

The phases of growth

The phases are drawn from Bloom's taxonomy of the affective domain.

This progression as long term. Some phases will take years for people to work through; some will never be worked through. None of the phases are inevitable. There may be a lifetime of development captured here.

Embodies; "I can't not."	Phase 'Embodies' (orange) , in this phase the student has made this behaviour their own. It has become part of their character; they can't not do it and they have become highly skilled in doing it. A straightforward way to understand this phase is when students tend to say 'I can't not do this'
Organises; "I make sure."	Phase 'Organises' (yellow) is the phase in which the student capitalises on this 'in their interest' behaviour and gets themselves organised to use it positively. A straightforward way to understand this phase is when students tend to say 'I make sure I do'
Values; "I see why."	Phase 'Values' (green) is a key phase since the student now sees the value of behaving in this way. It's a win for them; to behave like this is in their interest. It's in this phase that the behaviour becomes more secure. A straightforward way to understand this phase is when students tend to say 'I see why'
Responds; "I'll try."	Phase 'Responds' (blue) is about gaining interest and doing things more willingly, building the skills and the willingness to deploy them. A straightforward way to understand this phase is when students tend to say 'I'll try' .
Receives; "Show me. Tell me."	Phase 'Receives' (purple) learners are beginning to explore the behaviour and are moving from a negative to a neutral mindset, often employing the skill or doing something because they are being told to or expected to. A straightforward way to understand this phase is when students tend to say 'Show me' or 'Tell me'
Lacks; "I can't. I won't."	Phase 1 'Lacks' (grey) In this 'Lacks' (grey) phase, students are minded to give up easily. There are all sorts of reasons for this; they may just be constantly distracted from the activity in hand; they may just need constant adult support; they may not know what might help them. Many students will need to be eased into learning how to learn in a classroom setting. A straightforward way to understand this phase is when students tend to say 'I can't' or 'I won't'