with 'stuckness'	2) Managing the learning environment	3) Self talk	4) Dealing with challenge	5) Orientation to goals
Embodies	Unphased by being stuck, knowing they have the strategies to overcome it.	Manages own learning environment independently with a positive learning-value system.	"I look out for new strategies to help me learn/understand."	Seeks out and relishes challenging activities knowing they have the skills and emotions to make them successful.	Sets and amends long term life goals.
Organises	Takes risks underpinned by relevant strategies. Analyses failures and mistakes positively to better understand.	Overcomes and manages any external discouragement, negativity, peer pressure.	"I get organised to ensure everything gets done."	Systematically plans longer term/substantial projects.	Sees current goals in a wider/long term context. Willing to change immediate goals in the face of setback.
Values	Is curious about mistakes. Uses written and verbal feedback effectively.	Has worked out ways to help them through the hard slog of practice.	"I keep going because I'm interested in this goal. I know I can overcome this."	Uses relevant strategies to clarify task purposes and outcomes. Uses planning tools to avoid obstacles.	Makes given goals their own. Creates clear achievable end goals. Thinks of challenges as their goals.
Responds	Initiates own prompts to get unstuck. Maintains positive emotions. Knows why they are stuck.	Uses distractions positively. Knows what to avoid.	"I stay positive even when it's hard."	Anticipates the risks of more challenging activities.	Accepts external sources of goals (from teachers/parents) Tries with doable goals.
Receives	Uses suggested prompts and resources to get unstuck.	Aware of what distracts them and tries to control it.	"Learning can be a struggle. It's okay to find things hard. I have the put effort in."	Resists the inclination to stick with easy, can-do activities.	Has a sense of what they want something to look like. Visualises end results.
Lacks	No coping strategies.	Prone to be distracted. Put off by lack of resources. Sensitive to negativity.	"I don't like being wrong. What's the point of effort ? I think learning is easy."	Gives up easily. Craves constant support. Put off by having 'too much to do'.	Little sense of ends or goals or working towards something purposefully.

Copyright TLO Limited 2016

Planning	1) Planning tools	2) Attitude to planning	3) Self talk	4) Setting Intentions	5) Planning Actions	6) Flexibility
Embodies	Uses complex planning tools to track dependencies e.g. Gantt or PERT charts.	Planning is a way of life. Uses strategic, tactical and operational plans.	"I plan to make a real and sustained difference."	Has plans for managing their lives.	Has contingency plans to cover what ifs.	Continually evaluates the effectiveness of their own planning.
Organises	May use range of organisers & spread sheets.	Organises specific planning time to make plans and avoid distractions.	"I make sure my plans are as efficient as possible."	Designs own goals, objectives, success criteria and milestones.	Designs plans to eliminate time wasting tasks. Plans accommodate possible setbacks.	Interrogates plans through provocative questioning. Changes plans in the light of answers.
Values	May use flow diagrams and home grown formats.	Gives time to planning. Takes a positive stance.	"Thinking ahead of action helps me to achieve success."	Sets realistic manageable goals.	Creates plans based on the significance of tasks, with built in time estimates.	Views plans as tentative. Amends to suit new circumstances.
Responds	Use tools such as mind maps and spider diagrams, post its.	Prefers plans to be minimal. Adapts given plans of action.	"I like to think about the best order to do things in."	Sets own short term goals when given the opportunity.	Articulates what needs to be done, in a sensible order and the resources needed.	Checks a plans progress against milestones or objectives.
Receives	May use lists of things to do.	Follows a given plan when required.	"I prefer to follow a plan that has been given to me."	Can articulate what they want to achieve. [Short term in the head, usually given by others].	Resists being impulsive with support.	Follows a given short term plan of action.
Lacks	Has no strategies to decide / organise what needs to be done.	Likes to get started and see how things go.	"Things just happen. no need to plan or think about it."	Little sense of ends or purpose.	Rushes ahead with the first idea that comes to mind.	Acts with no thought of consequences.

Copyright TLO Limited 2016

Questioning	1) Attentiveness	2) Search skills	3) Self-talk	4) Questioning to focus on depth and detail (convergent)	5) Questioning to open possibilities (divergent)	6) The art of asking questions of others
Embodies	Finds seeking new ideas/experiences absorbing & rewarding.	Searches, questions and seeks new experiences to achieve unusual /unique results.	"Everyone would say I'm inquisitive. I take a questioning approach to learning and life."	Uses incisive questions to get to the heart of the matter.	Relishes questions without knowing where they lead. Plays Devil's Advocate.	Questions and demeanour are sensitive to any occasion or context.
Organises	Fascinated by both detail & the big picture. Keeps on track.	Combines a blend of questioning & search strategies to pursue their own lines of enquiry.	"I organise how to find things out. I don't shy away from difficult/challenging questions."	Uses varied frameworks purposefully to gather information. Keeps a handy bank of questions at the ready.	Pursues provocative questions to stimulate thoughts/new ideas.	Purposefully prepares question strategy to achieve desired results.
Values	Eager to dig deeper, and assess validity of garnered information.	Uses robust questioning skills to focus deep (internet) search.	"I enjoy the challenge of finding things out. I look for new ways to find things out."	Uses question funnels to refine, re-evaluate and go deeper.	Asks 'what if' hypothetical questions and explores hunches.	Has strategies for asking tough questions appropriately.
Responds	Notices relevant detail, subtlety, nuance in what questioning reveals.	Makes wide discerning use of internet, symbols, gadgets tools.	"I like to think about what things are or how they work."	Uses questions to sort, sift, filter, clarify and probe.	Uses open questions to generate expansive responses.	Attends to the how of asking questions; tone, nuance, emphasis and structure. Builds rapport.
Receives	Attends to/looks for relevant detail unearthed by questioning with help.	Developing use of search tools incl. book index/contents, library skills, search engines.	"I need help to find the best questions to ask."	Uses direct and closed questions, when requested, designed to uncover specified detail.	Uses indirect, open questions to open up possibilities where prompted.	Unsophisticated, random approach. Required information unlikely to be uncovered.
Lacks	Doesn't attend to detail. Looking but not seeing. Too 'busy'.	Reliant on adults to find things out.	"I just want people to tell me thing." "I can't be bothered to find things out myself."	Asks questions without understanding their function.	Asks closed questions, expecting elaborated responses.	Fearful of asking questions or needs time to come up with them.

Copyright TLO Limited 2016

Reasoning	1) Frames of mind	2) Self talk	3) Applying reasoning	4) Reasoning tools	5) Presenting reasoning
Embodies	Meta reasoning. Thinks about how to improve reasoning.	"Not getting it wrong is a huge part of getting it right."	Instinctively applies high level reasoning to practical situations in order to achieve ___ outcomes.	Uses Devil's advocate techniques to explore and provoke new ways of thinking.	Presents their reasoning persuasively/convincingly in ways that engage and inform.
Organises	Seeks to reduce uncertainty/ avoid unwarranted certainty.	"Can I detect a flaw here? I want to be sure I'm getting it right. I might have to re-evaluate that assumption."	Thinks about and avoids common traps and fallacious forms of argument. Looks for counter evidence.	Evaluates pros and cons, looks for alternative solutions. Employs 'if then' reasoning.	Presents abstract thought using many forms of expression to show meanings and proof.
Values	Seeks to reduce uncertainty using justifiable evidence.	"How could I tell if this were true? This is because..."	Proves. Seeks evidence to support their thinking (even though their thinking may not be right/valid).	Uses deductive reasoning (uses a general rule to understand specific problems). "because…therefore."	Conveys their ideas through both symbols words and diagrams.
Responds	Asks questions, makes propositions.	"Is that the right answer to ...because? I reckon…"	Justifies, Convinces. Can justify (but not prove) what they are thinking. Considers different methods to solve a problem.	Speculate, conjecture, spot patterns, visualise, work backwards.	Shows how they worked something out and explains why they think that.
Receives	Uses casual trial and error.	"Does this go with that?", "What did I do?", "Is this the same as that?"	Describes, Explains. Can explain what they are thinking but not why they think it.	Guess, estimate. Compare and contrast.	Tells what they do or think and offers some reasons for what they did.
Lacks	Jumps to conclusions.	None.	Unaware of the need to reason.	Unaware of reasoning tools.	Unable to explain what they are thinking or why they think it.

Copyright TLO Limited 2016

Resourcing Learning	1) Self talk	2) Selecting and using tools for learning	3) Using expertise	4) When to use resources	5) Imitating others
Embodies	"I use and adapt a complex mix of effective resources to help me do a job well."	Can improvise and make imaginative use of available resources.	Moves beyond immediate sources to find original, primary sources of expertise for validation. Is willing to share own expertise.	Can distinguish when learning requires further resourcing and when it is more appropriate to work it out for themselves.	Selectively uses other peoples' ideas, style, behaviour to inspire and guide their lives.
Organises	"I need to find more efficient/ complex/ original resources to enable me to do this well."	Selects with discernment the best resource for the job.	Delves deeply into the internet, journals and reference books or knowledgable others to draw on pertinent expertise.	Is not reliant on resources as props to be a ble to learn effectively.	Changes/ adapts what they imitate from others to make it their own (innovates).
Values	"I know which resources I need to look for / find."	Deliberately selects specific resources (which may or may not work). Remains flexible if selection is inappropriate.	Has a wide range of sources of information which are accessed increasingly independently.	Knows when using further resources is a valuable strategy in getting unstuck/doing a good job.	Carefully selects and combines ideas/ behaviours/ learning from others to help their own.
Responds	"I know about lots of resources but I am not sure which to use."	Selects from available resources using a scatter gun technique (little discernment).	Begins to use abstract sources such as books or the internet.	Tries to 'work it out' on their own before looking for more resources.	Magpies other peoples' ideas/learning with little selection.
Receives	"I use the materials I am told to."	Follows prompts from others to fetch and use specific resources.	Is willing to ask peers or teacher when prompted for expertise.	Seeks additional resources only when told.	Watches and listens to how others do things with support.
Lacks	"Not really aware that various tools or resources are aids to learning."	Relies on others by borrowing their tools and resources.	Seeks answers from immediate others as a matter of course.	Gets stuck or is distracted from task when all necessary information or tools are not at fingertips.	Unaware of how others do things.

Copyright TLO Limited 2016

Revising	1) Attitude to change	2) Sense of standards	3) Self-talk	4) Reflection IN action	5) Reflection ON action	6) Recognising external validation
Embodies	Constantly on the look out for how to improve/change/reinvent something.	Aim to achieve highly informed, self created, self imposed standards.	"By changing accepted thinking on this I will achieve far better results/outcomes."	Approach most of what they do as a process of continuous improvement.	Always changing ideas/ways of doing things in the light of deep reflective experience.	Is their own source of assessment and validation.
Organises	Rethinks and restarts to change direction.	Explores the range of available standards and selects from that range.	"Are there different ways I can use to improve this?"	Questions and moderates normal rules/ideas to detect errors and improve things.	Challenges accepted ways of doing things/thinking.	Seeks validation from a wider range of sources re how to do things well/differently (books, internet, known experts etc.).
Values	Recognises learning involves constant rethinking/redoing.	Recognises that standards have a purpose and uses the standards that are readily available.	"I'll just tweak this to make sure it reaches external expectations?"	Edits as they go along. Thinks on their feet within the given variables.	Thinks about why they did it that way.	Accepts validation as critical supportive feedback from other students.
Responds	Overcome fear of mistakes/failure and amends things unprompted.	Works out what might make something good with support.	"Is this on the right lines? Can I work out how this could be better?"	Uses a wide list of checks to make sure they are on track.	Thinks and talks about how they did something without prompting.	Seeks to understand why standards and validation are important.
Receives	Attempts to change or retry something when prompted.	Accepts criteria/standard given by teacher/parent.	"I'll check this over because I have been told/asked to. My teacher says this is right."	Checks what they are doing against given criteria.	Thinks/talks about how they did it when prompted.	Accepts validation from legitimate authority i.e. teacher or parent.
Lacks	Unaware of possibilities of change.	Uninformed sense of standards.	"I've done this. This is how I do it."	Just does things. No thought of rethinking/retrying.	When something is finished its finished. No looking back.	Doesn't seek approval.