

**A Language for learning**

**This progression of indicators considers how effectively the school's language for learning is used by students**

**LQF Indicator 3.2**

Inadequate 1	2	Bronze 3	4	Silver 5	6	Gold 7
1.1 Most students have a very limited vocabulary with which to discuss the process of learning.		3.1 Students who are exposed to teachers who are trying out and using ideas related to the school's initiatives in learning to learn are detecting and beginning to use the appropriate language, albeit tentatively.		5.1 Most students are becoming familiar with the school's language of learning and some use it effectively to improve their learning.		7.1 Students across the school use the language of learning fluently and confidently. They can describe themselves as growing learners and generally know which areas of their learning character needs improvement.
1.2 Most students do not discuss their own learning.		3.2 Some students are able to talk about aspects of themselves as learners, and are able to explain how they are becoming a more effective learner.		5.2 The agreed language for learning is taking hold and some students are using the language, picking up its nuances about learning and can see the relevance of it for improving their own learning.		7.2 Opportunities for students to discuss their learning behaviours are routinely built into lessons.
		3.3 The use of the school's emerging language for learning is evident beyond learn-to-learn type lessons and is being used in some subject lessons.		5.3 Opportunities for students to discuss learning habits are built into many lessons.		7.3 The school's strategy for introducing students to the language for learning is robust and well-established.
		3.4 The school has evidence that some students are becoming better able to discuss the process of learning.		5.4 The school has a 'learn to learn' course or series of lessons to introduce students to the school's language for learning, or it has planned other means of achieving this.		7.4 Students are aware that these habits of learning are relevant in all learning situations. They can relate their behaviours to contexts beyond school.