






| Pak Heights Learner | Definition | Strand | End of Y2 | End of Y4 | End of Y6 |
|---|---|--------------------------------------|---|---|---|
|  | <p>As a Pak Heights Self-Manager I am responsible for my learning, behaviour and belongings</p> <ul style="list-style-type: none"> • I am organised • I use my initiative • I make sensible choices • I manage my own learning | <u>Organised</u> | I can organise myself and look after my belongings throughout the day. | I can organise myself for my learning and take care for my environment. | I am prepared for my learning and my extra responsibilities and activities. |
| | | <u>Initiative</u> | I can follow routine without being asked. | I know what to do without instruction. | I am proactive in my learning and in everyday situations. |
| | | <u>Sensible Choices</u> | I can think before I act and I understand there are consequences for my actions. | I can understand and accept consequences and modify my behaviour. | I am a role model. I make sensible choices and resist peer pressure. |
| | | <u>Manage my own learning</u> | I stay on task and ask for help when I need it. | I am becoming an independent learner and can talk about my next steps for learning. | I am an independent self directed learner. |
|  | <p>As a Pak Heights Communicator I can confidently convey and respond to a message.</p> <ul style="list-style-type: none"> • I can receive and respond to a message. • I can convey and present a message. • I can consider my audience. | <u>Receiving messages</u> | I can listen, understand and respond to simple instructions, messages or information. | I can actively listen, understand and respond to instructions, messages or information presented in a variety of media. | I can actively and critically listen, interpret and respond to messages from a variety of media. |
| | | <u>Conveying a message</u> | I can communicate my ideas, feelings, needs or information. | I can clearly communicate ideas and information in a variety of media. | I can clearly and confidently communicate information through a variety of media. |
| | | <u>Audience</u> | I can confidently present a message to my audience. | I can confidently present ideas and information and consider my audience. | I can confidently present, adapt and justify ideas and information to suit my audience. |
|  | <p>As a Pak Heights Team Player I contribute co-operatively to achieve a goal.</p> <ul style="list-style-type: none"> • I am an active participant. • I can respond respectfully when interacting with others. • I encourage and support others. | <u>Active participant</u> | I can take turns and contribute appropriately in a group. | I co-operate in a team and understand the different roles within a group. | I can collaborate and confidently fulfil various roles within a group. |
| | | <u>Interact respectfully</u> | I can listen to the ideas of others. | I can listen respectfully to the differing opinions of others. | I can listen respectfully, consider all points of view and come to a consensus. |
| | | <u>Encourage and support</u> | I can make a positive comment and encourage others to participate. | I can boost group morale through my actions and words. | I can boost group morale through my actions and words and support all group members to actively participate. |
|  | <p>As a Pak Heights Challenge Taker I am willing to have a go, not give up and try new things.</p> <ul style="list-style-type: none"> • I am resilient. • I persevere. • I achieve my goals. | <u>Resilient</u> | I can use simple strategies to cope when routines change or things don't go my way. | I can use a range of strategies to deal with challenging situations, including reacting positively to constructive criticism. | I can use a range of strategies to positively deal with and rise above difficult situations, using constructive criticism to reflect and improve. |
| | | <u>Persevere</u> | I keep trying and ask for help when I need it. | I can focus on a task and keep trying even when I find something challenging. | I can complete set tasks and sustain focus even when I find something challenging. |
| | | <u>Goals</u> | I can verbalise my goal and work towards achieving it. | I can collaborate with my teacher to set meaningful achievable goals and work towards them. | I can set challenging goals that suit my ability level and plan steps to achieve it. |
|  | <p>As a Pak Heights Investigator I will wonder, seek and reflect to create meaning out of my world.</p> <ul style="list-style-type: none"> • I can ask questions. • I can search for information. • I can organise information. | <u>Question</u> | I can ask appropriate questions on a set topic. | I can ask a range of questions to discover the specific information I require. | I can ask and evaluate a range of complex questions that are topic specific. |
| | | <u>Search</u> | I can identify relevant sources of information from provided resources. | I can select relevant information from a broad range of sources with support. | I can independently select relevant information and refine my search when necessary from a broad range of sources. |
| | | <u>Organise</u> | I can organise my information to help me answer my question. | I can use a range of skills to sift, sort and organise information that is relevant to my question. | I can process, evaluate and synthesise information to answer my research questions. |



As a Pak Heights Thinker I can use a range of thinking strategies and tools to think critically and creatively, and to solve problems.

- I can use thinking tools.
- I can use graphic organisers.

Thinking

- I can identify the good and bad points.
- I can identify feelings with new information and experiences.
- I can compare and contrast similarities and differences between information, experiences and ideas.
- I can draw in personal knowledge in new learning situations.
- I can give a simple opinion.
- I can develop a solution to a simple problem.

- I can identify the positive, negative and interesting points about new information and ideas.
- I can compare and contrast and begin to synthesise information, experiences and ideas.
- I can think creatively about new ideas and information.
- I can draw on my personal knowledge when I am learning new information and skills.
- I am beginning to understand, what I know, what I want to know and develop ways to investigate the answers.
- I can begin to think critically about situations and ideas.
- I can develop a range of possible solutions to a problem.

- I can actively seek, use and create knowledge.
- I can reflect on my own learning.
- I can think creatively about new information and ideas. Using this information I can create new solutions and ideas
- I can evaluate, synthesise and analyse information.
- I can critically challenge assumptions and perceptions.
- I understand how I can best learn and develop new ideas, skills and knowledge.
- I can independently choose the most effective solution to a problem.

I will develop my thinking through the use of...

Thinking tools

I can use de Bono's white, red, yellow, black hats.

I can use all of de Bono's hats

I can use all of de Bono's 6 Hats independently

Graphic organisers

- I can use a brainstorm
- I can use a pictorial diagram with labels
- I can use a Venn diagram.

- I can use a PMIS chart
- I can use a complex Venn diagram.
- I can use a KWHL I can use a simple sequential diagram.

- I can use a cross-classification matrix
- I can use a fishbone diagram I can use a complex sequential diagram