

# Planting Seeds for Success:

*Exploring Learning Skills and Work  
Habits from a Catholic Perspective*

Grades 1 to 12



OCTOBER 2014

AN EOCCC RESOURCE

*Working Together for Catholic Education*

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## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

# **PLANTING SEEDS OF HOPE**

(song lyrics)

I've been asked to understand, I've been expected to succeed,  
But I'm not as smart or able, so the problem must be me.  
I've listened and I've tried but I just don't think I can  
Reach these expectations unless someone takes me by the hand.

And then there were those teachers  
Who seemed different than the rest.  
Who showed a lot of patience when I put them to the test.  
Who took the time and sat with me, who planted seeds of hope,  
So I could start to see how I learn, who I am, and who I can become.

God help me love, like You, each child,  
Though the process might be slow.  
God help me plant the seeds  
and trust that You will make them grow (x2)  
(1 Cor. 3)

God help me find a way to serve the needs of every child.  
To see and discern, what will open up their hearts and minds.  
To sit with them and listen, and to plant those seeds of hope.

So You can help them see,  
how they learn, who they are,  
and who they can become.

So You can help us see,  
how we learn, who we are  
and who we can become.

*Eliane Guité & Tori Apedaile*



## **Planting Seeds for Success:**

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(Revised: Grades 1 to 12)

### **A Message from the Executive Director**

We are delighted to release this new resource entitled ***“Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective, Grades 1 to 12”***, to the teachers and staff of Eastern Ontario. This resource will supplement the Ministry’s document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. Please note that this resource now encompasses both the elementary and secondary panels for our Catholic Schools.

Just as the *Catholic Graduate Expectations* provides us with our directive for educating our students, so too does the completion of this document. Mandated to teach the Ontario provincial curriculum, Catholic teachers are further charged to translate the Ministry curriculum to more explicitly reflect the Catholic world view. This Catholic perspective is imperative as administrators, teachers and students embrace *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* which has placed the learning skills and work habits at the forefront of this revised policy.

It is a resource that very much fits our Catholic philosophy. We are called to nourish the giftedness of each individual and to protect the dignity of the whole person. We work, live and believe in an atmosphere of inclusiveness and we are taught to cherish our role as global stewards.

Many people within our Catholic School Boards of Eastern Ontario have been working diligently on this project. I thank them for their dedication to the cause and their sensitivity in exploring learning skills and work habits that will respect confidentiality and promote dignity and cooperation.

I particularly want to recognize the extraordinary leadership of H  l  ne Coulombe, the Project Lead. Her determination, professionalism and “get-at-it” spirit ensured its success. Thank you H  l  ne!

Our colleagues in the Catholic Curriculum Corporation and the Northern Ontario Catholic Curriculum Cooperative were also invaluable in reviewing and refining these materials. Thank you folks.

Those of us who work in our ‘3’ Curriculum Cooperatives, know that true education is a two-way street. We are constantly teaching one another and learning from each other. Together, we are stronger, wiser and better.

To all those involved - - well done!

Lorne Keon  
Executive Director  
Eastern Ontario Catholic Curriculum Cooperative



## **Planting Seeds for Success:**

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(Revised: Grades 1 to 12)

### **Acknowledgments:**

#### **Project Lead:**

Hélène Coulombe      Consultant, Student Success Department, Ottawa Catholic School Board

#### **Writers:**

Michelle Bryden      Teacher, St. John Catholic Elementary School, Perth,  
Catholic District School Board of Eastern Ontario

Rita Grasskamp      Itinerant Resource Teacher, Student Services Department,  
Ottawa Catholic School Board

Stacey Lance      Teacher, All Saints High School, Ottawa Catholic School Board

Brad Moleski      Consultant, Religious Education and Family Life Education, Ottawa  
Catholic School Board

Susie Pasch      Special Education Resource Teacher, St. Thomas the Apostle, Renfrew,  
Renfrew County Catholic District School Board

Deanna Perry      Principal, St Bernard School, Ottawa Catholic School Board

Joan Sweeney      Teacher, St. Patrick Intermediate School, Ottawa Catholic School Board

#### **Project Reviewers:**

Lori Bryden      Coordinator, Student Services Department, Algonquin and Lakeshore  
Catholic District School Board

Rita Lauricella      Teacher, Lester B. Pearson High School, Ottawa Catholic School Board

Nancy Prest      Instructional Coach, Catholic District School Board of Eastern Ontario

#### **External Reviewers:**

Fran Craig      Curriculum Manager, Catholic Curriculum Corporation

Suzanne Wishak      Executive Director, Northern Ontario Catholic Curriculum Cooperative

#### **A Special Thank You:**

To Dr. Anne Davies, Connections Publishing, for her gracious gift of descriptive and specific feedback to help clarify the terminology and the correct process of co-constructing criteria.

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Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### **Acknowledgments:**

#### **Revisions: Spring/Summer 2011**

#### **Project Lead:**

Hélène Coulombe      Coordinator, Student Success Department - Elementary,  
Ottawa Catholic School Board

#### **Writers/Reviewers:**

Andrew Bain      Teacher, St. Mark High School, Ottawa Catholic School Board

Michelle Bryden      Teacher, St. John Catholic Elementary School, Perth,  
Catholic District School Board of Eastern Ontario

Paige Forsyth      Teacher, St. Dominic Catholic Secondary School, Bracebridge  
Simcoe Muskoka Catholic District School Board

Antonietta Lenjosek      Teacher, St. Mark High School, Ottawa Catholic School Board

Heather Nimmo      Teacher, St. Mark High School, Ottawa Catholic School Board

Tina Pedersen      Student Success Consultant, Programme and Services,  
Simcoe Muskoka Catholic District School Board

#### **Translation:**

Nadine Vigneault      FSL Learning Partner, Student Success Department,  
Ottawa Catholic School Board



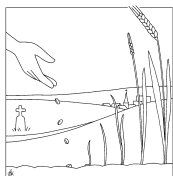
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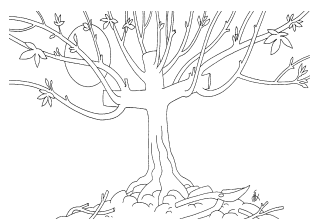
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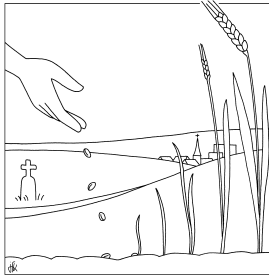
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## **Planting Seeds for Success:**

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### **How can we as Catholic educators plant seeds for success?**

#### **We begin with Prayer...**

Let us be reminded in the words of *Archbishop Oscar Romero of El Salvador* (1917-1980) that the seeds we sow today will bear fruit in a time and place we may not have planned or expected.

*Let us pray...*

It helps, now and then, to step back and take a long view.

The Kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise  
that is God's work.

Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith.

No confession brings perfection. No pastoral visit brings wholeness.

No program accomplishes the church's mission.

No set of goals and objectives includes everything.

It may be incomplete, but it is a beginning, a step along the way,  
an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder  
and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

This is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

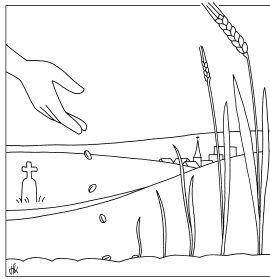
We cannot do everything, and there is a sense of liberation in realizing that.

This enables us to do something, and to do it very well.     *Amen.*



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
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### How can we as Catholic educators plant seeds for success?

We begin with Scripture...

#### The Parable of the Sower:

Jesus began to teach by the lake. The crowd that gathered around him was so large that he got into a boat and sat in it out on the lake, while all the people were along the shore at the water's edge. He taught them many things by parables, and in his teaching said: "Listen! A farmer went out to sow his seed. As he was scattering the seed, some fell along the path, and the birds came and ate it up. Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow. But when the sun came up, the plants were scorched, and they withered because they had no root. Other seed fell among thorns, which grew up and choked the plants, so that they did not bear grain. Still other seeds fell on good soil. It came up, grew and produced a crop, multiplying thirty, sixty, or even a hundred times." Then Jesus said, "He who has ears to hear, let him hear." Mark 4:1-9

"God has been making it grow.<sup>7</sup> So neither the one who plants nor the one who waters is anything, but only God, who makes things grow.<sup>8</sup> The one who plants and the one who waters have one purpose, and they will each be rewarded according to their own labor.<sup>9</sup> For we are co-workers in God's service; you are God's field, God's building."

**1 Corinthians 3: 6-10**

The metaphor of the seed appears in many cultures.

In the book, *The Lotus Seed* by Sherry Garland a young Vietnamese girl takes a lotus seed from the garden of the Emperor's palace as it is being destroyed by enemy attack. She cherishes and protects this seed. Many years later, after escaping to North America, her son plants the seed and a lotus blossom appears. From this single blossom her grandchildren each take a seed as a remembrance of their roots and thanks for their successful lives.



## Planting Seeds for Success:

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### Setting the Context:

As Catholic educators, what is our philosophy of Catholic education? How does our belief in each child, created in the image of God, translate into actions within a school or a classroom? When we reflect on these questions we challenge ourselves to shape the distinctiveness of Catholic education in all aspects of our roles.

The Catholic Graduate Expectations provides us with our directive for educating our students. The expectations are summarized as follows:

1. **A discerning believer formed in the Catholic Faith community** who celebrates the signs and sacred mystery of God's presence through words, sacrament, prayer, forgiveness, reflection, and moral living.
2. **An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
3. **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
5. **A collaborative contributor** who finds meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.
6. **A caring family member** who attends to family, school, parish, and the wider community.
7. **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

"Distinctive expectations for graduates of Catholic Schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or world view reveals the dignity and value of the person..."

**Ontario Catholic School  
Graduate Expectations,**  
Institute for Catholic Education,  
Toronto, Ontario

"Catholic education views human life as an integration of body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions."

**Ontario Catholic School  
Graduate Expectations,**  
Institute for Catholic Education,  
Toronto, Ontario

Mandated to teach the Ontario provincial curriculum, Catholic teachers are further charged to translate the Ministry curriculum to more explicitly reflect a Catholic world view. This Catholic perspective is imperative as administrators, teachers and students embrace **Growing Success:**



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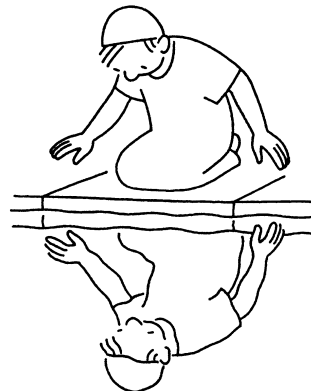
***Assessment, Evaluation and Reporting in Ontario Schools, 2010*** which has placed the learning skills and work habits at the forefront of the revised policy.

"The learning skills and habits ... can be demonstrated by a student across all subjects, courses, and grades and in other behavior at school....These learning skills and work habits promote student achievement of the curriculum expectations. The six skills and habits are: responsibility, organization, independent work, collaboration, initiative, and self-regulation."

*Growing Success*, p. 149

Our mindset as Catholic educators implores us to see students not as products such that they ask themselves, "What will I become?" Rather, they are to ask themselves,

***"Who will I become?"***



***Planting Seeds for Success*** invites us to explore the alignment between the Catholic Graduate Expectations and learning skills and work habits. The document extends our journey into collaborative inquiry:

- ❖ Where and how does assessment and evaluation fit within a Catholic context?
- ❖ How does the *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* document support Catholic educators?
- ❖ How might we look at learning skills and work habits from a faith perspective?
- ❖ What is the link between learning skills and work habits with the Catholic Graduate Expectations and the gospel values embedded in Catholic Character Formation?

Listening is the beginning of understanding...

Wisdom is the reward for a lifetime of listening.

Let the wise listen and add to their learning and let the discerning get guidance.

**Proverbs 1:5**



## **Planting Seeds for Success:**

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### **Where and how does assessment and evaluation fit within a Catholic context?**

The root word of assessment means ‘to sit beside’ – to guide and coach. Within the Catholic context the mindset of assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student. Thus, assessment and evaluation is to take students from where they are... and to allow them to blossom into a fully alive - fully human person.

“St. Irenaeus, writing circa 175, proposed that ‘the glory of God is the human person fully alive.’ He was echoing the sentiment of Jesus; ‘I came that you might have life, and have it to the full’ (John 10:10). In other words, the more people grow and develop into their full potential, the more God is glorified. Surely Catholic educators should hold out to all the hope of such fullness of life, and mentor that hope into realization. If we do then our work takes on a priestly hue, for indeed it gives glory to God”

(Appendix 6, *The Catholic Educator* by Thomas Groome, referencing Reimagining the Catholic School, Ned Prendergast and Luke Monahan, Writing Catholic Curriculum, Catholic Curriculum Cooperatives of Ontario, June 2006)

This process must be guided by gospel values in Catholic Character Formation. Hope, excellence, justice, dignity of the human person, community and love are only a few of the gospel values that are at work within the principles of assessment and evaluation. Catholic professional learning communities may choose to explore these connections as a starting point in the implementation of Growing Success.

We are called to position our students for success in the context of the Catholic Graduate Expectations and Catholic Character Formation. Our students must be provided the opportunity that allows them to demonstrate what they know of their learning to the depth of their own abilities. Therefore, our classrooms, as places of learning, are to be places where students are: engaged in their learning; provided with creative ways to demonstrate their learning; encouraged to excel with inquiring minds and hearts; supported through hope while building community; empowered to be self-motivated; and challenged to live justly by respecting the dignity of the human person.



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The role of assessment is to build capacity within students to discover more fully who they will become! Therefore, as educators we ask ourselves, ‘How are we approaching assessment and evaluation to ensure this will happen for all students?’

In 1 Corinthians 12, St. Paul calls the community to excel in their gifts which are provided by the Spirit, work together as one body and recognize that “weaker members are indispensable.” Therefore, we are to have the same approach with our students!

Considering the directives of the Catholic Graduate Expectations, the Catholic Character Formation and the vision of St. Paul, ‘though many, we are one in Christ’, how, as Catholic educators are we:

- respecting the dignity of each student as a human person?
- aiding each student to be compassionate so as to build communities of learning?
- ensuring the success of all students?
- involving students in the assessment process?
- differentiating for student success?
- providing specific and descriptive feedback?
- assessing for learning?
- developing learning skills and work habits?
- aiding them as 21<sup>st</sup> century learners to recognize the potential of the global village?

“Teachers and parents need a bedrock attitude that affirms the essential goodness and giftedness of people. This should not cancel out a healthy measure of “realism” but it should lead them to approach learners with an abiding attitude of affirmation, a deep-down sentiment of positive esteem. This includes respecting their dignity and valuing each one as a unique person whose life is a gift, cherishing and defending every person’s basic human rights, affirming the whole person – body and soul – and the innate goodness of both.”

**T. Groome, Educating for Life:  
A Spiritual Vision for Every  
Teacher and Parent, p. 94**

The work of Catholic professional learning communities is to respond to these questions through dialogue, action and continued reflection. Through focused collaborative inquiry, we build strong learning communities not only for our students, but for all who support the learning of our students.

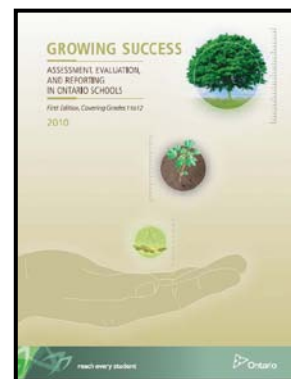


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### How does the *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* document support Catholic educators?



The recently released (April 2010) Ministry of Ontario policy document for assessment and evaluation entitled **Growing Success**, supports the work of Catholic educators. The opening statement of the document explains, “The primary purpose of assessment and evaluation is to improve student learning.” When reading the **Seven Fundamental Principles** for assessment and evaluation, the student-centred, community approach to learning is evident. Hope, dignity of persons, respect for all students, inclusivity and the relational aspect of supporting each student to achieve excellence is infused throughout the document.

#### The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

**Growing Success:**

**Assessment, Evaluation and Reporting in Ontario Schools, 2010**



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For a student to answer the question, ***“Who will I become?”*** the importance of learning skills and work habits becomes a critical component in planting seeds for success. The Catholic Graduate Expectations articulates the vision of self-directed lifelong learning, responsible citizenship, collaboration and empathy in community with others.

The learning skills and work habits listed in Ministry policy (*Growing Success*, 2010) can be seen from a Catholic perspective. ‘Responsibility’ can be viewed as God’s call to the common good. The learning skills of ‘Organization’, ‘Collaboration’, ‘Initiative’ and ‘Independent Work’ become the processes to achieve God’s vision while ‘Self-regulation’ acts as a personal, reflective process of self-assessment.

This document will explore learning skills and work habits from a faith perspective as well as the connections with the Catholic Graduate Expectations and the gospel values embedded in Catholic Character Formation.

Many sources and documents support and reinforce the importance of learning skills and work habits as fundamental to the success of students. For further study refer to:

- *Choices Into Actions* (Ontario Ministry of Education, 1999, pg. 6-7),
- Human Resources and Skills Development Canada (HRSDC)
- Conference Board of Canada, Employability Skills
- Ontario Skills Passport (OSP),
- *Finding Common Ground: Character Development in Ontario Schools, K–12:* (Ontario Ministry of Education, October 2006, p. 2),
- *Habits of Mind*, (Costa & Kallick, <http://www.habits-ofmind.net/whatare.htm>).

The separate evaluation of the achievement of the curriculum expectations and the development of the learning skills and work habits provides students and parents with information specific to each type of achievement and clearly and accurately identifies a student’s strengths and the areas in which improvements are needed. The separate evaluation and reporting of a student’s development with respect to the learning skills and work habits reflects the critical role they play in a student’s achievement of the curriculum expectations. Information about a student’s development of these skills and habits also provides a strong indication of the student’s development as a self-directed learner.

***Growing Success***, p. 45



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### Opportunity for Professional Learning #1



"There are different kinds of spiritual gifts but the same Spirit.



There are different workings but the same God who produces all of them in everyone. To each individual, the manifestation of the Spirit is given for the same benefit."

1 Corinthians 12: 4-7



What connections can you make between this scripture passage, the corresponding graphics on the title page of ***Planting Seeds for Success*** and with learning skills and work habits?

How might you use these sacred words with students to deepen their understanding of learning skills and work habits?



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Exploring Learning Skills and Work Habits from a Catholic Perspective

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### The Gardeners: How will we plan for success?

Early in the school year, there are many practical considerations involved in the planning process to position students for success as well as considering the success of educators. Long range assessment planning allows educators to consider the ‘big ideas’ or ‘enduring understandings’ that will establish the learning and instructional pathways for students. We consider the timing of the liturgical calendar and possible global events that may bring a global perspective to classrooms. Within our school community we consider the timing of the Smart goal process, a Teaching-Learning Critical Pathway (TLCP) or Professional Learning Cycles as well as school community activities. For reporting purposes we consider the timing of the *Elementary Progress Report Card* as a way to communicate descriptive feedback to parents and students along with the two evaluative *Elementary Provincial Report Cards* in mid January and at the end of June. At the secondary panel, the two evaluative *Provincial Report Cards* at midterm and at the end of each semester mark the formal reporting periods. The planning of both academic content and learning skills is vital to planting the seeds of success.

In Catholic education when we plan with the end in mind, we look to the Catholic Graduate Expectations and ask ourselves “What are students expected to

learn?” This inquiry is the work of the Catholic Professional Learning Community. What students need to learn drives the collaborative inquiry of educators.

“The notion of focus that is **aimed at school improvement** is having a **parallel** to student learning needs.... What is it that principals need to learn so that teachers can learn what they need to learn, so that students can learn what they need. We grow [improvement] from the bottom up.”

**Dr. Steven Katz 2007**

***Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective (Grades 1 to 12)*** supports the work of instructional leaders and Catholic Professional Learning Communities as they explore the policy changes found in *Growing Success*. The resources included in this document are offered as a model of co-planning and co-constructing criteria and are intended as a starting point in generating discussion. Before educators can plan for student learning they must build a common understanding of learning skills and work habits – the seeds need to germinate and take root in our own minds. The following questions are suggested for discussion:


- ❖ How might we look at learning skills and work habits from a faith perspective?
- ❖ What is the link between learning skills and work habits with the Catholic Graduate Expectations and the gospel values embedded in Catholic Character Formation?



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

How might we look at learning skills and work habits from a faith perspective?

Learning Skill ( <i>Growing Success</i> 2010)	Sample Behaviours ( <i>Growing Success</i> 2010)	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Responsibility:  	<ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>Takes responsibility for and manages own behavior</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Responsibility for own behaviours, words and actions</li> <li>Compassion and commitment</li> <li>Community (home, school, local, global)</li> <li>Stewardship of the environment</li> </ul>	<ul style="list-style-type: none"> <li>A self-directed, responsible, lifelong learner CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</li> <li>CGE4e Applies effective communication, decision-making, problem-solving, time and resource management skills.</li> <li>CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</li> <li>Responsible citizen CGE7b Accepts accountability for one's own actions.</li> <li>CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</li> <li>CGE7i Respects the environment and uses resources wisely.</li> </ul>	<ul style="list-style-type: none"> <li>Excellence Good character that is developed through practice, thus forming virtues or good habits. Talents, gifts and skills are used to the fullest.</li> <li>Dignity of persons Respect for all humans regardless of their gender, disability, poverty, age, race, etc.</li> <li>Faith Faith leads to a greater love for all. Faith recognizes the Gospel call to love God and our neighbours as the path to a fully human existence.</li> <li>Love Is considerate, respectful, empathetic and courteous; demonstrates peace, good relationships, solidarity; to give of one's self in service to others.</li> <li>Stewardship Recognizes the sacredness of creation; the sacredness of the human body; cares for the school community; cares of the environment</li> <li>Compassion Refers to the most active and engaged form of empathy directed to those in great need or suffering. It involves seeking out and feeling obliged and responsible to respond to the suffering of others.</li> </ul>

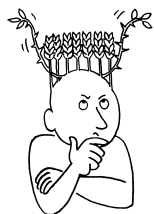
Planting Seeds for Success: Grades 1-12 (Revised September 2011)



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

How might we look at learning skills and work habits from a faith perspective?


Learning Skill ( <i>Growing Success 2010</i> )	Sample Behaviours ( <i>Growing Success 2010</i> )	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Organization  	<ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks</li> <li>Establishes priorities and manages time to complete tasks and achieve goals</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Makes plans</li> <li>Gathers information</li> <li>Manages time</li> <li>Sets priorities</li> </ul>	<ul style="list-style-type: none"> <li>A self-directed, responsible, lifelong learner               <p>CGE4b Demonstrates flexibility and adaptability</p> <p>CGE4c Takes initiative and demonstrates Christian leadership.</p> <p>CGE4e Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> </li> <li>Responsible citizen               <p>CGE7b Accepts accountability for one's own actions.</p> <p>CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p> </li> <li>Effective communicator               <p>CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information system to enhance the quality of life.</p> </li> </ul>	<ul style="list-style-type: none"> <li>Excellence Brings one's gifts to fruition whether it is intellectually (e.g. wisdom, understanding, practical wisdom) or morally or ethically (e.g. courage, generosity, self-control, justice)</li> <li>Hope To take responsibility both for ourselves and for others; to persevere despite all else; to trust in God's plan for God's people in spite of obstacles.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)


How might we look at learning skills and work habits from a faith perspective?

Learning Skill ( <i>Growing Success</i> 2010)	Sample Behaviours ( <i>Growing Success</i> 2010)	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Independent work 	<ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals</li> <li>Uses class time appropriately to complete tasks</li> <li>Follows instructions with minimal supervision</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Flexible and adaptive thinking</li> <li>Follows instructions with minimum supervision</li> <li>Achieves personal learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Reflective, creative and holistic thinker  CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.</li> <li>Self-directed, responsible, lifelong learner  CGE4b Demonstrates flexibility and adaptability.  CGE4c Takes initiative and demonstrates Christian leadership.  CGE4e Sets appropriate goals and priorities in school, work and personal life.  CGE 5e Respects the rights, responsibilities and self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Hope To take responsibility both for ourselves and for others; to persevere despite all else; to trust in God's plan for God's people in spite of obstacles.</li> <li>Excellence Good character that is developed through practice, thus forming virtues or good habits. Talents, gifts and skills are used to the fullest.  Brings one's gifts to fruition whether it is intellectually (e.g. wisdom, understanding, practical wisdom) or morally or ethically (e.g. courage, generosity, self-control, justice)</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

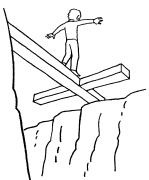
Learning Skill ( <i>Growing Success</i> 2010)	Sample Behaviours ( <i>Growing Success</i> 2010)	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Collaboration 	<ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group</li> <li>Responds positively to the ideas, opinions, values and traditions of others</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals</li> <li>Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Participation, inclusion and sharing</li> <li>Community; the common good</li> <li>Healthy relationships</li> <li>Conflict resolution</li> <li>Dignity of work/Rights of workers</li> </ul>	<ul style="list-style-type: none"> <li>An effective communicator CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.</li> <li>A collaborative contributor CGE5a Works effectively as an interdependent team member. CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good CGE5e Respects the rights, responsibilities and contributions of self and others. CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</li> <li>A responsible citizen CGE7j Contributes to the common good. CGE7i Respects the environment and uses resources wisely.</li> <li>Reflective and creative lifelong learner CGE3b Creates, adapts, evaluates new ideas in light of the common good. Caring family member (school, class and home family) CGE6a Relates to family members in a loving, compassionate and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Dignity of human person Recognizes the worth inherent in all human life; is welcoming and attentive; has integrity.</li> <li>Love Is considerate, respectful, and courteous; Demonstrates peace, good relationships, solidarity. To give of yourself in service to others.</li> <li>Community Is welcoming and inclusive; allows us to exist, grow and flourish in all of our giftedness; is a peace-maker and is involved in resolving conflict; creates a network of relationships that extends to all human beings.</li> <li>Justice Acknowledges the dignity of each person; empowers persons to participate in decisions affecting their own lives; is not prejudiced; speaks and associates with anyone.</li> <li>Excellence Good character that is developed through practice, thus forming virtues or good habits; talents, gifts and skills are used to the fullest; brings one's gifts to fruition whether it is intellectually (e.g. wisdom, understanding, practical wisdom) or morally or ethically (e.g. courage, generosity, self-control, justice)</li> <li>Hope To take responsibility both for ourselves and for others; to persevere despite all else; to trust in God's plan for God's people in spite of obstacles.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

How might we look at learning skills and work habits from a faith perspective?

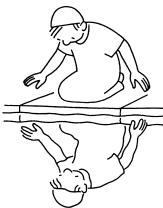
Learning Skill ( <i>Growing Success 2010</i> )	Sample Behaviours ( <i>Growing Success 2010</i> )	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Initiative 	<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning</li> <li>Demonstrates the capacity for innovation and a willingness to take risks</li> <li>Demonstrates curiosity and interest in learning</li> <li>Approaches new tasks with a positive attitude</li> <li>Recognizes and advocates appropriately for the rights of self and others</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Curiosity, wonder and awe</li> <li>Positive attitude</li> <li>Innovation</li> <li>Advocacy for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed, responsible, lifelong learner CGE4d Responds to, manages and constructively influences change in a discerning manner. CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</li> <li>Collaborative contributor CGE5f Exercises Christian leadership in the achievement of individual and group goals. CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</li> <li>Responsible citizen CGE7j Contributes to the common good.</li> <li>Caring family member CGE7j Ministers to the family, school, parish, and wider community through service.</li> </ul>	<ul style="list-style-type: none"> <li>Excellence Good character that is developed through practice, thus forming virtues or good habits; talents, gifts and skills are used to the fullest.  Brings one's gifts to fruition whether it is intellectually (e.g. wisdom, understanding, practical wisdom) or morally or ethically (e.g. courage, generosity, self-control, justice)</li> <li>Hope To take responsibility both for ourselves and for others; to persevere despite all else; to trust in God's plan for God's people in spite of obstacles.</li> <li>Community Is welcoming and inclusive; recognizes they are a global citizen; has a willingness to cooperate and is unified through diversity; creates a network of relationships that extends to all human beings.</li> <li>Service We are called by God to serve His word and to serve others. As part of a faith community, we are called to carry on the work of Jesus' service to humanity and model ourselves after Christ as servant leaders. We are asked to lead by action and by example. We are challenged to give of ourselves by offering service to others so that others may live more fully.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

How might we look at learning skills and work habits from a faith perspective?

Learning Skill ( <i>Growing Success 2010</i> )	Sample Behaviours ( <i>Growing Success 2010</i> )	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues/ Values
Self-regulation 	<ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them</li> <li>Seeks clarification or assistance when needed</li> <li>Assesses and reflects critically on own strengths, needs and interests</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</li> <li>Perseveres and makes an effort when responding to challenges</li> </ul> <p><b>Big Ideas from a Catholic Perspective:</b></p> <ul style="list-style-type: none"> <li>Metacognition/Reflection/ Forgiveness</li> <li>Goal setting</li> <li>Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>Discerning believer (aware of self and others)  CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</li> <li>Reflective, creative and holistic thinker  CGE3b Creates, adapts, evaluates new ideas in light of the common good.  CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Faith Faith leads to a greater love for all. Faith recognizes the Gospel call to love of God and neighbor as the path to a fully human existence.</li> <li>Justice Acknowledges the dignity of each person; empowers persons to participate in decisions affecting their own lives; is not prejudiced; speaks and associates with anyone; is informed about social justice issues; demands that individuals receive what they need, not what others believe they deserve.</li> <li>Forgiveness Being accepting of yourself and others is a part of self-regulation. It recognizes your brokenness and working with your gifts and talents. The sacrament of reconciliation, a sacrament of forgiveness, is a particular sign of Christ's love for us. If we can forgive ourselves, we can self-regulate.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### How will we plan for success?

Building common understanding of learning skills and work habits can be accomplished through school-based, whole group discussion or by divisional or grade groupings in elementary schools. In secondary schools learning skills and work habits must continue to be seen as developmental in nature. From a Catholic perspective, the big ideas of: collaboration as 'an expression of love' (Build Bethlehem); responsibility as compassionately seeing the needs of others, or **initiative** as a call to service, only deepens as students live in community with others.

Consider the following questions when determining the implementation of learning skills and work habits:

- How might we organize the explicit teaching of learning skills? A focus for school improvement? A school-wide focus on one skill each month? A divisional or departmental focus? A skill focus for a specific rich assessment task? A course focus? A pathway focus?
- Does our needs assessment show that the entire school or a specific class needs to focus on one skill in particular? How do we work with the Special Education Resource Teacher to meet the needs of students with IEPs? How do we work with Student

"At the heart of the Gospel's vision of the Church stands an uncommon desire to collaborate. Catholic Education itself is a fruitful expression of this desire to bring together the many talents and treasures of parents and priests, of the little ones and the learned ones, of the simple and the sophisticated...

Collaboration is our expression of love to the aching world around us... In a world where it seems that it is the most important thing to walk away a winner, Catholic Education insists that it is the most important thing to leave every table together and in love with one another....

If inclusivity answers the cry to belong, then collaboration answers the cry to be needed and respected. In a world where people want to be loved and appreciated for who they are and not just what they can provide, accomplish or achieve."

#### **Build Bethlehem Everywhere:**

A Statement on Catholic Education, p. 42.

"Every person is a "work in progress" and remains so on this side of eternity. Our personhood is never a fait accompli as if we ever exhaust our capacities for personal growth, learning, discovery, and creativity. Every day is a fresh gift that brings new promise and new possibilities. For an educator, this conviction translates into an attitude that sees people as agents of knowledge rather than simply recipients and as creators of new expressions and possibilities for themselves and others."

**T. Groome. Educating for Life: A Spiritual Vision for Every Teacher and Parent, p. 97.**



## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective

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Services and/or the Student Success teacher to meet the needs of individual students?

- How might we organize the gathering of evidence to support the writing of Progress Report card comments? Report card comments? How do we share this process with students and parents?
- How might we link specific learning skills to support academic achievement? (e.g. a focus on organization while developing an inquiry in Science; a focus on collaboration when participating in the Arts; a focus on self-regulation when building and self-assessing e-portfolios – in any course)
- How might we reinforce the importance of learning skills in all content areas? In all courses or pathways? (e.g. Will the skill of 'organization' look differently in Language than in Physical Education or the Arts? In Applied or Academic courses? In Open, College or University bound courses?)
- How might we involve students in the assessment process?



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Opportunity for Professional Learning #2

#### *Though many we are one body in Christ*

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For in the one Spirit we were all baptized into one body—Jews or Greeks, slaves or free - and we were all made to drink of one Spirit.

**1 Corinthians 12**

#### The Power of Collaboration

We are all angels with only one wing. We can only fly while embracing each other.

Luciano De Crescenzo



One is too small a number to achieve greatness. You cannot do anything of *real* value alone. There are no problems we cannot solve together, and very few that we can solve by ourselves.

John Maxwell, *The Seventeen Indisputable Laws of Teamwork*.



People who collaborate learn from each other and create synergy. That is why learning organizations are made up of teams that share a common purpose. Organizations need togetherness to get things done and to encourage the exploration essential to improvement.

Charles Handy, *Managing the Dream*



How do these quotations reflect the work of the Catholic Professional Learning Community?

How might you use these quotations with students to deepen their understanding of learning skills and work habits?



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)



### A Vision of Growth:

#### What evidence will we accept that students are successful?

The process of building common understanding includes discussion that responds to the questions, “How will we know students are learning? What evidence will we accept that students are successful?”

This section of ***Planting Seeds for Success*** models the process of planning ‘assessment **for** learning’ by co-constructing criteria **before** classroom instruction takes place. Describing what success looks like by brainstorming criteria with colleagues allows educators to ‘predict’ student responses and facilitates both the process of modelling and developing anchor charts with students.

When students can visualize and articulate what success looks like they become part of the assessment process.

In preparation for the explicit teaching of learning skills and work habits three resources have been included to guide the work of the Catholic Professional Learning Community:

- Sample behaviours listed for each learning skill and work habit using student-friendly language;
  - For each learning skill and work habit, there are two charts: one contains language that is more primary/junior; the second contains language that is more intermediate/secondary.
- Sample descriptors corresponding to the qualifiers for learning skills and work habits (Excellent, Good, Satisfactory, Needs Improvement) on the Elementary Progress Report, the Provincial Elementary Report Card and the Provincial Report Card, grades 9 to 12;
- Sample mini rubrics for each learning skill and work habit using student friendly language;

“It is expected that teachers will work with students and their parents to ensure that they understand these learning skills and work habits and their importance. Students benefit when teachers discuss and model these skills, and when teachers and parents work with students to help them develop these skills. Students also benefit when teachers work with them to explain how these skills will be assessed and evaluated.”

*Growing Success, p.10.*



## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

- For each learning skill and work habit, there are two rubrics: one is geared toward primary/junior classrooms; the other may be more suitable for intermediate/secondary classrooms.

These resources can be used to support educators as they plan to co-construct anchors charts and rubrics with students. There is a temptation to simply copy or perhaps enlarge these samples to 'save time' but the process of co-constructing anchors with students represents a true investment in time since, with student input, the class 'owns' the work. In addition, all three resources can provide a bank of vocabulary and phrases to build precise and personalized progress report or report card comments.

### **How might we plan effectively using this resource document?**

In the first year of release, ***Planting Seeds for Success*** has been used widely in Eastern Ontario but the writers have received many questions about how to use the document effectively. Compiled below are the most frequently asked questions with the accompanying responses:

#### **1. "Why is this resource a Grades 1 to 12 document?"**

Learning skills and work habits are developmental in nature. The big ideas of each skill remain the same at each division although the complexity varies and deepens as students gain greater insight and life experience. Secondary teachers benefit from looking at the language and resources developed for other divisions. The importance of supporting students through transitions in their schooling will be supported by conversations across divisions.

#### **2. "There seems to be duplication in the document. Why are the charts repeated?"**

This resource models the thinking process of assessment for learning strategies – both in the planning stages, before the teacher interacts with students, and during the instructional phase. The charts are samples of the possible thinking that might occur in a classroom and are meant to give educators examples of how to explicitly teach learning skills and work habits. The chart gives an overview of the ***Planting Seeds for Success*** sections and how they relate to instructional phase.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

<p><b>Before working with students</b></p> <p><b>A Vision of Growth:</b> What evidence will we accept that students are successful?</p>	<p>Sample Anchor charts for each learning skill and work habit</p> <p>(pg. 27)</p>	<ul style="list-style-type: none"> <li>✓ Build common understanding before working with students; co-construct success criteria with a group of colleagues</li> <li>✓ Predict what students will say;</li> <li>✓ Agree how you, as professionals, would define success</li> <li>✓ Use student friendly language to simulate student voice and anchor the learning in self-assessment</li> <li>✓ Think of guiding questions, examples or situations to solicit the responses you are looking for, before working with students, in case they are not able to think of the criteria themselves</li> </ul>
	<p>Sample Rubrics</p> <p>(pg. 40)</p>	<ul style="list-style-type: none"> <li>✓ Build common understanding before working with students; co-construct success criteria with a group of colleagues</li> <li>✓ Choose <b>specific criteria</b> aligned with the anchor chart for the focus of a particular period of time (i.e. week, unit, month, semester)</li> <li>✓ Use student friendly language to simulate student voice and anchor the learning in self-assessment</li> <li>✓ The most effective practice is to co-construct rubrics AFTER students have had experience with the skills and can articulate and give examples of a range of performance.</li> </ul>
<p><b>Working with students in the classroom</b></p> <p><b>Developing Strong Roots:</b> How will we help student be successful?</p>	<p>Sample Anchor Charts</p> <p>(pg. 51)</p>	<ul style="list-style-type: none"> <li>✓ Build common understanding <i>with students</i>; co-construct success criteria</li> <li>✓ Ask students to consider what the learning skill and work habits might look like if you saw the behaviour in the classroom; what it would feel like and what it would sound like?</li> <li>✓ Samples have been provided from various divisions to show the developmental nature of a particular skill. These samples also depict an additional stage in the process after brainstorming. The criteria have been sorted based on the big ideas for each learning skill and work habit.</li> </ul>
	<p>Sample 'Y' Charts</p> <p>(pg. 63)</p>	<ul style="list-style-type: none"> <li>✓ This series of charts models the same process using a different instructional strategy.</li> <li>✓ The sample on page 73 gives a possible complex example at secondary panel.</li> </ul>

### 3. "Why are the charts in student friendly language?"

Using 'I' statements creates personal learning goals and targets for students. Students should be able to articulate their goals and describe what success look likes, sounds like and feels like. These 'anchor' statements are the mental Velcro in the beginning stages of self-regulation and self-assessment.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Responsibility (Primary/Junior):**

#### **Big Ideas from a Catholic Perspective:**



- Responsibility for own behaviours, words and actions
- Compassion and commitment
- Community (home, school, local, global)
- Stewardship of the environment

#### **I am responsible when ...**

- I take ownership over my behaviours and look for ways to improve any areas of improvement.
- I think before I speak or act. I use appropriate and respectful language at all times. I show respectful body language and tone of voice when communicating. I realize that how I act and how I respond sometimes has more power than what I say.
- I can see and respond to others' point of view. I have compassion, empathy and respect for others.
- I accept responsibility for the actions of all the students at my school and work to improve behaviours. If someone is being bullied it is my responsibility to tell an adult.
- I put myself in someone else's shoes when making a decision that will impact on my class, school or community. I understand that everything I do impacts on other people and that I must be a positive leader and role model in my classroom, school and community.
- I complete all of the tasks that are asked of me when I am asked to do them because I am a self-directed learner.
- I ask for assistance when I do not understand because I want to learn.
- I am responsible for knowing myself as a learner and managing how I learn and use time effectively.
- If I am away I am responsible for finding out what I missed. I catch up on missed work. I ask clarifying questions.
- I use good citizenship skills by following school and classroom rules and expectations. (i.e. come to school on time, return promptly from a transition, share and return materials, keep common work spaces tidy)
- I take care of my classroom, school and community environment. (e.g., picking up my own garbage or things that I see in the halls or the school yard, recycling containers instead of throwing them out, turning off the computer after I have used it, turning off the lights when I leave the room, respect other people's property)
- I know I can care for God's creation.
- I can make a difference in the world by helping others.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Responsibility (Intermediate/Secondary):**



#### **Big Ideas from a Catholic Perspective:**

- Responsibility for own behaviours, words and actions
- Compassion and commitment
- Community (home, school, local, global)
- Stewardship of the environment

#### **I am responsible when ...**

- I act as a witness to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- I use appropriate and respectful language at all times. I show respectful body language and tone of voice when communicating. I realize that how I act and how I respond sometimes has more power than what I say.
- I consider the feelings others and weigh both negative and positive consequences before I speak or act.
- I understand that communicating online is also human therefore I will conduct myself in a respectful, responsible and ethical manner.
- I take responsibility for actions of all students at my school, and work to improve behaviours. I take initiative and demonstrate Christian leadership.
- I am welcoming and engage in interactions with all members of the school community.
- I consistently and proactively assist in making my classroom an improved learning environment.
- I strive to be a role model and engage in behaviours based on my influence on others.
- I arrive to class on time, with my homework complete, and having thought about and reviewed previous material.
- I take initiative when I don't understand by asking for clarification and searching for my own answers.
- I complete and submit assignments and homework on time. I negotiate with the teacher if this is not possible.
- I ask for work that I know I will miss, I catch up on work that I missed and I check my understanding with my teacher.
- I am proud of my school and keep it clean and safe, encourage my peers to do so as well, and am aware I represent my school community at all times.
- I treat all of my teachers and peers with respect because I know that my actions and words have both positive and negative impact on others. Both teachers and peers trust me because I live my life with integrity.
- I consider the impact that my choices have on the environment and our global community, knowing that my world is borrowed from future generations.
- I understand that my purpose or call in life comes from God and am striving to discern and live out this call throughout life's journey.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Organization (Primary/Junior):**



#### **Big Ideas from a Catholic Perspective:**

- Makes plans
- Gathers information
- Manages time
- Sets priorities

#### **I am organized when....**

- I plan for next steps throughout the work task. I prioritize and adapt my plan to meet changes or difficulties as I work towards excellence.
- I use tools (i.e. graphic organizers, checklists, planners) to organize my thinking and ideas because this helps me to attain my goals I hope to achieve.
- I use a checklist or my agenda to keep track of what I have to do at home and at school.
- I gather the necessary materials I need for a lesson or activity.
- I know how to find out what I need to know.
- I check that information is accurate and sources are reliable.
- I cite information correctly and with integrity. I do not use other peoples' ideas as my own.
- I am thankful for the materials and resources I am able to use to complete my work.
- I value and keep track of how much time I have and use it wisely to complete my work on time.
- I accept responsibility for keeping my work, storage spaces and materials neat and in order.
- I select strategies, tools and resources that support my learning style and offset any areas of improvement to stay organized because I know myself as a learner.
- I plan for next steps throughout the work task. I prioritize and adapt my plan to meet changes or difficulties as I work towards excellence.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Organization (Intermediate/Secondary)**:



#### **Big Ideas from a Catholic Perspective:**

- Makes plans
- Gathers information
- Manages time
- Sets priorities

#### **I am organized when....**

- I plan for next steps throughout the work task. I prioritize and adapt my plan to meet changes or difficulties as I work towards excellence.
- I use tools (i.e. graphic organizers, checklists, planners) to organize my thinking and ideas because this helps me to attain my goals I hope to achieve.
- I use a checklist or my agenda to keep track of what I have to do at home, at school and at work.
- I gather the necessary materials I need for a lesson or activity. I bring all necessary materials to class.
- I seek work in advance if I know I am going to be absent.
- I know how to find out what I need to know. I check that information is accurate and sources are reliable.
- I cite information correctly and with integrity. I do not use other peoples' ideas as my own.
- I value and keep track of how much time I have and use it wisely to complete my work on time.
- I submit draft work/homework and assignments on time or negotiate deadlines with the teacher proactively.
- I accept responsibility for keeping my work, storage spaces and materials neat and in order.
- I manage information effectively by keeping neat notebooks, organizing electronic files and portfolios to communicate and transfer information efficiently.
- I select strategies, tools and resources that support my learning style and offset any areas of improvement to stay organized because I know myself as a learner.
- I set priorities and manage my time effectively by creating realistic timelines and sticking to them.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Independent Work (Primary/Junior):**



#### **Big Ideas from a Catholic Perspective:**

- Flexible and adaptive thinking
- Follows instructions with minimal supervision
- Achieves personal learning goals

#### **I am an independent worker when...**

- I use success criteria to reflect on and assess the quality of my work, identifying my strengths and next steps needed to make changes for improvement. I know if I have met the learning goal(s) and can explain why.
- I use feedback from others and make connections to previous learning situations to make changes in my work and work habits in a discerning and reflective manner.
- I listen actively and critically in order to remember and follow lesson instructions.
- I begin and complete tasks and work assignments in a timely fashion to support my own and others' learning.
- I can follow classroom routines and expectations on my own as I respect the dignity and welfare of myself and others.
- I can retell instructions and help others if they are struggling.
- I do what I should be doing when I should be doing it. I do not interrupt others.
- I do what I say I am going to do. I have integrity.
- I develop my own ideas and solutions for assignments without prompting from the teacher.
- I seek answers to my questions on my own before asking for assistance.
- I can focus on the task at hand and refocus after an interruption or break because I am a self-directed learner.
- I think back to what I did before to help me get started on what I need to do now.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Independent Work (Intermediate/Secondary):**



#### **Big Ideas from a Catholic Perspective:**

- Flexible and adaptive thinking
- Follows instructions with minimal supervision
- Achieves personal learning goals

#### **I am an independent worker when...**

- I use success criteria to reflect on and assess the quality of my work, identifying my strengths and next steps needed to make changes for improvement. I know if I have met the learning goal(s) and can explain why.
- I use feedback from others and make connections to previous learning situations to make changes in my work and work habits in a discerning and reflective manner.
- I listen actively and critically in order to remember and follow lesson instructions.
- I use class time efficiently and appropriately by beginning work promptly and staying on task.
- I can follow classroom routines and expectations on my own as I respect the dignity and welfare of myself and others.
- I can focus on the task at hand and refocus after an interruption or break because I am a self-directed learner.
- I work well without supervision.
- I develop my own ideas and solutions for assignments without prompting from the teacher.
- I seek answers to my own questions on my own before asking for assistance.
- I complete homework and other assignments on time and with care.
- I am responsible to find out work missed when I am absent.
- I select learning materials, resources and activities independently.
- I respond and participate in a variety of learning activities.
- I am self-motivated to learn and accept responsibility for my learning.
- I plan and set goals to achieve success in each of my courses.
- I organize and schedule homework and study time effectively.
- I persist with tasks to complete them to the best of my ability without assistance and adhere to established timelines.
- I attend classes regularly and arrive on time.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Collaboration**: (Primary/Junior)



#### **Big Ideas from a Catholic Perspective:**

- Participation, inclusion and sharing
- Community; the common good
- Healthy relationships
- Conflict resolution
- Dignity of work/Rights of workers

#### **I demonstrate collaboration when...**

- I do my fair share and help others do their jobs because we are all part of the learning community.
- I invite others into a discussion, making sure that everyone's voice is heard, and celebrate their contributions because we are a community of learners.
- I believe everyone has good ideas and has the right to express them to the group.
- I listen and speak respectfully and offer support and feedback in a respectful way.
- I share my ideas, ask questions to further my learning and the understanding of the group, and use different strategies to make decisions.
- I use words, actions and images that value the dignity of others.
- I think before I speak and/or act because I know I will impact on others.
- I can compromise to ensure the overall success of the group.
- I find a way to solve a problem without getting angry or saying/doing hurtful things. I always ask myself, "What is Jesus doing – in and through us?" when faced with a challenging situation.
- I can communicate safely and respectfully using digital media.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Collaboration**: (Intermediate/Secondary)



#### **Big Ideas from a Catholic Perspective:**

- Participation, inclusion and sharing
- Community; the common good
- Healthy relationships
- Conflict resolution
- Dignity of work/Rights of workers

#### **I demonstrate collaboration when...**

- I work willingly and cooperatively to establish positive relationships with peers and adults.
- I demonstrate respect for others, their rights and property.
- I believe that everyone has a right to contribute.
- I can compromise to build consensus in achieving group goals.
- I offer assistance to others by sharing resources, information and expertise.
- I help promote critical thinking to solve problems and make decisions.
- I accept various roles in group tasks as required to ensure the group moves along to complete the task.
- I complete an equitable share of work to the best of my ability.
- I listen to, acknowledge, and respond positively to the ideas, opinions, values, and traditions of others.
- I use words, actions and images that value the dignity of others.
- I consider both the immediate and long-term effects of my words and actions on others.
- I resolve conflicts in a socially acceptable and positive manner that takes into consideration the feelings of others. I try to help others resolve conflicts in a socially acceptable and positive manner that takes into consideration the feelings of others.
- I understand that in an online environment I need to consider the audience of a message using appropriate lists and replies.
- I understand the value of effort, work, accomplishment and the dignity it brings to each person.
- I understand the rights of workers in a global community.

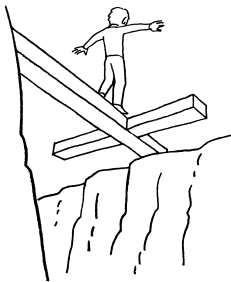


## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Initiative** (Primary/Junior):



#### Big Ideas from a Catholic Perspective:

- Curiosity, wonder and awe
- Positive attitude
- Innovation
- Advocacy for self and others

#### I demonstrate **initiative** when...

- I enjoy learning new things.
- I do not make excuses. I participate and take risks.
- I understand that mistakes are part of learning. I forgive myself; I forgive others.
- I ask relevant questions to show that I am interested and have been listening.
- I enjoy discovering new things. I watch how others learn. I talk about what they are learning about.
- I look for new ways of learning. If I am finished a task early, I use time wisely.
- I am positive about new or unfamiliar experiences. I participate in school activities and challenges that build community.
- I can imagine and try to come up with new ways of doing things.
- I am interested in new ways to produce and create my work.
- I look for tools that are suited to my learning such as the use of technology, library books, newspapers, CD ROMs etc.
- I select my resources carefully to make sure that the information I share and use is reliable and accurate.
- I advocate for what I need to be successful and encourage others to do the same.
- I share my learning with others to further our groups' learning.
- I am able to see things from other peoples' perspectives. I recognize the needs of others and take action.



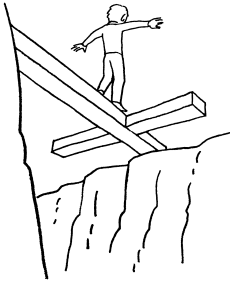
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Initiative (Intermediate/Secondary):**

#### **Big Ideas from a Catholic Perspective:**



- Curiosity, wonder and awe
- Positive attitude
- Innovation
- Advocacy for self and others

#### **I demonstrate initiative when...**

- I show interest and curiosity in what we are studying.
- I am willing, and seek out opportunities, to take risks. I am not afraid to make mistakes. I accept them as a natural part of learning.
- I look for and act on new ideas for projects so that I show excellent work habits and leadership qualities.
- I am open to new strategies and approaches.
- I am interested in new ways to create and publish my work.
- I use tools that are suited to my learning such as the use of technology, library books, newspapers, CD ROMs etc.
- I am a self-directed learner and hope to spread my enthusiasm to others as I investigate and obtain information to develop original ideas and innovative procedures.
- I readily make connections in my learning to prior knowledge, work and other courses.
- My positive attitude helps me to model my ability to belong in a community and be a caring student who participates in extra-curricular activities.
- I am involved in school life (e.g. student council, clubs, teams, activities)
- I advocate for myself and others.
- I am socially aware of my rights and the rights of others. I hope to promote peace and justice in my classroom, school, home parish and wider community.

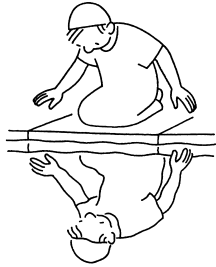


## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Self-Regulation (Primary/Junior)**:



#### **Big Ideas from a Catholic Perspective:**

- Metacognition/Reflection/ Forgiveness
- Goal setting
- Perseverance

I demonstrate **self-regulation** when...

- I know myself as a learner.
- I am aware of my strengths and areas for improvement so that I am able to reach my goals. I accept the strengths and weaknesses of others.
- I make choices that help me meet my goals.
- I set goals, prioritize, and monitor assignment criteria to do my best work possible.
- I ask for help from both the teacher and peers and can implement their suggestions as needed.
- I can think about past experiences, make connections and set new goals so that my personal growth is a witness to my learning.
- I can communicate what I know and what I still need to know to find solutions and solve problems.
- I can use feedback my friends and my teacher give me to improve my work.
- If I can't find a solution I try a different strategy.
- I do not give up when faced with challenges and seek to show my God-given abilities.



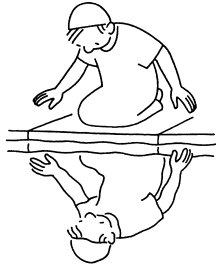
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

*Initial brainstorm  
with colleagues*

### Sample Anchor Chart for **Self-Regulation (Intermediate/Secondary)**:



#### **Big Ideas from a Catholic Perspective:**

- Metacognition/Reflection/ Forgiveness
- Goal setting
- Perseverance

#### **I demonstrate self-regulation when...**

- I am developing my God-given potential and working toward making a meaningful contribution to society.
- I am able to weigh the positive and/or negative outcomes of my actions for myself and others, and base decisions on my reflections.
- I am examining and reflecting on my personal values, abilities and aspirations that influence my life's choices and opportunities.
- I base my decisions not only on my strengths, needs, and interests, but the needs of others.
- I have set achievable, measurable, and challenging goals for myself in both the classroom and the school community
- I monitor and measure my progress towards achieving my goals through feedback from peers, teachers, and parents.
- I actively seek, and act on, feedback I receive.
- I actively work toward the goals I have set for myself.
- I am able to control my emotions and impulses while still expressing how I am feeling.
- I am making decisions in light of gospel values with an informed moral conscience.
- I self advocate. I continue to hone my strengths and develop my weaknesses.
- I persevere with tasks even if they become difficult because I am committed to reaching my goals.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### What evidence will we accept that students are successful?

#### Sample Descriptors for Learning Skills and Work Habits Qualifiers:

The qualifiers **Excellent**, **Good**, **Satisfactory** and **Needs Improvement** used to report on learning skills and work habits on both the Elementary Progress Report and the Provincial Elementary Report Card are evaluative in nature. Students need to conceptualize the meaning of excellence by listening to teacher and peer modelling, through discussion, by reading mentor texts, by deconstructing sample work or by reflecting on life situations that arise in the classroom. Evaluative comments are taken very personally by students and may diminish self worth. Descriptive feedback, given in the context of showing a student how to improve, gives hope and empowers students.

"You can enhance or destroy students' desire to succeed in school more quickly and permanently through your assessment than with any other tools you have at your disposal."

Rick Stiggins

This list of suggested descriptors is a starting point in considering how to formulate specific and descriptive feedback for both students and parents within the classroom as well as for reporting purposes.

<b>Excellent</b>	adaptable, astutely, autonomous, can model, caring, clearly, committed, completely, consistently, discerning, distinguished, divergent, easily, effectively, extensively, exemplary, flawless, flexible, giving, impressive, independently, innovative, insightful, inspirational, kindly, masterfully, meticulously, positively, precisely, proficiently, reflective, reverent, secure, seeks challenges, self-assured, servant leadership, synthesizes, thoroughly, uniquely, virtuous
<b>Good</b>	accomplished, comfortably, competent, confidently, constructively, credible, developed, frequently, generally, independently, influences, knowledgeable, manages, more, most, often, regularly, skilled, successfully, usually
<b>Satisfactory</b>	acceptable, adequate, approaching, at times, developing, fair, inconsistently, learning to, limited, occasionally, sometimes, passable, periodically, some, suitable, with assistance, with coaching, with prompting, with reminders, with supervision
<b>Needs Improvement</b>	assistance needed, avoids, clarification needed, disengaged, few, guidance needed, hardly, indifferent, infrequently, illogical, literal, little, minimal, minor, naïve, numerous attempts, only, poor, rarely, reflection needed, reluctantly, review needed, seldom, simplistic, when required, with difficulty, with supervision, unclear, unsure



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### What evidence will we accept that students are successful?

#### Sample Rubrics:

There are no golden rubrics that can be provided and handed to an educator, a student or a parent that will capture the continuum of behaviours for learning skills and work habits. Children construct their meaning by accessing background knowledge, making connections with previous experiences, participating in and reflecting on exemplary learning activities, and co-constructing criteria. The combination of explicit teaching, creating anchors charts, de-constructing models or exemplars and then creating rubrics makes learning goals visible and attainable – no guessing games are needed.

“When a student becomes a learner and an adult chooses to be a teacher, a *covenant* is created between that teacher and that student. This covenant should spell out clearly what each expects from the other and what each will do for the other...Without this clear statement, assessment and evaluation are turned into a guessing game and often the *student guesses incorrectly.*”

**Consistency in Classroom Assessment (CODE, 2006)**

When developing rubrics consider using a variety of qualifiers to de-emphasize the evaluative aspect of rubrics and suggest a developmental or a ‘growth-over-time process’. Once students feel comfortable with the co-construction of criteria process, educators might try engaging students in brainstorming their own possible qualifiers that are relevant to them. Avoid analogies that may send the wrong meta-message, for example, a series of qualifiers ranging from one scoop to four scoops of ice cream to represent excellence, may be counterproductive to healthy living teachings. Similarly using a range of happy faces to sad face may be misinterpreted by young children as a reflection that the ‘teacher is mad at me or doesn’t like me’. Avoid labels that seem unattainable or make unintended connections for students, for example, the common labels *gold*, *silver* and *bronze* may seem elitist. Students need to believe they can attain the highest levels of success.

On the following pages you will find samples of partial rubrics. These are intended to model what co-constructed rubrics might look like. They also show how to focus on criteria that is linked and appropriate for a given task or time period.

On each page you will see two rubrics. The first is intended for primary/junior students; the second could be used with intermediate/secondary students.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

Responsibility (Primary/Junior)	Growing Roots	Sprouting	Budding	Blossoming
• I take responsibility for my own behaviour, words, and actions.	I am beginning to make connections between my behaviours, words and actions with how they impact me and others. Sometimes I am unsure about how to act or behave with others.	I am developing strategies and skills to match my behaviours, words or actions with agreed upon criteria for our classroom and school. I need reminders occasionally.	I take ownership and reflect on my behaviours words and actions. I look for ways to strengthen my good habits and respect of others.	I understand that everything I do impacts on other people, I am a positive role model in my classroom, school and community. I put myself in someone else's shoes when making a decision that will impact on others.
• I take responsibility for my own learning.	I work on tasks with little effort. Sometimes I need reminders to ask for help if I need it.	I work on tasks when I am asked. I could ask for help or look at the anchor charts to be more precise with my answers.	I complete tasks when I am asked. I ask clarifying questions or consult anchor charts if I do not understand.	I complete tasks when I am asked using resources available to me. I extend my learning and seek challenges because I am interested and curious.

Responsibility (Inter./Secondary)	Needs Improvement	Satisfactory	Good	Excellent
• I take responsibility for my own behaviour, words, and actions.	Sometimes I am unsure about how to act or behave with others. I need reminders or encouragement to act appropriately.	I am developing strategies and skills to match my behaviours, words or actions with agreed upon criteria for our classroom and school.	I use appropriate and respectful language. I understand that my words and actions impact on others and I take this into consideration before I speak or act.	I use appropriate and respectful language, including body language and tone of voice, at all times. I consider the feelings others and weigh both negative and positive consequences before I speak or act. I model through action and encourage others to take responsibility.
• I complete and submit class work, homework and assignments according to agreed-upon timelines	I can identify areas of improvement in completing and submitting class work, homework and assignments according to agreed upon timelines.	I complete tasks but sometimes there may be reasons why the work is not my best work or not completed on the due date. I know I can improve in learning skill behaviour.	I complete tasks on the due date. I let my teachers know when I might have trouble meeting timelines because of things that happen outside of school.	I complete tasks according to agreed-upon timelines. I can predict any problems in meeting timelines and communicate these to my teachers. When I reflect on these experiences I learn to avoid them.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

<b>Organization: (Primary/Junior)</b>	<b>Novice</b>	<b>Apprentice</b>	<b>Manager</b>	<b>Coordinator</b>
• I make a plan and follow it to complete tasks.	Making a plan can be difficult for me. I can outline a few of the steps I need to complete tasks.	I can develop a partial plan to complete tasks. I can follow someone else's plan but need to apply the same skills for my own work.	I can develop a plan and follow it to complete tasks.	I develop a plan using logical steps in order to complete a task. I reflect and adapt my plan as needed to react to challenges or steps I did not think about.
• I gather and use information to complete tasks.	I gather some information from limited resources.	I can gather information for a task. I need to analyze what I have and decide what is important.	I can identify what I need to complete a task. I can manage the information and resources I need. I can use the information and technology to organize my work.	I can coordinate the information and resources I need to complete a task. I can use the information and technology to organize my work. I can set priorities and manage my time.

<b>Organization: (Inter./Secondary)</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
• I make a plan and follow it to complete tasks.	I often do not know when assignments are due and either hand them in late or don't hand them in at all.	I usually complete my assignments just before they are due and often pull all-nighters in order to finish.	I prioritize assignments based on when they are due and always hand them in on time.	I prioritize assignments based on when they are due, how familiar I am with the material, and possible problems that I might encounter. I always hand in my assignments on time, ensuring that my work is high quality.
• I gather and use information to complete tasks.	I race to gather information at the last minute and never check the accuracy of the information or the reliability of my sources. I am often distracted by other websites.	I gather some information and sometimes check the accuracy of the information or the reliability of my sources. I sometimes spend more time on other websites, rather than staying focused on my assignment.	I gather relevant information from a variety of reliable sources; I select which information to use and organize it into a cohesive and easy-to-understand sequence.	I can coordinate information from a variety of reliable sources and always check the accuracy of my information before organizing it and sharing it with others.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

<b>Independent Work: (Primary/Junior)</b>	<b>Novice</b>	<b>Apprentice</b>	<b>Craftsperson</b>	<b>Master Craftsperson</b>
<ul style="list-style-type: none"> <li>Follows instructions with minimal supervision</li> </ul>	I can follow simple instructions. I need reminders or support to complete complex tasks.	I can follow instructions to complete work. I need to review the steps with someone else and be reminded what to do next.	I can follow instructions with minimal supervision. I often remember to use resources to help me complete work.	I listen actively and critically in order to remember and follow instructions. I use resources such as the anchor chart and exemplars to help me remember.
<ul style="list-style-type: none"> <li>Achieves personal learning goals</li> </ul>	I am unsure how my work compares to the success criteria. I need assistance or suggestions to improve my work. I rarely set personal learning goals.	I reflect on the quality of my work based on success criteria. I need to analyze my work to find strengths and areas I could improve. Sometimes I need suggestions on how to improve my work.	I can compare my work with success criteria. I can identify strengths in my work and think of ways to improve my work.	I can reflect on and assess the quality of my work using success criteria. I can identify my strengths. I can talk about my own personal learning goals by identifying next steps for improvement and how I will reach these goals.

<b>Independent Work: (Inter./Secondary)</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<ul style="list-style-type: none"> <li>Flexible and adaptive thinking</li> </ul>	I can follow simple instructions. I need reminders or support to complete complex tasks.	I complete work using step by step instructions. Sometimes I need to review the steps with someone else and be reminded what to do next.	I can use peer and teacher feedback to give me ideas on how to improve my work. I complete tasks by following instructions carefully.	I can self assess, use feedback from others and make connections to previous learning situations to improve my work. I develop my own ideas and solutions. I persist with tasks to complete them by asking clarifying questions seeking solutions and extending information on my own.
<ul style="list-style-type: none"> <li>Achieves personal learning goals</li> </ul>	I am unsure how my work compares to the success criteria. I need assistance or suggestions to improve my work. I rarely set personal learning goals.	I reflect on the quality of my work based on success criteria. I need to analyze my work to find strengths and areas I could improve. Sometimes I need suggestions on how to improve my work.	I can compare my work with success criteria. I can identify strengths in my work and think of ways to improve my work.	I can reflect on and assess the quality of my work using success criteria. I can identify my strengths. I can talk about my own personal learning goals by identifying next steps for improvement and how I will reach these goals.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

<b>Collaboration: (Primary/Junior)</b>	<b>Participant</b>	<b>Group Member</b>	<b>Cheerleader</b>	<b>Team Leader</b>
• Inclusion	Sometimes I don't invite people to my group or I won't want to work with some students in our class. I need to think of the feelings of others. I need to accept the different gifts of all members of our learning community.	I work with my group members. I prefer to work with my friends. Sometimes I let others do more than their fair share or sometimes I don't allow all group members to contribute equally.	I do my job and help others do their jobs because we are all part of the learning community.	I invite others into a discussion making sure that everyone's voice is heard. I celebrate their contributions because we are a community of learners.
• Conflict resolution	Sometimes I don't agree with the ideas of others and it is hard for me to get along in a group. I get frustrated or angry and sometimes I don't know what to do. Sometimes I forget to try strategies that I know might help.	I share my ideas and information with others. I try to respond positively to the ideas and opinions of others. Sometimes I may feel frustrated. I try several strategies to resolve conflicts.	I think before I speak and act because I know I will impact on others. I accept other people's opinions even though they are different from mine. I look for ways of finding solutions to conflicts.	I find a way to solve a problem without getting angry or saying or doing hurtful things. I ask myself 'What is Jesus doing in me and through me?' I recognize when others need help. I can compromise to build peace in our learning community.

<b>Collaboration: (Inter./Secondary)</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
• Inclusion	Sometimes I don't invite people to my group or I won't want to work with some students in our class. I need to think of the feelings of others. I need to accept the different gifts of all members of our learning community.	I work with my group members. I prefer to work with my friends. Sometimes I let others do more than their fair share or sometimes I don't allow all group members to contribute equally.	I work willingly and cooperatively with others. I do my fair share of the work and help others do their job because we are all part of the learning community.	I listen to, acknowledge, and respond positively to the ideas, opinions, values and traditions of others. I invite others into a discussion making sure that everyone's voice is heard. I celebrate their contributions because we are a community of learners.
• Conflict resolution	Sometimes I don't agree with the ideas of others and it is hard for me to get along in a group. I get frustrated or angry and sometimes I don't know what to do. Sometimes I forget to try strategies that I know might help.	I share my ideas and information with others. I try to respond positively to the ideas and opinions of others. I consider the immediate and long term effects of my actions on others. I try several strategies to resolve conflicts.	I consider the immediate and long term effects of my actions on others. I accept other people's opinions even though they may be different from mine. I look for ways of finding solutions to conflicts. I listen and compromise as required for the success of the group.	I believe that everyone has the right to contribute. I value the dignity of others and resolve conflicts in a positive way. I recognize when others need help. I can compromise and help to build peace in our learning community.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

Initiative: (Primary/Junior)	Observer	Contributor	Risk Taker	Pioneer
• Curiosity, wonder and awe	I have difficulty getting excited about learning. When given choice I often pick the same way of demonstrating my learning. Sometimes I seem unsure how to start or I need suggestions.	There are some topics that really interest me. Sometimes I am willing to try new things. Sometimes I may be reluctant and want to keep working in the same way as before.	I look for new ways to express myself and demonstrate my learning. I am willing to try new things in order to improve my work. I approach new tasks with a positive attitude.	I am a self-directed learner. I am curious about the world and marvel at all God's creations. I can investigate and ask questions on my own to help me learn. I excite others about learning.
• Advocacy for self and others	I am reluctant to speak out or explain to others what is right for me. Sometimes I have difficulty thinking about the needs of others and how they might feel.	I have a positive attitude most of the time. I know what feels right for me but sometimes it is hard to express myself or tell others. I think I know what is fair but sometimes I don't know what strategies to try to make things better.	I know what I need to be successful and can ask for these. I can help others be successful. I know when a situation is not fair and try to help make the situation better.	I can explain what fairness means. I am socially aware of my rights and the rights of others. I recognize injustice. I hope to promote peace and justice in my classroom, school and in the community.

Initiative: (Inter./Secondary)	Needs Improvement	Satisfactory	Good	Excellent
• Innovation	I replicate ideas instead of being innovative and original. Sometimes I make excuses. Taking risks is difficult for me. I don't like completing new or unusual tasks. I have difficulty seeing things from different perspectives. I do not make respectful choices when I have a supply teacher. I rarely seek out reference materials and new information.	There are some topics that interest me, but often I replicate ideas instead of being innovative and original. When motivated, I can see things from different perspectives. I usually make respectful choices when I have a supply teacher. Sometimes, I seek out reference materials and new information.	I am innovative and original. I seek out new challenges and information. I try to see things from different perspectives. I make responsible decisions, including when I have a supply teacher.	I am innovative and original. I am always looking for new ways of doing things. I willingly seek out new challenges and information to extend my learning. I always try to see things from different perspectives and encourage others to do the same. I always choose responsible choices, even when I have a supply teacher, and encourage others to do the same.
• Advocacy for self and others	I think that everyone should complete the same assignments. I often don't recognize what needs to be accomplished right away. I do not usually advocate for myself and my needs or I advocate for something that is not fair to all. It is difficult for me to understand the learning needs of the whole class.	I am beginning to understand that fairness doesn't mean equal or the same. I sometimes recognize what needs to be done right away. I can explain my learning needs but sometimes I don't know how to advocate for myself and my learning needs. I can disrupt the learning environment.	I can identify when situations are not fair and I try to advocate for fairness. I recognize what needs to be accomplished right away. I advocate for myself and my learning needs and try to advocate for others, as well. I am usually attentive during class to support my own success and the success of others.	I respect different learning style and recognize that equity does not mean the same. I recognize what needs to be accomplished right now. I advocate for myself and my learning needs and encourage others to self-advocate. I am consistently attentive during class in order to respect the learning needs and the success of the class.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

The following partial rubrics are intended to be samples of co-constructed rubrics using focused criteria:

<b>Self-Regulation: (Primary/Junior)</b>	<b>Fishnet</b>	<b>Burlap</b>	<b>Corduroy</b>	<b>Velvet</b>
• Goal setting	Comparing my work to the anchor chart or exemplars is difficult for me. I'm unsure how to 'bump up' my work or how to get to the next level. Sometimes I need suggestions about goals I can attain.	I can pick out strengths and a few areas of improvement in my work. When prompted or through questioning I can compare my work to exemplars and can set goals for the next try.	I know what is expected of me. I can compare my work against criteria and other students' work. I can improve my own work. I can set goals for myself when we work through the process in together.	I prioritize what I need to be successful. I set goals, monitor my progress independently and adjust as needed to hit the targets I have set for myself. I can gather evidence of my learning.
• Perseverance	I find it difficult to keep trying. Sometimes I don't know what to try next. Sometimes I lose hope and want to give up.	Usually I ask for clarification when I don't understand. Sometimes I don't use all the resources available to me such as anchor charts, exemplars or feedback given to me by peers or my teacher.	I know where I want to go with my work. I ask for assistance from both my teacher and my peers. I try to improve my work based on their suggestions and feedback.	I analyze a situation to think of solutions and evaluate the consequences before I act. I consider mistakes to be opportunities for learning. I do not give up when faced with challenges. I want to discover my God given abilities.

<b>Self-Regulation: (Inter./Secondary)</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
• Metacognition/ Reflection	Comparing my work to an anchor chart or exemplars is difficult for me. I'm unsure how to 'bump up' or improve the quality of my work. Sometimes I need suggestions about choosing strategies that will help me make adjustments in my learning.	Through guided practice I can reflect on the quality of my work. I can pick out strengths and a few areas of improvement. When prompted or through questioning I can compare my work to exemplars and consider how to use feedback.	I know myself as a learner. I know what works for me. When prompted or as required I reflect back on my work to consider how I could improve. Looking at exemplars or incorporating feedback would help me improve the quality of my work.	I know myself as a learner. I know my needs, plan and take steps to address them. I monitor my progress and make adjustments to improve how I learn. I am willing to learn from my mistakes and to learn from others.
• Goal Setting	I find it difficult to keep trying. Setting appropriate and realistic goals is difficult for me. Sometimes I lose hope and want to give up.	Usually I ask for clarification when I don't understand. Sometimes I don't use all the resources available to me such as anchor charts, exemplars or feedback given to me by peers or my teacher.	I know where I want to go with my work. I ask for assistance from both my teacher and my peers. I try to improve my work based on their suggestions and feedback.	I prioritize what I need to be successful. I set goals, monitor my progress independently and adjust as needed to hit the targets I have set for myself. I can gather evidence of my learning.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Opportunity for Professional Learning #3

Consider the chart copied from p. 31 of ***Growing Success***. How has the language of assessment changed to reflect the growing understanding and importance of the role of assessment?

### The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<b>Assessment for learning</b> “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</li> </ul>
	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</li> </ul>
<b>Assessment as learning</b> “Assessment <i>as</i> learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</li> </ul>
<b>Assessment of learning</b> “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)	<b>Summative assessment:</b> <ul style="list-style-type: none"> <li>occurs at or near the end of a period of learning, and may be used to inform further instruction.</li> </ul>	The information gathered: <ul style="list-style-type: none"> <li>is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</li> </ul>



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### Opportunity for Professional Learning #4

Formative assessment *does* make a difference, and it is the quality, not the quantity, of feedback that merits our closest attention. By quality of feedback, we now realize that we have to understand not just the technical structure of the feedback (such as the accuracy, comprehensiveness and appropriateness) but also its accessibility to the learner (as a communication), its catalytic and coaching value, and its ability to inspire confidence and hope.

(Sadler, 1998)

"If you can both listen to children and accept their answers not as things to be judged right or wrong but as pieces of information to reveal what the child is thinking, you will have taken a giant step to becoming a master teacher."

(Easley & Zwoyer, 1975 (in Saphier et al, 2008))

The indispensable conditions for improvement are: that the students come to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself, and has a repertoire of alternative moves or strategies from which to draw at any given point.

(Sadler, 1989)

"The mistake I was making was seeing feedback as something *teachers provided to students* – they typically did not, although they made claims they did it all the time, and most of the feedback they did provide was social and behavioural. It was only when I discovered that feedback was most powerful when it is *from the student to the teacher* that I started to understand it better. When teachers seek, or at least are open to, feedback for students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible."

(Hattie, 2009)

How do these four quotations link to assessment **for** and **as** learning?

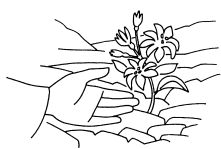
How might you use assessment **for** and **as** learning to give hope to a student that struggles?



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### Developing Strong Roots: How will we help students be successful?

Assessment for Learning Strategies

One approach to ***planting seeds for success*** is to implement assessment ***for*** and ***as*** learning strategies. *Assessment for Learning* strategies help to set targets for students and define quality work and behaviours. Involving students in the assessment process helps each student understand how he or she will be assessed so he or she can monitor his or her own progress over time.

#### 1) Setting and Sharing Learning Goals:

Learning goals are translations of curriculum expectations into student friendly, plain language. Stated in terms of 'I know...', 'I can...' these learning goals are shared with students at the beginning of a class or a series of tasks. They form the basis for future discussion with the teacher as well as lay the foundation for metacognition and self-assessment.

Learning goals for learning skills and work habits can be shared and infused into daily practice. Linking the learning goals to the Catholic Graduate Expectations and the gospel values of Catholic Character Formation and explicitly sharing or developing these links as a classroom community ensures a strong and rich development of Catholic teachings.

#### 2) Describing Quality:

Understanding what quality evidence looks like is a vital aspect of the assessment process. Co-constructing criteria in relation to evidence of learning (e.g. products, processes, or collections of evidence) engages students in the assessment process and allows them to make connections with their own work and what quality work or exemplary learning

#### A Continuum of Professional Learning and Classroom Implementation

Implementing assessment *for* learning and *as* learning in the classroom can be challenging, requiring a transformation in our perception of the teacher-student relationship, as well as new learning about strategies.

Success lies in taking an approach that recognizes the interdependence of practices related to assessment *for* learning and assessment *as* learning. By clearly identifying, sharing, and clarifying learning goals and success criteria, teachers lay the foundation for practices such as providing feedback and enabling students to develop skills in peer and self-assessment.

Teachers are also encouraged to take an "assessment *for* learning and *as* learning" approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals.

Principals champion the importance of assessment for learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system data to monitor progress.

***Growing Success***, p.36.



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behaviours look like. Using samples helps students co-construct criteria to support their learning. Clear criteria that describes quality and success helps students self-monitor and see ways to make improvements. This process scaffolds students' learning. The criteria become the foundation for ongoing feedback as well as self and peer assessment. Teachers may decide to use the criteria as a list, in T-chart form, or construct a rubric that describes levels of quality.

### The Process of Co-constructing Criteria\*:

- Brainstorm with students the criteria for success, exemplary work or behaviours,
- Sort and classify the criteria,
- Create a T-chart,
- Revisit and refine over time as needed.

\*From **Setting and Using Criteria** by K. Gregory, C. Cameron, and A. Davies. (1996). Connections Publishing. (pg.7, 8, 11, 13) Used with permission.

### 3) Descriptive, Specific and Timely Feedback:

The co-constructed criteria is shared and understood by all members of the class. The responsibility of providing feedback is no longer solely on the shoulders of the educator. The criteria or rubric coupled with questions can assist teachers to create a cycle of timely feedback. Peers can help each other because they understand what success looks like and can use the language of the criteria to support peer and self-assessment. In this way, self-assessment becomes feedback for learning - an integral part of the learning process.

### 4) Self and Peer Assessment Leading to Goal Setting:

*Assessment for Learning* is a cyclical process. When a student reflects back on the learning goal(s) and compares his or her work or behaviours to the criteria, identifying areas for improvement and setting goals become a natural process of learning. This reflective or metacognitive process is considered **assessment as learning**.

The sample anchor charts included in the previous section were co-constructed by educators during the constructivist phase of professional learning to 'unpack' the meaning of each learning skill and work habit. What would each learning skill look like from division to division as students mature and gain more experience?



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The lists on the following pages are samples of criteria that now represent a further stage in co-constructing criteria – sorting the criteria based on big ideas.

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Responsibility	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Responsibility for own behaviours, words and actions</b> <ul style="list-style-type: none"> <li>• A self-directed, responsible lifelong learner</li> <li>• Accepts accountability for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>• I do what I'm supposed to do when I am supposed to do it.</li> <li>• I know what to do when I need help.</li> <li>• When I have done something wrong, I admit what I have done. I apologize.</li> <li>• I stay on task, even when the teacher is not looking.</li> <li>• I put my belongings where they should go.</li> <li>• I pick up after myself and help my friends pick up their things.</li> <li>• I do not take things that don't belong to me unless I have asked to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• I follow classroom rules and feel confident that I understand my role in our classroom community.</li> <li>• I take care of my belongings and am prepared for class.</li> <li>• When I have done something wrong, I admit what I have done. I apologize.</li> <li>• I ask for help and use classroom resources when I have a question</li> <li>• I treat other people's things how I want my things to be treated.</li> </ul>
<b>Compassion and commitment</b> <ul style="list-style-type: none"> <li>• Is considerate and empathetic</li> <li>• Gives of one's self in service to others</li> </ul>	<ul style="list-style-type: none"> <li>• I say and do kind things because, when I do, other people will feel good (I say "please" and "thank you", I speak when it is my turn).</li> </ul>	<ul style="list-style-type: none"> <li>• I say and do kind things because I know that my actions will impact others; I consider others' feelings.</li> </ul>
<b>Community</b> <ul style="list-style-type: none"> <li>• Responsible citizen</li> <li>• Demonstrates respect for the dignity and welfare of others</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my classroom.</li> <li>• I respect guests in our school.</li> <li>• I know when my friends are sad and I try to make them feel better.</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my role in the classroom and school community.</li> <li>• I respect all guests into our classroom.</li> <li>• I know when my friends are upset and I try to make them feel better.</li> <li>• I know I have a role to play in stopping bullying.</li> </ul>
<b>Stewardship of the environment</b> <ul style="list-style-type: none"> <li>• Recognizes the sacredness of creation; the sacredness of the human body; cares of the school community; cares for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• I take care of my classroom and school environment (e.g., picking up my own garbage or things that I see in the halls or the school yard, recycling containers instead of throwing them out, turning off the computer after I have used it, turning off the lights when I leave the room, respect other people's property).</li> <li>• I know I can care for God's creation.</li> <li>• I can make a difference in the world by helping others.</li> </ul>	<ul style="list-style-type: none"> <li>• I respect my classroom, school and community environment by cleaning up and helping others clean (e.g., picking up my own garbage or things that I see in the halls or the school yard, recycling containers instead of throwing them out, turning off the computer after I have used it, turning off the lights when I leave the room, respect other people's property).</li> <li>• I know I can care for God's creation.</li> <li>• I can make a difference in the world by helping others.</li> </ul>



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What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Responsibility	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Responsibility for own behaviours, words and actions</b> <ul style="list-style-type: none"> <li>• A self-directed, responsible lifelong learner</li> <li>• Accepts accountability for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>• I take responsibility for my actions and do not blame others.</li> <li>• I choose respectful behaviours within and outside of the classroom.</li> <li>• I have a sense of purpose in the classroom and school community.</li> <li>• I take care of my belongings and am prepared with appropriate learning materials.</li> <li>• I respect other people's belongings and ask permission before borrowing something.</li> <li>• I ask for clarification when I don't understand.</li> </ul>	<ul style="list-style-type: none"> <li>• I take responsibility for my actions. I do not make excuses or blame others for my choices.</li> <li>• I use appropriate and respectful language, including body language.</li> <li>• I choose respectful behaviours within and outside of the classroom, including the digital world.</li> <li>• I am responsible for knowing myself as a learner including managing how I learn and using time effectively.</li> </ul>
<b>Compassion and commitment</b> <ul style="list-style-type: none"> <li>• Is considerate and empathetic</li> <li>• Gives of one's self in service to others</li> </ul>	<ul style="list-style-type: none"> <li>• I treat peers the way I would like to be treated.</li> </ul>	<ul style="list-style-type: none"> <li>• I respect other people's opinions, space, property and identity because I know how it feels to be judged.</li> </ul>
<b>Community</b> <ul style="list-style-type: none"> <li>• Responsible citizen</li> <li>• Demonstrates respect for the dignity and welfare of others</li> </ul>	<ul style="list-style-type: none"> <li>• I chose to play an active role in the life of the school community.</li> <li>• I respect all of my teachers and peers because I know that my actions and words impact on others; I consider others' feelings.</li> <li>• I am welcoming and accepting of guests and new members in our school community.</li> </ul>	<ul style="list-style-type: none"> <li>• I chose to play an active role in the life of the school community.</li> <li>• I choose to be respectful to staff, supply teachers, students, and guests because I am aware of the impact I have on others.</li> <li>• I interact positively with all members of the school community.</li> <li>• I am an active member of the school community and assist in improving the learning environment.</li> </ul>
<b>Stewardship of the environment</b> <ul style="list-style-type: none"> <li>• Recognizes the sacredness of creation; the sacredness of the human body; cares of the school community; cares of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my school and keep it clean and safe.</li> <li>• I know I can care for God's creation.</li> <li>• I can make a difference in the world by helping others.</li> </ul>	<ul style="list-style-type: none"> <li>• I keep my school environment clean and safe and encourage others to do so, as well.</li> <li>• I act as a witness to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</li> <li>• I can and will make a difference in this world.</li> </ul>



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Exploring Learning Skills and Work Habits from a Catholic Perspective

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What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Organization	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Makes plans</b> <ul style="list-style-type: none"> <li>• A self-directed, responsible lifelong learner</li> <li>• Demonstrates flexibility and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a plan for my work.</li> <li>• I can use a tool like a graphic organizer to organize, show and record my thinking.</li> <li>• I can use a different strategy if one isn't working.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how to use a graphic organizer to plan my learning and to set goals.</li> <li>• I can choose from a variety of tools to match my learning needs.</li> <li>• I can explain why a strategy isn't working and how I have adapted my plan.</li> </ul>
<b>Gathers information</b> <ul style="list-style-type: none"> <li>• To take responsibility; to persevere despite all else, to trust in God's plan in spite of obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• I know what I need for my work.</li> <li>• I know how to find materials and resources and where they belong so everyone can use them.</li> <li>• I am learning how to find information on-line.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what I need to be successful.</li> <li>• I know how to find materials and resources and where they belong so everyone can use them.</li> <li>• I can find information on-line and know that I have to make sure it is accurate and valid.</li> <li>• I do not take other people's ideas or words. I act with integrity.</li> </ul>
<b>Manages time</b> <ul style="list-style-type: none"> <li>• Applies effective communication, decision-making, problem –solving, time and resource management skills</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to find things in my desk and in the classroom.</li> <li>• My things are not in other people's space (Our classroom is safe because it is neat and tidy.)</li> <li>• I stay focused on a task. If there is an interruption I come back to the task.</li> <li>• I keep track of how much time I have to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>• I take the time to organize my belongings.</li> <li>• I know where my things are and where things belong in the classroom.</li> <li>• I begin and complete tasks in a timely fashion. I do what I should do when I should be doing it. I do not interrupt others.</li> </ul>
<b>Sets priorities</b> <ul style="list-style-type: none"> <li>• Accepts responsibility for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>• I know there are steps to a task. I can plan the steps; decide which ones are the most important ones; carry out the plan; reflect and adapt if I need to make changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I know there are steps to a task. I can plan the steps; decide which ones are the most important ones; carry out the plan; reflect and adapt if I need to make changes.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Organization	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Makes plans</b> <ul style="list-style-type: none"> <li>A self-directed, responsible lifelong learner</li> <li>Demonstrates flexibility and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>I can decide which graphic organizer or planning tool will help me to clearly map out my ideas and plan next steps in my learning.</li> <li>Based on my learning style or the task I can match the need to the appropriate strategy to help me be successful.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose from a variety of tools, including digital apps, to help me organize my ideas and plan out a complex task.</li> <li>I can explain how the plan connects to other content or real life contexts. I can predict how this will help me in the future.</li> </ul>
<b>Gathers information</b> <ul style="list-style-type: none"> <li>To take responsibility; to persevere despite all else, to trust in God's plan in spite of obstacles</li> </ul>	<ul style="list-style-type: none"> <li>I know what I need to be successful. I am starting to connect my thinking with a future pathway.</li> <li>I know how to find information from a variety of sources including digital media. I know how to validate for reliability and validity.</li> <li>I cite information correctly and with integrity. I do not take other peoples' ideas or words.</li> </ul>	<ul style="list-style-type: none"> <li>I know what I need to be successful for this course and how it relates to the pathway I have chosen.</li> <li>I know how to find information from a variety of sources including digital media. I know how to validate for reliability and validity.</li> <li>I cite information correctly and with integrity. I do not take other peoples' ideas or words.</li> </ul>
<b>Manages time</b> <ul style="list-style-type: none"> <li>Applies effective communication, decision-making, problem-solving, time and resource management skills</li> </ul>	<ul style="list-style-type: none"> <li>I have strategies to organize my work.</li> <li>I organize my binders and keep my notes in order.</li> <li>I organize electronic files to be able to communicate efficiently with my teacher and peers.</li> <li>I submit/process work/ homework and assignments on time or negotiate deadlines with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I manage information effectively by keeping neat notebooks, organizing electronic files and portfolios to communicate and transfer information efficiently.</li> <li>I submit process work/ homework and assignments on time or negotiate deadlines with the teacher.</li> </ul>
<b>Sets priorities</b> <ul style="list-style-type: none"> <li>Accepts responsibility for one's own actions</li> </ul>	<ul style="list-style-type: none"> <li>I use strategies daily to prioritize and order my work and my activities.</li> <li>I value and keep track of how much time I have and use it wisely to complete my work on time.</li> <li>I set priorities and manage my time.</li> </ul>	<ul style="list-style-type: none"> <li>I select strategies, tools and resources that support my learning style and offset any areas of improvement needed to stay organized because I know myself as a learner.</li> <li>I set priorities and manage my time effectively by creating realistic timelines and sticking to them.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Independent Work	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Flexible and adaptive thinking</b> <ul style="list-style-type: none"> <li>• Thinks reflectively and creatively to evaluate situations and solve problems</li> <li>• Demonstrates flexibility and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell the learning goal and explain why we are working on this goal.</li> <li>• I can help develop the success criteria. I can use the criteria along with examples to help me understand my own work and make it better.</li> <li>• I can develop my own ideas and make connections.</li> <li>• I use background knowledge to help me solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the importance of the learning goals.</li> <li>• I can help develop the success criteria. I can use the criteria along with examples to help me understand my own work and make it better.</li> <li>• I can develop my own ideas, make connections and help others improve their work.</li> <li>• I use background knowledge and a variety of strategies to help me solve problems.</li> </ul>
<b>Follows instructions</b> <ul style="list-style-type: none"> <li>• Takes initiative and demonstrates Christian leadership</li> <li>• Respect for dignity and welfare of others</li> </ul>	<ul style="list-style-type: none"> <li>• I follow rules and routines without reminders. I know what to do when I need to do it.</li> <li>• I follow instructions and will retell them in order to make sure that I understand what I have to do.</li> <li>• I sit quietly during whole group instructions.</li> <li>• I listen when others are speaking without interrupting.</li> <li>• I stay on task. I respect when others are working by not interrupting them.</li> <li>• I complete independent tasks on my own and ask for help only when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• I follow rules and routines without needing to be reminded and I help others do the same (modeling expectations, helping those having difficulty started).</li> <li>• I follow instructions and I know what I am asked to do.</li> <li>• I am able to work without direct teacher supervision.</li> <li>• I demonstrate active listening skills without interrupting others.</li> <li>• I remain focused on my task and am not distracted by others.</li> <li>• I complete independent tasks on my own, using classroom resources when I need to.</li> </ul>
<b>Achieves personal learning goals</b> <ul style="list-style-type: none"> <li>• Sets appropriate goals and priorities in school, work and personal life</li> <li>• Brings one's gifts to fruition</li> </ul>	<ul style="list-style-type: none"> <li>• I complete all my work.</li> <li>• I am proud of my work so I look for ways to improve it (i.e. using anchor charts, feedback, checklists, rubrics).</li> <li>• I know it is important to set goals. I try to set goals that are right for me.</li> </ul>	<ul style="list-style-type: none"> <li>• I complete all tasks, including all process work/homework, on time and with care.</li> <li>• I am proud of my work so I look for ways to improve it (i.e. using anchor charts, feedback, checklists, rubrics).</li> <li>• I set goals that are right for me. I reflect on the goals to make sure they are appropriate and realistic for me – not too easy; not too challenging.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Independent Work	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Flexible and adaptive thinking</b> <ul style="list-style-type: none"> <li>• Thinks reflectively and creatively to evaluate situations and solve problems</li> <li>• Demonstrates flexibility and adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the importance of the learning goals both academically and in learning skills and work habits.</li> <li>• I can help develop the success criteria. I can use the criteria along with examples to help me understand my own work and make it better.</li> <li>• I can develop my own ideas, make connections and help others improve their work.</li> <li>• I use background knowledge and a variety of strategies to help me solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the importance of the learning goals both academically and in learning skills and work habits. I can articulate how these goals will relate to future learning or experiences.</li> <li>• I can help develop the success criteria. I can use the criteria along with examples to help me understand my own work and make it better.</li> <li>• I can develop my own ideas, make connections and help others improve their work.</li> <li>• I use background knowledge and a variety of strategies to help me solve problems.</li> </ul>
<b>Follows instructions</b> <ul style="list-style-type: none"> <li>• Takes initiative and demonstrates Christian leadership</li> <li>• Respect for dignity and welfare of others</li> </ul>	<ul style="list-style-type: none"> <li>• I choose behaviours that will support the learning of all the students in my class.</li> <li>• I follow instructions and I can retell/recall what I am asked to do.</li> <li>• I am able to work without direct teacher supervision.</li> <li>• I demonstrate active listening skills without interrupting others.</li> </ul>	<ul style="list-style-type: none"> <li>• I choose behaviours that will support the learning of all the students in my class.</li> <li>• I follow instructions and paraphrase what I am asked to do. I support others who may struggle.</li> <li>• I arrive to class on time, settle to work quickly, and stay on-task throughout class.</li> <li>• I listen actively and critically in order to remember and follow lesson instructions</li> </ul>
<b>Achieves personal learning goals</b> <ul style="list-style-type: none"> <li>• Sets appropriate goals and priorities in school, work and personal life</li> <li>• Brings one's gifts to fruition</li> </ul>	<ul style="list-style-type: none"> <li>• I complete all tasks, including all process work/homework, on time and with care.</li> <li>• I make improvements to my work based on feedback from myself, my peers and my teachers.</li> <li>• I am starting to set goals towards a pathway for myself.</li> <li>• I am willing to try a variety of activities. I set appropriate goals for school, activities and personal life.</li> </ul>	<ul style="list-style-type: none"> <li>• I am self motivated to learn and accept responsibility for my learning. I plan and set personal goals to achieve success in each of my courses.</li> <li>• I prioritize my assignments, make a plan to complete all the work, and submit quality work on time.</li> <li>• I set personal goals and maintain a balance in my school, work and personal life.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

### Sample Student-generated Anchor chart by Division:

**Brainstorm &  
sort criteria**

Learning Skill and Work Habit:		
Collaboration	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Participation, inclusion and sharing</b> <ul style="list-style-type: none"> <li>Respects the rights, responsibilities and contributions of self and others</li> <li>Is welcoming and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>I use kind words.</li> <li>I invite others to be part of my group.</li> </ul>	<ul style="list-style-type: none"> <li>I use kind words and appropriate language, gestures, and images.</li> <li>I include others in my group activities.</li> </ul>
<b>Community; the Common Good</b> <ul style="list-style-type: none"> <li>Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</li> </ul>	<ul style="list-style-type: none"> <li>I listen to others while they share their ideas – I wait for my turn and for others to take their turn.</li> <li>I keep my hands, feet and body to myself.</li> <li>I play fairly and let everyone have a turn.</li> </ul>	<ul style="list-style-type: none"> <li>I accept other people's opinions, even if they are different than mine.</li> <li>I keep my hands, feet and body to myself.</li> <li>I play and work fairly and let everyone have a turn.</li> </ul>
<b>Healthy relationships</b> <ul style="list-style-type: none"> <li>Works effectively as an interdependent team member</li> </ul>	<ul style="list-style-type: none"> <li>I do my job and help others.</li> <li>I mind my own business when things don't involve me.</li> <li>I ask to do different jobs in the classroom and let others do the same.</li> </ul>	<ul style="list-style-type: none"> <li>I do my job and offer help to others.</li> <li>I mind my own business when things don't involve me.</li> <li>I volunteer for different roles in the classroom.</li> </ul>
<b>Conflict Resolution</b> <ul style="list-style-type: none"> <li>Creates, adapts, evaluates new ideas in light of the common good</li> </ul>	<ul style="list-style-type: none"> <li>I share my ideas and information in a respectful way.</li> <li>I am careful with my words before I speak.</li> <li>I am happy when I or someone else is successful.</li> </ul>	<ul style="list-style-type: none"> <li>I share my ideas and information in a respectful way.</li> <li>I think before I speak and use positive problem solving strategies.</li> <li>I am happy when I or someone else is successful.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

### Sample Student-generated Anchor chart by Division:

**Brainstorm & sort criteria**

Learning Skill and Work Habit:		
Collaboration	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Participation, inclusion and sharing</b> <ul style="list-style-type: none"> <li>Respects the rights, responsibilities and contributions of self and others</li> <li>Is welcoming and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>I speak kindly and appropriately with my peers, teachers and guests to the school.</li> <li>I voice concern against excluding others and work with everyone in my class.</li> </ul>	<ul style="list-style-type: none"> <li>When communicating verbally or in text, I ensure that my words are respectful and appropriate.</li> <li>I interact with all students, even if they are not members of my social group.</li> </ul>
<b>Community; the Common Good</b> <ul style="list-style-type: none"> <li>Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good</li> </ul>	<ul style="list-style-type: none"> <li>I accept other people's opinions, even if they are different from mine.</li> <li>I respect people's personal space by keeping my hands, feet and body to myself.</li> <li>I am a "good sport" and can compromise.</li> </ul>	<ul style="list-style-type: none"> <li>I listen respectfully to other's opinions and discuss ideas critically and positively.</li> <li>I respect people's personal space, property, opinions, and identity. I make decisions for the good of the group rather than for my own benefit.</li> <li>I understand that to succeed we need to work together.</li> <li>I can defer for the good of the group.</li> </ul>
<b>Healthy relationships</b> <ul style="list-style-type: none"> <li>Works effectively as an interdependent team member</li> </ul>	<ul style="list-style-type: none"> <li>I do my job, recognize when others need help and offer to support.</li> <li>I mind my own business.</li> <li>I take on different roles when working in groups and help to delegate the various responsibilities.</li> <li>I can communicate safely and respectfully using digital media.</li> </ul>	<ul style="list-style-type: none"> <li>I strive to be a role model and choose behaviours that will ensure everyone's success.</li> <li>I don't interfere in other's problems unless I have been asked to help.</li> <li>In group work, I organize roles based on individual strengths to ensure everyone's success.</li> <li>I can communicate safely and respectfully using digital media.</li> </ul>
<b>Conflict Resolution</b> <ul style="list-style-type: none"> <li>Creates, adapts, evaluates new ideas in light of the common good</li> </ul>	<ul style="list-style-type: none"> <li>I share my ideas and learn from other's ideas.</li> <li>I believe everyone has good ideas and has the right to express them to the group.</li> <li>I use positive problem solving strategies.</li> <li>I can compromise to ensure the overall success of the group.</li> <li>I celebrate my own and other people's successes.</li> </ul>	<ul style="list-style-type: none"> <li>I share my opinions and learn from others. I respect many points of view.</li> <li>I can find ways to solve problems without being rude or condescending in my tone of voice or body language.</li> <li>I can compromise and work to achieve consensus to ensure overall success of the group.</li> <li>I take pride in my own successes as well as those of others.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm &  
sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Initiative	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Curiosity, wonder and awe</b> <ul style="list-style-type: none"> <li>Self-directed lifelong learner</li> <li>Inspired by the gift of creation; motivated to inquire and respectful of all new learning</li> </ul>	<ul style="list-style-type: none"> <li>I am excited to try new things.</li> <li>I am curious. I ask questions to understand.</li> </ul>	<ul style="list-style-type: none"> <li>I am willing to try doing new things or doing things in a new way.</li> <li>I am curious. I ask questions and seek answers and clarify meaning.</li> </ul>
<b>Positive attitude</b> <ul style="list-style-type: none"> <li>Responds to, manages and constructively influences change in a discerning way</li> <li>Collaborative communicator</li> </ul>	<ul style="list-style-type: none"> <li>I think I can, I think I can.</li> <li>I am positive about learning experiences.</li> <li>I ask questions to understand better.</li> <li>I play and work with others.</li> </ul>	<ul style="list-style-type: none"> <li>I never give up.</li> <li>I am positive about learning experiences.</li> <li>I ask questions to clarify meaning.</li> <li>I work with anyone in my class.</li> </ul>
<b>Innovation</b> <ul style="list-style-type: none"> <li>Achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others</li> </ul>	<ul style="list-style-type: none"> <li>I can imagine and come up with new ideas.</li> <li>I make connections between activities that I do.</li> <li>I learn from my mistakes.</li> <li>I look for things to do when I am done the task that I have been asked to do.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply strategies that I have learned in new situations.</li> <li>I can make connections from one subject to another.</li> <li>I learn from my mistakes and the mistakes that others make.</li> <li>When I am finished my current task, I find another learning task to engage in while my classmates continue to work.</li> </ul>
<b>Advocacy for self and others</b> <ul style="list-style-type: none"> <li>Exercises Christian leadership in the achievement of individual and group goals; called to serve</li> <li>Is welcoming and inclusive; has a willingness to cooperate and is unified though diversity</li> </ul>	<ul style="list-style-type: none"> <li>I know what I need and can ask for it.</li> <li>I encourage my friends.</li> <li>I know what is fair and will help to make peace.</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I need to help me be successful.</li> <li>I encourage others to participate.</li> <li>I know what is fair. I will help to prevent injustice in the classroom and on the yard.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

### Sample Student-generated Anchor chart by Division:

**Brainstorm &  
sort criteria**

Learning Skill and Work Habit:		
Initiative	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Curiosity, wonder and awe</b> <ul style="list-style-type: none"> <li>Self-directed lifelong learner</li> <li>Inspired by the gift of creation; motivated to inquire and respectful of all new learning</li> </ul>	<ul style="list-style-type: none"> <li>I am not afraid to do new things or to try to do things in a new way using new strategies and resources.</li> <li>I am curious. I ask relevant questions to make sure I understand.</li> </ul>	<ul style="list-style-type: none"> <li>I seek new learning opportunities and challenges.</li> <li>I am curious about myself and the world. I ask relevant questions to help me make meaning.</li> </ul>
<b>Positive attitude</b> <ul style="list-style-type: none"> <li>Responds to, manages and constructively influences change in a discerning way</li> <li>Collaborative communicator</li> </ul>	<ul style="list-style-type: none"> <li>I persevere, never giving up.</li> <li>I ask relevant questions to make sure that I understand.</li> <li>I contribute to working teams knowing that we are stronger when we share our talents and strengths.</li> </ul>	<ul style="list-style-type: none"> <li>I never give up and allow extra time to deal with unforeseen problems.</li> <li>I ask relevant questions that show I have been listening.</li> <li>I know that being an interdependent team member is a necessary 21<sup>st</sup> century skill.</li> </ul>
<b>Innovation</b> <ul style="list-style-type: none"> <li>Achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others</li> </ul>	<ul style="list-style-type: none"> <li>I can apply my skills in new learning situations.</li> <li>I can link ideas from one subject to another.</li> <li>My choices are guided by what I've learned from my past mistakes and the mistakes of others.</li> <li>When I am finished my current task, I use the time to finish other work and review concepts.</li> </ul>	<ul style="list-style-type: none"> <li>I transfer skills between subjects and experiences.</li> <li>I make improvements based on my mistakes and the mistakes of others.</li> <li>If I finish a task early, I use the remaining time to review material or begin a new task.</li> <li>I select my resources wisely, ensuring that the information I share is reliable and accurate.</li> </ul>
<b>Advocacy for self and others</b> <ul style="list-style-type: none"> <li>Exercises Christian leadership in the achievement of individual and group goals; called to serve</li> <li>Is welcoming and inclusive; has a willingness to cooperate and is unified though diversity</li> </ul>	<ul style="list-style-type: none"> <li>I find what I need to be successful and help others do the same.</li> <li>I encourage others to participate and celebrate their efforts.</li> <li>I recognize the needs of others and take action to right wrongs.</li> </ul>	<ul style="list-style-type: none"> <li>I advocate for what I need to be successful and encourage others to do the same.</li> <li>I am socially aware of my rights and the rights of others. I hope to promote peace and justice in my classroom, school, home, parish and the wider community.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm &  
sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Self-Regulation	Sample Behaviours (Primary Division)	Sample Behaviours (Junior Division)
<b>Metacognition/ Reflection/ Forgiveness</b> <ul style="list-style-type: none"> <li>• Reflective, creative and holistic thinker</li> <li>• Accepting of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning about learning. I can try new ways of learning and reflect if it works for me.</li> <li>• I can talk about my strengths and recognize them in my friends.</li> <li>• I can say how I am feeling and I know what I need.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my strengths as a learner and areas of improvement. I can see these qualities in my classmates.</li> <li>• I can express how I am feeling and can act appropriately.</li> </ul>
<b>Goal Setting</b> <ul style="list-style-type: none"> <li>• Accepts God given talents/gifts and strives to reach greatest potential</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a plan by describing breaking down a task into steps.</li> <li>• I can prioritize and set goals.</li> <li>• I can reflect and change my plan if it is not working.</li> <li>• I can use anchor charts and exemplars to help improve my work. I can use feedback from my classmates and my teacher to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I set goals and make plans to achieve them.</li> <li>• I monitor my goals and adjust my plan as needed.</li> <li>• I can use feedback from my peers and my teacher to improve my work. I can self assess my own work using success criteria and exemplars.</li> </ul>
<b>Perseverance</b> <ul style="list-style-type: none"> <li>• Thinks reflectively and creatively to evaluate situations and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• I recognize when I need help and I ask for it.</li> <li>• I stick with it without giving up. I will try a new strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognize when I need help. I will use strategies to overcome obstacles but I will ask for help if needed.</li> <li>• I persevere, never giving up. I will try different strategies, tools or resources to overcome barriers.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

What would each learning skill and work habit look like from division to division as students mature and gain experience?

**Brainstorm & sort criteria**

### Sample Student-generated Anchor chart by Division:

Learning Skill and Work Habit:		
Self-Regulation	Sample Behaviours (Intermediate Division)	Sample Behaviours (Senior Division)
<b>Metacognition/ Reflection/ Forgiveness</b> <ul style="list-style-type: none"> <li>• Reflective, creative and holistic thinker</li> <li>• Accepting of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about my learning styles, preferences, strengths and weaknesses. I can choose strategies that suit my learning needs.</li> <li>• I take ownership over my emotions and can express how I am feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• I can articulate how learning styles and preferences affect learning and group dynamics. I use this information to help me relate and work effectively in groups.</li> <li>• I don't make excuses or blame others for my choices. I am aware of the impact of my words (both written and verbal), my actions, and my body language.</li> </ul>
<b>Goal Setting</b> <ul style="list-style-type: none"> <li>• Accepts God given talents/gifts and strives to reach greatest potential</li> </ul>	<ul style="list-style-type: none"> <li>• I set goals based on what I need to do next using feedback from peers and teachers.</li> <li>• I monitor my goals and adjust my plan as needed.</li> <li>• I can use feedback from my peers and my teacher to improve my work. I can self assess my own work using success criteria and exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>• My goals reflect feedback from teachers, parents and peers.</li> <li>• My goals drive my actions and I adjust my plan as needed.</li> <li>• I can proactively self assess my work using success criteria. I can use feedback from my peers and my teacher to improve my work.</li> </ul>
<b>Perseverance</b> <ul style="list-style-type: none"> <li>• Thinks reflectively and creatively to evaluate situations and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• I recognize when I need help. I will use strategies to overcome obstacles but I will ask for help if needed.</li> <li>• I persevere, never giving up. I will try different strategies, tools or resources to overcome barriers. I will try different perspectives or points of view to overcome obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• I recognize when I need help. I will use strategies to overcome obstacles but I will ask for help if needed.</li> <li>• I persevere, never giving up. I will try different strategies, tools or resources to overcome barriers. I will try different perspectives or points of view to overcome obstacles. I will analyze the actions of role models for solutions to problems.</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sample Y Charts:

The following 'Y' charts represent possible student brainstorming responses at each division explaining what the learning skill looks like, feels like or sounds like. A 'Y' chart is a highly effective instructional strategy to introduce a learning skill.

#### Learning Skill: **Responsibility** Primary Division

##### Looks like.....

- I line up when the bell rings.
- I write important messages in my agenda.
- I respect guests in our school.
- I admit when I have done something wrong and I accept the consequences.
- I do what I am supposed to do when I am supposed to do it.
- I stay on task, even when the teacher is not looking.
- I show others that I am a role model.
- I put my things where they should go.
- I pick up after myself and help my friends pick up their things.
- I know what to do when I need help.



##### Sounds like .....

- I speak politely to my teachers and my classmates.
- I walk quietly in the hall.
- I greet my teachers in the morning.
- I speak only when it is my turn.
- I say, "Please", "Thank you", "Can I help you?"
- I offer ideas and suggestions that contribute to the class.
- I say and do kind things because when I do other people will feel good.



##### Feels like .....

- I am in charge of myself.
- I am in control.
- I am independent.
- I am helpful.
- I am proud of myself.
- I am useful.
- I am proud of my classroom and school community.
- I have something to offer others.
- I am able.
- I am making the right choices.





## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

Sample Y Chart:

Learning Skill: **Organization**

Primary Division

### Looks like.....

- I use graphic organizers to show (record) my thinking.
- I know how to find things in my desk and in the classroom.
- I put things away; hang things up without having to be told.
- My things are not in other people's space (my classroom is safe because it is neat and tidy).
- I know the steps I need to take to do my work.
- Working until the job is done.

### Sounds like .....

- "I know where to find that."
- "Let me put that back in its place."
- "The books, manipulatives belong there."
- "Let me show you where that is."



### Feels like .....

- I am ready for learning.
- I am calm.
- I am prepared for the day.
- I am responsible.
- I know what to do next.
- I am confident.
- I am safe.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
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Sample Y Chart:

Learning Skill: **Independent Work**

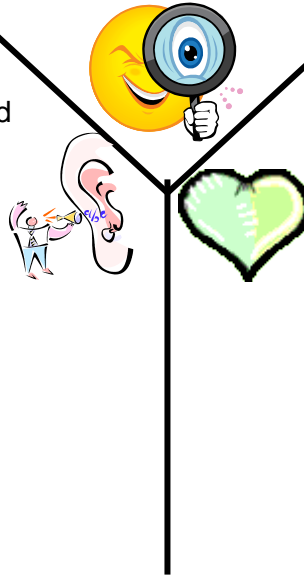
Junior Division

### Looks like.....

- I use graphic organizers to show (record) my thinking.
- I know how to find things in my desk and in the classroom.
- I put things away; hang things up without having to be told.
- My things are not in other people's space (my classroom is safe because it is neat and tidy).
- I know the steps I need to take to do my work .
- Working until the job is done.

### Sounds like .....

- I sit quietly when I am supposed to (instructional time, assemblies, masses, etc.).
- I follow instructions and will retell/restate them in order to make sure that I understand what I have to do.
- "I can do it on my own!"



### Feels like .....

- I am proud of my work so I look for ways to improve it (using anchor charts, rubric, feedback).
- I am satisfied with work well done.
- I am determined.
- I am comfortable asking for help.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

Sample Y Chart:

Learning Skill: **Collaboration**

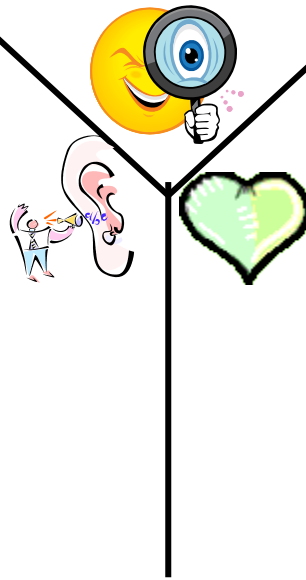
Junior Division

### Looks like.....

- I do my job and offer to help others.
- I accept different roles in the classroom.
- I volunteer to do different roles in the classroom.
- I include others in my group activities.
- I mind my own business when things do not involve me.
- I accept other people's opinions, even if they are different than mine.
- I use positive problem strategies.
- I keep my hands, feet and body to myself.
- I play fairly and let everyone have a turn.

### Sounds like .....

- I use kind words and appropriate language, gestures and images.
- I invite others to join and listen to what they have to say.
- I am part of the discussion with other members of our group to come up with solutions to our tasks.
- I think before I speak.
- I share my ideas and information in a respectful way.
- "Can I help you?"
- "Let's do it together!"



### Feels like .....

- I am helpful.
- I am part of a team.
- I am confident that I have something to offer.
- I am proud of the work I contribute and of the work of the team.
- I am happy when I or someone else is successful.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

Sample Y Chart:

Learning Skill: **Initiative**

Intermediate Division

### Looks like.....

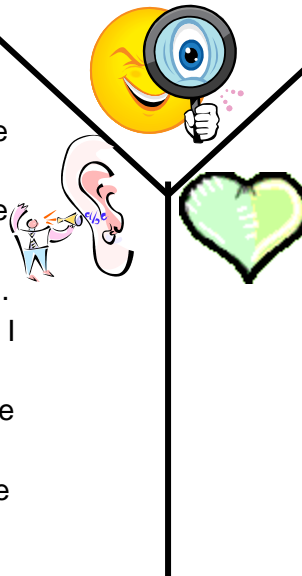
- When I am finished my current task, I find another learning task to engage in while my classmates continue to work (reading, writing, portfolio etc.).
- I can apply strategies that I have learned in new situations.
- I can link ideas from one subject to another.
- I learn from my mistakes and the mistakes that others make.
- I find what I need to be successful and help others do the same.
- I persevere, I never give up.

### Sounds like .....

- I ask relevant questions to make sure I understand.
- I encourage others to participate and celebrate their efforts.
- I share my interests with others..
- "I'm interested in this topic. May I continue with this?"
- "I'm asking this question to make sure I understand."
- "I have a great idea! May I share it with you?"

### Feels like .....

- I am motivated to complete the task.
- I am not afraid to do new things in a new way using new strategies and resources.
- I am a leader.
- I am determined.
- I feel confident.





## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sample Y Chart

Learning Skill: **Self-Regulation**

Intermediate Division

#### Looks like.....

- I set goals based on what I need to do next using feedback from peers and teachers.
- I monitor my goals and adjust my plan as needed.
- I take ownership over my actions, words and gestures and do not blame others.
- I make connections to the world around me to achieve my goals.
- I take ownership over my emotions and can express how I am feeling and **use strategies to act appropriately.**

#### Sounds like .....

- I ask for help or clarification when needed.
- I take ownership over my emotions and **can express how I am feeling** and use strategies to act appropriately.
- "I can tell I'm getting frustrated. I need to sit by myself for a few minutes."
- "I know this is one of my areas for improvement."
- "I think I did well on this part."



#### Feels like .....

- **I take ownership over my emotions** and can express how I am feeling and use strategies to act appropriately.
- I am in control.
- I am confident about the decisions that I make.
- I am independent.
- I am determined and motivated.



## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### **Learning Skills and Work Habits at Intermediate/Senior Divisions**

At the senior division, students may be familiar with learning skills and work habits. The same Y Chart strategy could be modeled using a more holistic approach. The rich assessment task outlined below demonstrates how an educator could embed a focus on learning skills and work habits. A sample Y chart is included to predict the co-construction of criteria with students.

### **Rich Assessment Task: Social Justice Fair (HRE 20)**

#### **Learning Goals:**

- I recognize that in the Gospels, the testimonies of faith in Jesus are invitations to be his faithful disciples.
- I can explain how working towards social justice makes me a faithful disciple of Jesus, recognizing that all human life has integrity and is loved by God.
- I can apply the teachings of Jesus to organizations in my own culture to show the importance of social justice in society today.

#### **Curriculum Expectations:**

- Recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;
- Explain the “good news” of the Gospel story as a way to know God’s saving love for humanity.
- Demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken (CCC §356-412), created, loved and redeemed by God (CCC §599-618, 651-655);
- Demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations (CCC §1928-1942);
- Use the preferential option for the poor as the criterion for analysing social injustice issues (CCC §2443-2449);
- Demonstrate a knowledge of the various purposes of prayer (CCC §2623-2643);
- Demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- Recognize and explore the meaning of integrity and belonging in human life.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
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### Minds On:

Share the following prayer by Archbishop Oscar Romero with the class:

It helps, now and then, to step back and take a long view.  
The Kingdom is not only beyond our efforts,  
it is even beyond our vision.  
We accomplish in our lifetime only a tiny fraction  
of the magnificent enterprise that is God's work.  
Nothing we do is complete, which is a way of saying  
that the Kingdom always lies beyond us.  
No statement says all that could be said.  
No prayer fully expresses our faith.  
No confession brings perfection.  
No pastoral visit brings wholeness.  
No program accomplishes the church's mission.  
No set of goals and objectives includes everything.  
It may be incomplete,  
but it is a beginning, a step along the way,  
an opportunity for the Lord's grace to enter and do the rest.  
We may never see the end results, but that is the difference  
between the master builder and the worker.  
We are workers, not master builders; ministers, not messiahs.  
We are prophets of a future not our own.  
This is what we are about.  
We plant the seeds that one day will grow.  
We water seeds already planted,  
knowing that they hold future promise.

Pose some questions for thought:

- What message does this prayer have about how we should help others?
- How does the above prayer relate to the work of non-profit organizations that work for justice, such as Red Cross, Habitat for Humanity, Free the Children?
- What is the importance of the following Catholic Values to the work of organizations working for social justice: Compassion, Truth, Faith, Community, Dignity of the Human Person, Option for the Poor and Vulnerable, Service and Family?



## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### **Action: introduce Rich Assessment Task**

Imagine that you work for an organization that works for justice (i.e. Development and Peace, Caritas, Red Cross, Free the Children, St. Vincent de Paul, Habitat for Humanity, etc.) and you have been asked to attend a Social Justice Fair in a Catholic Secondary School. Prepare a presentation, using the media of your choice that will entice students to advocate and possibly fundraise and join/volunteer for your organization. Include in your presentation, details of your organization, type of work and how your work connects to the learning goals, Catholic values discussed, and the prayer by Archbishop Oscar Romero.

You will join with your peers in your class to host a Social Justice Fair for your school community.

Students, parents and community members may be in attendance. As well, you will be visiting and evaluating your peers' presentations and as well they will be evaluating yours.

Some media forms may include:

- a documentary
- a commercial or public service announcement
- write and perform a song
- Power point presentation
- music video
- speech or monologue
- interview or case study presentation
- model or art piece
- a dramatic presentation
- picture book or graphic novel

As a class, think about the environment you would like to set up for your community visitors and peers. Guests should be invited in and greeted by someone (possibly even someone can show them around). Guests are given time to be introduced to the different organizations. Students will respond to any questions that are asked. Students will also have time to view the other presentations for evaluation purposes. The class is asked to have a closing speech/thank you prepared.

Mention to the class that they might find the inclusion of the introductory prayer useful in setting up the Social Justice Fair.



## **Planting Seeds for Success:**

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### **Learning Skills and Work Habits Focus:**

After sharing the performance task, discuss with the class the importance of learning skills and work habits to be successful in this task during the entire process of the performance task, from the initial research to cleaning up after the Social Justice Fair. With the class co-construct what it will look like, sound like and/or feel like for each of the 6 learning skills throughout this activity. Be sure to integrate Catholic Graduate language whenever possible into the activity.

### **Consolidate/Debrief :**

Possible topics/questions to discuss with the students after the presentations and fair:

- What did you learn from doing this presentation and fair that you think will make you a better person?
- What would Jesus think of the work that the organization you researched does? Why?

Individual Reflection or Exit Card:

1. What one or two things that you learned about the organization that you researched had the biggest personal impact on you? Why?
2. Would you consider volunteering for the organization? Why or why not?
3. After completing this task what do you think is the meaning of integrity and belonging in human life?

The Teacher can brainstorm with the students the following:

What learning skills would be needed to be successful in this task?

(See the sample of co-constructed student responses on the next page)



Sample Y Chart

## Planting Seeds for Success:

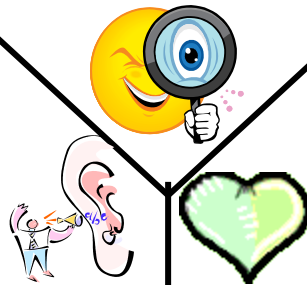
Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Learning Skills and Work Habits at Intermediate/Senior Divisions

#### Looks like.....

- I am prepared for class everyday (R)
- I do extra research homework at night to be prepared for the morning (I)
- I admit when I have done something wrong and I accept the consequences (S)
- I stay organized during class and help my peers stay organized too (O, C)
- I can connect social justice issues to our call as Catholic Christians (I)
- I set goals for myself based on feedback from my peers and teachers (S)
- I take ownership of my actions, words and gestures (S)
- I make connections to the world around me to achieve my goals (S)
- I utilize my time wisely in class (IW)
- I ask for clarification when I need it (I)
- I respect guests in our school (R)
- I respect my peers' ideas (S)



#### Sounds like .....

- I respect my teachers and my classmates (C)
- I treat all of my peers with equal respect in class (C)
- I speak up only when necessary (S)
- I say and do extraordinary things and help out as much as I can (R)
- I ask clarifying questions to make sure I understand (I)
- I encourage my peers in participating and praising them (I)
- I share my interests and enthusiasm with others (I)
- "Can I take a walk for a minute please? I need to be by myself right now. (S)
- "I know this is one area I need to work on." (S)
- "This is an area of strength for me. I think I did well on this section." (S)

#### Feels like .....

- I am passionate about my organization (I)
- I am excited about the possibilities (R)
- I am proud of the work I have done (IW)
- I am useful to my peers and teacher (C)
- I am organized with my presentation (O)
- I am able to work with anyone in class because I believe in the cause (C)
- I am able to assess myself easily (IW)
- I am able to see how I have grown from this experience (S)
- I am motivated to complete all tasks to the best of my ability (I)
- I look forward to trying new strategies, and resources (I)
- I take ownership over my emotions and can express how I am feeling and use strategies to act appropriately (S)
- I am confident about the decisions I make (S)



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)



### Developing Strong Roots:

### How will we help students be successful?

Explicit Instruction of Learning Skills and Work Habits: The Use of Mentor Texts

Students need to witness and be able to articulate learning skills and work habit behaviours.

Deepening the understanding of these concepts with students from a faith perspective by using mentor texts anchors discussion on 'big ideas'. Concepts, such as, excellence, responsibility, hope, community, empathy, love, dignity of persons or respect, to name only a few, can **plant the seeds** of critical thinking at any grade level.

Thoughts are turned into action through discussion, reading, writing, media, drama, music and visual arts. Students make meaning of text by:

- ❖ analyzing and questioning situations as well as the actions and thoughts of characters,
- ❖ making connections to their own experiences, to other texts, to the world and their faith,
- ❖ visualizing and applying their ideas,
- ❖ evaluating and synthesizing information to extend their own understanding.

To support the development of big ideas and explicit teaching of learning skills and work habits an extensive list of mentor texts has been included in the document. Although each book can be used in a variety of ways, the following format has been applied to organize the information.

**Under the headings:** Books for Educators (Elementary or Secondary); General Learning Skills or Work Habits; Specific Learning Skill or Work Habit

**Format:**

**Title;** Author; ISBN

**\*Notes to teacher if applicable; listed as Key Text if applicable**

Appropriate Grade Levels: (Grades 1-8 (12) - Indicates a book tagged for elementary but could easily be extended for use in secondary/ Grades 1-8/ Grades 1-6/ Grades 1-3/Grades 4-8)

Links to... Catholic Character Formation; additional learning skills; curriculum areas

- Annotation

"Watch your thoughts for they become words,  
Watch your words for they become your actions,  
Watch your actions for they become habits,  
Watch your habits for they become character."

**Ralph Waldo Emerson**

All of a sudden these new concepts stopped  
churning within you, and a new reality is born:  
You and the concepts are one. They have  
literally become you. You have become them.

**Tom Hopkins.**

**Please note:** Some books listed for elementary classrooms, but could easily be used in secondary classrooms depending on the instructional purpose.



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(Revised: Grades 1 to 12)

### Books for Educators (Elementary)

***The Important Book*** by Margaret Wise-Brown, ISBN 978-0064432276

*\*Teachers can use this book to model the pattern and then use the pattern to summarize the important characteristics of each learning skill and/or virtue.\**

Grades 1-8 (12)

Links to ... all learning skills, all virtues

- This is a pattern book that specifies the most important thing about an object/idea/etc. and lists some of the other key characteristics of that object/idea/etc.

***Hope is An Open Heart*** by Lauren Thompson, ISBN 978-0-545-03737-2

*\*This book can be used to support the sacredness of the learner and assess the uniqueness of each child.*

Grades 1-8 (12)

Links to ... self-regulation, responsibility, collaboration, hope, love, faith

- “Luminous text, paired with breathtaking photographs from around the world, provides an uplifting introduction to the meaning of hope. Speaking to people of all ages, across all cultures, these words and images celebrate loving families, caring friends, small kindnesses, and great inner strength. Through this book, we can see hope reach around the world, and feel its power to change us all.”

***The Oak Inside the Acorn*** by Max Lucado, ISBN 1-4003-1004-0

*\*This book can be used to encourage growth and sacredness of the individual.*

Grades 1-8 (12)

Links to ... responsibility, collaboration, initiative, self-regulation, faith, love, hope, excellence

- This story tells of an acorn that doesn't want to leave his mother tree. It follows him on his adventure of growing into a tall oak tree. This growth is paralleled by the growth of a young girl who doesn't want to leave her home for new adventures. This wonderful story emphasizes the importance of being who you are meant to be, of celebrating your special gifts, and of growing up and moving on. The story identifies the fear of the unknown and the reassurance of trusting God and having faith in His plan for every individual.

***Just the Way You Are*** by Max Lucado, ISBN 0-439-21067-4

*\* Students with special needs and their teacher celebrate their achievements.*

Grades 1-8 (12)

Links to ... organization (the child makes a plan and gathers information), self-regulation, faith, hope, love

- In this story, the people of the village become very busy as they try to prepare for the king's visit. In fact, the people are so busy preparing that when the king arrived in plain



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clothes, they did not recognize him or give him time. Only a young girl (who believed that she had nothing to give) welcomed the king and offered him conversation, water and rest. “And so it happened that the children with many talents but no time missed the visit of the king, while the girl whose only gift was the gift of her heart became the child of the king. “[The book’s] timeless truth, that their Heavenly Father loves them and delights in them just the way they are, is one of the most lasting assurances we can give our children. It’s a truth no child should have to live without.”

***With You All the Way*** by Max Lucado, ISBN 0-439-41117-3

*\*This story makes an analogy of only finding the King (God) when accompanied by the Prince (Jesus). It encourages listening to the right voices and making the right choices.\**

Grades 1-8 (12)

Links to ... organization, independent work, initiative, faith, love

- It is time to determine which of the three bravest and best knights is truly worthy of marrying the princess. “ ... with only the King’s song to guide them and one other to accompany them, they must prepare for the adventure of their lives – an adventure which may cost them everything ... A timeless tale about the most important choice on your journey through life.”

***Two Sides to Every Story***: Ethics, Dilemmas and Points of View. Discussion, Writing, Improvisation by Greta Barclay Lipson, ISBN 978-1-57310

*\*This book can be used to show that there are two sides to every story!*

Grades 5-8 (12)

Links to ... collaboration, initiative, perspective, respect of ideas/dignity of the person

- A collection of short stories (mystery, danger, comedy, and humour) designed to stimulate discussion and incorporate improvisation, role play, writing, and opportunities to express opinions and feelings

## Books for Educators (Secondary)

***The Catholic Youth Bible International Edition*** ISBN: 978-0-88489-822-1

*\*Teachers can use this version of the Bible to link the learning skills and work habits directly to our call as Catholic Christians to live out our gospel values.\**

Grades 9-12

Links to Responsibility, Work and all of the values/virtues

- The Catholic Youth Bible has sections such as ‘Live It!’ in the margins of the text that are excellent discussion starters and background information that could be used to explicitly assess learning skills and have students assess their own as well.

***The 7 Habits of Highly Effective Teens*** by Sean Covey ISBN: 978-0-684-85609-4

*\*Teachers can use this book with students and examples of ways for students to be successful.\**  
Grades 9-12

Links to Responsibility, Organization, Collaboration, Initiative, Self-Regulation

- This book applies the timeless principles of the 7 Habits to teens and the tough issues and life-changing decisions they face. It is a step-by-step guide to help teens improve



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self-image, build friendships, resist peer pressure, achieve their goals, get along with parents etc.

***Start Where They Are: Differentiating for Success with the Young Adolescent*** by Karen Hume ISBN: 978-0-13-206913-7

*\*Teachers can use this book with students and for themselves to explicitly teach the learning skills by modelling, teaching strategies to students and creating a community based classroom.\**

Grades 9-12

Links to all learning skills

- This book is based on the idea that successful teaching happens when a teacher is aware of and responsive to an individual's starting point for learning. This book will help teachers experience the benefit of starting where they are so they can provide the same benefits for their students.

***The Answer Is in the Room: How Effective Schools Scale Up Student Success*** by Alan M. Blankstein ISBN 978-1412998765

*\*Teachers and school leaders can use this book for school improvement plans that include learning skills and how they contribute to student success.*

Grades 9-12

Links to... collaboration, responsibility, organization and all learning skills

- Blankstein offers tools for finding excellence in schools, scaling these practices across learning communities, and transforming low-performing schools into high-performing schools. His five-step process includes: identifying and assessing excellence, creating an action plan, assigning resources, transferring excellence in the form of knowledge and skills throughout the school and board, and sustaining the excellence. Effective strategies for sustaining student gains, closing gaps within and between schools, building leader capacity, and increasing community commitment are discussed.

***Building School-Community Partnerships: Collaboration for Student Success*** by Mavis G. Sanders ISBN 978-1412917650

*\*This book can be used to teach students about community partnerships through collaboration, and responsibility how it contributes to student success and overall school success.*

Grades 9-12.

Links to...collaboration, responsibility, initiative, organization and all learning skills

- This book emphasizes the importance of community involvement for effective school functioning, student support and well-being, and community health and development. Educators seeking to establish school-community partnerships to achieve goals for their schools and the students, families, and communities they serve will benefit from this resource.

***Building Shared Responsibility for Student Learning*** by Anne Conzemius and Jan O'Neill ISBN-13: 978-0871205971

*\*Teachers can use this book to teach collaboration and responsibility as well as team building and community building in their schools and classrooms.*

Grades 9-12

Links to... responsibility, collaboration, community, respect, common good

- Building shared responsibility for student learning is an ongoing activity--a journey and not a destination. This research-based resource provides a map in the form of effective structures, systems, processes, and policies. It explains how to set powerful goals and



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Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

shares inspiring stories of educators who have embarked on this journey toward higher professional competency, increased staff satisfaction, rising test scores, and improved student results.

### General Learning Skills:

***21st Century Skills: Learning for Life in Our Times:*** by Bernie Trilling and Charles Fadel

ISBN 13: 978-0470475386

Grades 1-12

*\*Teachers can use this book for all learning skills at all levels.*

Links to... all learning skills

- This resource introduces a framework for 21st Century learning that maps out the skills needed to survive and thrive in a complex and connected world. 21st Century content includes the basic core subjects of reading, writing, and arithmetic-but also emphasizes global awareness, financial/economic literacy, and health issues. The skills fall into three categories: learning and innovations skills; digital literacy skills; and life and career skills. This book is filled with vignettes, international examples, and classroom samples that help illustrate the framework and provide a view of twenty-first century teaching and learning. This resource contains a DVD of classroom examples.

***Myambi's Second Chance*** by Brenda L. Murray ISBN 0-9735749-1-7

*\*Watoto Child Care Ministries\**

Grades 4-8 (12)

Links to ... initiative, independent work, self-regulation, faith, hope, love, community, dignity of the person

- "Orphaned by civil war and AIDS, brothers Myambi (7) and Enoch (13) walk from their village to Kampala where they survive by delivering bags of charcoal and begging for food. Then they are rescued by Watoto Child Care Ministries and become part of a family of six other orphaned children and a house mother. In their new home they are provided with love, nourishment, healthcare and education. They learn that they matter and that God cares."

***People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts*** by Robert Bolton, Ph.D ISBN: 978-0-671-62248-0

*\*Teachers can use this book to help students build up their communication skills through asserting themselves, listening to others and resolving conflicts.\**

Grades 9-12

Links to Independent Work, Collaboration, Initiative, Responsibility and Self-Regulation

- This book is a communication skills handbook that can help with successful communication skills including roadblocks and how to overcome them. It shows how to get your needs met using assertion techniques, how body language affects communication, how silence is a valuable communication tool and how to de-escalate family disputes, lovers' quarrels and other arguments.



## Planting Seeds for Success:

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### ***The Study Skills Handbook*** by Jay Amberg

*\*Teachers can use this book to teach students about responsibility, organization, and other important learning skills.\**

ISBN: 0-673-36098-9

Grades 9-12

Links to all learning skills:

- This book gives you the keys to success in school and shows you how to take control of your education and become an active learner. It will motivate you to study smart as well as work hard, manage your time, improve your memory, and studying in general.

### ***Me to We: Finding Meaning in a Material World*** by Craig Kielburger and Marc Kielburger

ISBN: 978-0-7432-9831-5

*\*Teachers can use this book to share stories, discussions and reflections with students on examples of successful people in the world because of their sense of responsibility and cooperative attitude.\**

Grades 9-12

Links to Responsibility, Independent Work, Collaboration and Initiative

- This book gives a blueprint to people wanting personal and social change. It is about finding the courage to reach out. It is about what is truly valuable, to help make new decisions about the way we want to live and redefine the goals one sets for themselves. It is about a new way of being successful and making goals attainable.

### ***Creating 'We' Schools: A Resource Guide for Educators*** by Craig Kielburger and Marc Kielburger

*\*Teachers can use this book with the one above or as a stand-alone to teach students about responsibility and cooperation.\**

Grades 9-12

Links to Responsibility, Independent Work, Collaboration and Initiative

- This book gives tangible lessons, blackline masters, discussion questions and activities that can be used in schools. There are individual class lessons, whole school activities and many options to teach responsibility, collaboration and initiative using Social Justice as a platform.

### ***Minute Motivators for Teens: Quick Inspirations for the Time of Your Life*** by Stan Toler

ISBN: 1-58919-985-5

*\*Teachers can use this book to inspire and motivate students to be successful while helping to teach them how to achieve success while they develop their learning skills.\**

Grades 9-12

Links to values/virtues, Organization, Collaboration, and Initiative

- This book uses motivational quotes, enlightening scripture, and eye-opening, true-life examples to encourage through the everyday rigors of being a teen. It is a fun and energetic collection to help students tackle school, exams and peer pressure. The motivators will strengthen and motivate students on their journey of life.



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### Responsibility:



#### Key Text:

***Knut: How one little polar bear captivated the world*** by Juliana, Isabella, and Craigh Hatkoff & Dr. Gerald R. Uhlich, ISBN 978-0-545-05453-9

Grades 1-8 (12)

Links to ... initiative, collaboration, love, hope, stewardship for creation

- When a polar bear cub is born at Zoo Berlin and abandoned by his mother, a new life began for Thomas, the chief bear keeper. Thomas devoted every moment over the next several months to the young cub, giving around-the-clock care to his new ward. Thomas accepted this enormous responsibility, even though it meant leaving his own wife and son and living in the cub's room.

#### Key Text:

***You Are Mine*** by Max Lucado, ISBN 0-439-43676

Grades 1-8 (12)

Links to ... self-regulation, faith, hope, love, dignity of the person

- This is another story of Punchinello of the Wemmicks, unique wooden people created by their Maker, Eli. In this story, the Wemmicks determine each other's worth by how many balls and boxes they have and how unique those balls and boxes are. Punchinello is resolved to fit in and goes to extreme measures (like selling his house) to make sure that he has lots of unique balls and boxes. With Eli's help, Punchinello eventually realizes that he doesn't need *things* to make him feel special and important. This story encourages readers to follow God and to be happy with who He created you to be.

***If the World Were a Village: A Book about the World's People*** by David J. Smith, ISBN: 978-1-55074-779-9

Grades 1-8 (12)

Links to ... initiative, community, stewardship for creation, dignity of the person, justice

- This book describes who we are, where we live, how fast we are growing, what languages we speak, what religions we practice, and more. It gives facts and figures based on a world of 100 people (e.g., 32 are Christian, 20 are Muslim, 14 are Hindu, 9 practice folk religions, 6 are Buddhists, 2 belong to other global religions, 1 is Jewish, 16 are non-religious)

***The Magic Powder*** by Jean-Pierre Guillet, ISBN 2-920438-73-5

Grades 1-8 (12)

Links to ... initiative, collaboration, community, stewardship for creation, dignity of the person

- Another King Pip and Princess Clementine book. The king uses a magic potion (a poison) to kill the insects that were eating his crops and flowers. Soon, all the insects



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and animals were gone ... and so were all the animals who ate the insects. Before long, all of the animals and even the humans are showing negative effects from the magic potion. The king's daughter finds the antidote to the poison and within time the ecosystem is once again balanced.

**Castle Chaos** by Jean-Pierre Guillet, ISBN 2-89435-023-6

Grades 1-8 (12)

Links to ... initiative, self-regulation, community, stewardship for creation

- Another King Pip and Princess Clementine book. The king decides to build a new terrace on the lakeshore in an effort to clean up the overgrowth of plants. Despite his daughter's protests, the animals were captured and loads of dirt and rock were brought in. Soon, the once clear water of the lake turned green and stagnant. When the animals were freed from their cages, they created mischief all over the palace. Clementine said, "you shouldn't be upset with the animals for taking over the house. After all, we were the ones who disturbed them first ..."

**The Bubble Machine** by Jean-Pierre Guillet, ISBN 2-89435-034-1

Grades 1-8 (12)

Links to... initiative, self-regulation, community, stewardship for creation

- Another King Pip and Princess Clementine book. To entertain Clementine, Mook Chook designed a machine to create bubbles that would not burst; soon, every child had one of the bubble machines. Eventually, the bubbles that would never burst soon filled the sky and formed a huge yellow dome over the land causing terrible sunburns, melting ice and floods, and acid rain.

**If Only I Had A Green Nose** by Max Lucado, ISBN 0-439-56245-7

Grades 1-8 (12)

Links to... self-regulation, faith, hope, love, dignity of the person

- This is another story of Punchinello of the Wemmicks, unique wooden people created by their Maker, Eli. In this story, Punchinello follows the latest Wemmick fad of painting their noses to be considered special and worthy. But the "in" colour keeps changing and Punchinello always feels like he is one step behind. With Eli's help, Punchinello realizes that it's better to simply be true to himself and not to worry about what the other Wemmicks think. This story encourages readers to follow God and to be happy with who He created you to be.

**Best of All** by Max Lucado, ISBN 0-439-64286-8

Grades 1-8 (12)

Links to... self-regulation, faith, hope, love, dignity of the person



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- This is another story of Punchinello of the Wemmicks, unique wooden people created by their Maker, Eli. In this story, the Wemmicks realize that they are all made of different types of wood and are from different forests. Immediately, some woods (and some Wemmicks) are declared as strong (maple) while others like Punchinello are declared as weak (willow) ... until an emergency situation can only be solved by Punchinello! This story encourages readers to follow God and to be happy with who He created you to be.

***Because I Love You*** by Max Lucado, ISBN 0-439-15832-X

Grades 1-8 (12)

Links to... self-regulation, faith, love, hope

- A long time ago, Shaddai built a special village for children and he build a protective wall around it because he knew that the children were not meant to experience the world outside the wall and that if they left the protected village that they would not be able to find their way back. Yet, Shaddai built a hole in the wall so that the children could make their own decision. One day, a child leaves the protective village through the hole; even before the child left, Shaddai prepared to go in search of his child.

***Whoever You Are*** by Mem Fox, ISBN#0-15-200787-3

Grades 1-8 (12)

Links to... collaboration, self-regulation, community, stewardship of creation, justice, dignity of the person, love

- This book compares the similarities among the children of the world even though we all look different and speak different languages and live different lives.

***The Family of Earth*** by Schim Schimmel, ISBN 978-1-55971-790-8

Grade 1-8 (12)

Links to... collaboration, initiative, community, stewardship for creation, dignity of the person, justice, love

- This story considers what our planet looks like to different creatures; they all have very different experiences on earth (e.g., rainforests, oceans, savannahs, mountains) but there is only one earth. We all breathe the same air and drink the same water. The story teaches awareness of the global community, the sacredness of creation, and the reverence for life.

***The Tree*** by Dana Lyons, ISBN 978-0-9701907-1-0

Grade 1-8 (12)

Links to... collaboration, initiative, self-regulation, value of all life, stewardship for creation

- This story personifies a tree and all that it can see and hear. The tree shares its concern over being cut down and then celebrates when people unite to save the tree.



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***God's Dream*** by Archbishop Desmond Tutu and Douglas Carlton Abrams, ISBN: 978-0-7636-3388-2

Grades 1-8 (12)

Links to...collaboration, self-regulation, faith, community

- This book is about God's dream for humanity- about the many things that God would wish for us from the time we are children such as his dream for us to be caring and forgiving human beings. Additionally, it stresses how we should respect all individuals regardless of skin colour, etc....

***A Faith Like Mine*** by Laura Buller, ISBN 0-75665-1177-6

Grades 1-8 (12)

Links to... collaboration, dignity of the person, faith, community, justice

- This text is "a wonderful celebration of diversity of religious faith as experienced through the daily lives of children." (Back Cover) Full of pictures that are easy to connect meaningful discussion this text would be a wonderful starting to the year in Religion.

***Love Is...*** by Wendy Anderson Halperin, ISBN 0-689-86675-5

Grades 1-8 (12)

Links to... self-regulation, excellence, dignity of the person, visualization (language)

- The story is centered on 1 COR 13:2 that uses the direct text from scripture. But the images in the text are the powerful part of this story and will stimulate discussion and learning. There are a variety of cultures portrayed – There are also repeated images of family, compassion, peace, friendship and solidarity.

***Hooray for You*** by Marianne Richmond, ISBN 0-9741465-3-6

Grades 1-8 (12)

Links to... self-regulation, initiative, love, dignity of the person, excellence

- A wonderful story about the value of every individual and the importance they have in our community. It encourages children to value every part of themselves and realize that they were specially created to be exactly as they are. "Look in the mirror. Love who you see. Stand tall. Smile big. Shout, "Hooray for Me!"

***Can You Say Peace?*** by Karen Katz, ISBN 978-0-545-05652-6

Grades 1-8

Links to... collaboration, peace, community, dignity of the person

- This book encourages respect for all by teaching how to say "peace" in 11 + languages.

***The Colour of Us*** by Karen Katz, ISBN 0-439-22116-1

Grades 1-8

Links to... collaboration, self-regulation, dignity of human person

- Lena learns about mixing paints to show the variations of "brown" skin colours. "But Mom, brown is brown." Lena's mom shows her that there are lots of shades of brown;



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they visit lots of friends and compare their skin colour to other things (e.g., peanut butter, honey, butterscotch, amber, bronze).

***The Great Kapok Tree: A Tale of the Amazon Rain Forest*** by Lynne Cherry, ISBN 0-15-202614-2

Grades 1-6

Links to... stewardship for creation, value of all life

- In the Amazon rain forest, a man is chopping down a great Kapok tree. Exhausted from his labours, he puts down his ax and rests. As he sleeps, the animals who live in the tree plead with him not to destroy their world. Link to Science curriculum

***The Painted Chest*** by Judith Christine Mills, ISBN 1-55263-015-3

Grades 1-6

Links to... collaboration, community, hope

- The Painted Chest is a story of hope and inspiration. This powerful story will help students explore the value of “food for the spirit” as essential to their lives.

***Do you have a Secret?*** by Jennifer Moore-Mallinos and illustrated by Marta Fabrega, ISBN 0-7641-3170-2

Grades 1-6

Links to... self-regulation, collaboration, love, community

- Explaining to children the distinction of keeping a good or bad secret can be difficult. This book will explore situations and allow young children to explore the concept.

***Old Turtle*** by Douglas Wood. ISBN 0-439-5996-2

Grades 4-8 (12)

Links to... faith, hope, peace, community

- With beautiful artwork and touching text, this book recounts the fable in which the Old Turtle settles the dispute between the animals about what God is really like. This book is “hailed as a uniquely satisfying, beautifully imagined fable about ecology, peace, and the interconnectedness of all beings ... [it] is a modern classic that lovingly promotes peace, environmental awareness, and spirituality.”

***The Hunterman and the Crocodile A West African Folktale*** by Baba Wagué Diakité, ISBN 0-590-89829-9

Grades 4-8 (12)

Links to... collaboration, self-regulation, community, stewardship for creation, love

- An alligator family promises not to harm the hunterman if he helps them return to the water. Once there, the alligator bites the hunterman's arm. When other animals come to the water, the hunterman asked for their assistance but they refused, saying that man has never helped them and so they would not help man. Eventually, balance is restored



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but the hunterman never forgot “the importance of living in harmony with nature and the necessity of placing Man among – not above – all living things”.

***The Lotus Seed*** by Sherry Garland, ISBN 0-15-201483-7

Grades 4-8 (12)

Links to... faith, hope, love, stewardship for creation

- A grandmother cherishes a single lotus seed as she experiences war, refugee status, a new country and language, and a growing family. One day, her grandson plants the seed and the grandmother is devastated to lose it. But in the spring, a lotus flower blooms, despite being planted in ugly mud, lying dormant for so long, and being away from its homeland. When the flower fades, the grandmother gives each of her grandchildren a seed from the seed pod to one day plant and pass on to their grandchildren.

### Organization:



### Key Text:

***The Golden Rule*** by Ilene Cooper ISBN: 13: 978-0-8109-0960-1

Grades 1-8 (12)

\*This book can be a mentor text for many learning skills, however, inherent in the questioning dialogue between the child and the grandfather is *organization* – the gathering of information and using information to plan future actions.

Links to... responsibility, collaboration, faith, hope, love, community, dignity of the person, justice

- A young boy explores the golden rule with his grandfather. Illustrations of text are like classic paintings. It has a dream quality. The connections to the community and religious education are apparent as well as the universal theme of the common good and family of humanity. It re-states the golden rule using text and phrasing from different faiths (e.g., Islam, Hinduism, Christianity, Judaism, Buddhism, Shawnee tribe). An Author's Note helps to give the reader more background information.

### Key Text:

***The Three Questions*** by Jon J Muth (based on a story by Leo Tolstoy), ISBN 0-439-53763-0

Grades 1-8 (12)

Links to... responsibility, self-regulation, collaboration, initiative, community, love

- “If Nikolai believes that if he can find the answers to his three questions – When is the best time to do things? Who is the most important one? What is the right thing to do? – then he will know how to be a good person. The animals aren't able to help him until he finds Leo, the wise old turtle, who doesn't give him the answers but helps Nikolai discover the answers within himself.”



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***The Name of the Tree: A Bantu Tale Retold*** by Celia Barker LottridgeParker-Lawtridge, ISBN 0-88899-097-9  
Grades 1-8 (12)

\*This book focuses on gathering information (i.e. the animals' talents) and making plans (selecting which animals should try first).

Links to... responsibility, initiative, collaboration, community, love

- In order for all the animals to survive, they must seek from King Lion the name of the tree that they found for food. "The gazelle – the fastest animal – and the elephant – the animal with the best memory – go, in turn, to the king, who gives them the name of the tree. Neither remembers it all the way back. Only the young tortoise, humble and determined, succeeds in learning the name from the king and remembering it when he returns to the other animals, and they are all saved ... it is the animal who tries the hardest rather than the one endowed with the greatest talents who proves himself the hero."

***Bully*** by Judith Caseley, ISBN#0-688-17867-7

Grades 1-6

Links to... responsibility, self-regulation, community, justice, dignity of the person, love, hope

- Mickey tries to make peace with a bully who used to be his friend. Mickey tries different strategies to turn the bully around and become friends with him once again.

***Eddie's Garden and How to Make Things Grow*** by Sarah Garland ISBN 1-84507-089-5

Grades 1-6

\* A great book showing organization because of information-seeking and plan-making

Links to... independent work, initiative, stewardship for creation, science curriculum

- Eddie asks his mother if he can have a garden of his own. He takes on the responsibility for his garden, solves problems and learns the value of nurturing living things to watch them grow.

### Independent Work:



### Key Text:

***The Curious Garden*** by Peter Brown, ISBN 987-0-316-01549-9

This story exemplifies independent work because the boy is very self-directed, creating a beautiful garden out of nothing. Despite odds, he persevered in order to meet his goals.

Grades 1-8 (12)

Links to... initiative, responsibility, self-regulation, community, justice, excellence, stewardship for creation



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- A young boy strives to “revive” a struggling garden. He does not fully know what will come of it, but as he is taking care of the garden, it begins to grow across the city, changing everything in its path. Additionally the city is changed as a result.

### Key Text:

***Begin at the Beginning*** by Amy Schwartz, ISBN 0-06-000111-9

Grades 1-8 (12)

Links to... initiative, self-regulation, organization, love, excellence

- Sara is an art student whose teacher has told her that she is a wonderful artist. She has been asked to share her talent and create a painting – but she is overwhelmed and is struggling to develop an idea. She is working on her own – and even when all kinds of things tempt her to be distracted – she perseveres and in the end is successful. In the story Sara demonstrates the following: “I am not afraid to do new things or try new things. I learn from my mistakes and find what I need to be successful.”

***The Sunflower Parable*** by Liz Curtis Higgs, ISBN 0-7852-7171-6

Grades 1-8 (12)

Links to... responsibility, initiative, stewardship for creation, hope, excellence

- This story is about a boy named Logan who is a young gardener. He hopes to grow sunflowers that reach all the way to heaven by the end of the summer. With his father, Logan discovers the value of planting seeds, not only in the ground, but also in the hearts of his friends and neighbours.

### Collaboration:



### Key Text:

***Stone Soup*** by Jon J. Muth, ISBN 0-439-64022-9

Grades 1-8 (12)

Links to... initiative, responsibility, community, hope, faith

“Three strangers, hungry and tired, pass through a war-torn village. Embittered and suspicious from the war, the people hide their food and close their windows tight. That is, until the clever strangers suggest making a soup from stones. Intrigued by the idea, everyone brings what they have until-- together, they have made a feast fit for a king! In this inspiring story about the strength people possess when they work together, Muth takes a simple, beloved tale and adds his own fresh twist.”



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### Key Text:

**Owen & Mzee** *A true story of a remarkable friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu, ISBN 978-0-439-92780-3

Grades 1-8 (12)

Links to... initiative, responsibility, stewardship for creation, love, justice, community

- A young hippo is separated from his pod during the devastating 2004 tsunami. When the hippo was brought to a wildlife sanctuary, he quickly adopted a 130-year-old tortoise as

his friend. This book tells the story of the unlikely friendship between 2 vastly different species.

**Puppies for Sale** by Dan Clark, ISBN 1-40372-352-4

Grades 1-8 (12)

Links to... initiative, dignity of the person, stewardship for creation, community, hope

- A young boy decides to buy a puppy and chooses the one that limps due to a missing hip socket. The owner argued that the young boy didn't really want a dog that wouldn't be able to run and play ... and if the boy was determined to have that puppy, then the owner would just give the puppy to the boy. The boy declared that the dog was worth just as much as all the other dogs and, after revealing his own twisted leg encased in steel braces, that the dog would need someone who understands him.

**You Are Special** by Max Lucado, ISBN 0-439-06365-5

Grades 1-8 (12)

Links to... self-regulation, responsibility, faith, hope, love, dignity of the person

- This is another story of Punchinello of the Wemmicks, unique wooden people created by their Maker, Eli. In this story, the Wemmicks determine each other's worth giving stickers to each other – they stick yellow stars onto Wemmicks who can do interesting things and they stick grey dots onto Wemmicks who make mistakes and do silly things. Punchinello tries so hard to do things that will earn him stars but all he ever gets is dots and his self-esteem plummets. He notices Lucia, a Wemmick who doesn't have any stars or dots on her – when others try to put stickers on her, the stickers just fall off. Lucia introduces Punchinello to Eli, their maker, and Punchinello realizes that he is special, just as Eli created him to be. This story encourages readers to follow God and to be happy with whom He created you to be.

**The Crayon Box that Talked** by Shane DeRolf ISBN: 0-590-81928-3

Grades 1-8 (12)

Links to... responsibility, initiative, love, community, dignity of the person

- About a boy that goes into a toy store and can hear a box of crayons talking. The box of crayons do not like one another but as the story continues they realize how important they each are when they are put together. They understand how much more beautiful and complete the picture can be. Additionally the story highlights how they are each unique as individuals.



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***All You Ever Need*** by Max Lucado, ISBN 0-439-37265-8

Grades 1-8 (12)

Links to... responsibility, self-regulation, community, dignity of the person, justice

- This story tells of a servant who is left in charge of the well but refuses to share the water fairly while the master is away. When the master's son arrives, the townspeople

want to punish the servant by not allowing him to have any water, but the son reminds everyone that they are equal.

***Don't Laugh at Me*** by Steve Seskin and Allen Shamblin, ISBN#1-58246-058-2

Grades 1-8 (12)

Links to... responsibility, self-regulation, community, justice, dignity of the person, love, hope

- Based on the song of the same name, this book speaks to people to have been bullied and tries to make the bully see their hurtful actions through the eyes of the one they are hurting.

***Snow Friends*** by M. Christina Butler & Tina Macnaughton, ISBN 1-56148-485-7

Grades 1-6

Links to... initiative, community, love

- This story tells of a group of animals who work together to build a snowman. At the end of a wonderful day of snow play, it's time to go home ... but they don't want to leave their snowman alone, so they build another one to keep him company.

***My Secret Bully*** by Trudy Ludwig, ISBN 978-1-58246-159-5

Grades 4-8 (12)

Links to... independent work, self-regulation, initiative, community, dignity of the person, love, justice, hope

- This story presents a changing friendship between Katie and Monica. Katie begins to ignore and bully Monica; Monica's other friends no longer play with her and she begins to fake illness to avoid school. Monica's mother helps her by role-playing different scenarios so that Monica has the confidence to face down her bully.

***An Aboriginal Carol*** by David Bouchard, ISBN 978-0-88995-406-9

*\*This story is the product of collaboration. The unique feature of this story is that it is one of the first times that the three aboriginal groups have worked together to retell this important and ancient story. (First Nations, Metis and Inuit).*

Grades 4-8 (12)

Links to... responsibility, initiative, community, excellence

- This is the story of one of the oldest Huron Carol's in Canada and connects to the arrival of Jesus. The graphics are a celebration of the wisdom and understanding shown between the various groups that gathered to write this story. There is a CD with the text to play if you want a 'reading' as well as parallel texts in native languages.



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**Loser** by Jerry Spinelli, ISBN 0-439-46079-4

Grades 4-8 (12)

Links to... responsibility, community, dignity of the person, love

- This story follows the main character, Donald Zinkoff, from toddler to middle school. He is keen, loud, immature, messy, disorganized, unfailingly happy ... he is a loser. As

students read about Zinkoff's experiences and adventures, they can't help but empathize with him and enjoy him ... and worry about him when the story reaches its turning point. The story encourages students to welcome and include others.

**All the World** by Liz Garton Scanlon and illustrated by Marla Frazee, ISBN 978-4169-8580-8

Grades 1-3

Links to... responsibility, initiative, community

- We are all interconnected and part of a greater whole. Highlighting the importance of creating a positive learning environment would anchor a discussion of learning skills and work habits.

**Chester Raccoon and the Big Bad Bully** by Audrey Penn, ISBN#978-1-933718-15-6

Grades 1-3

Links to... responsibility, self-regulation, community, justice, dignity of the person, love, hope

- Chester Raccoon tries to make friends with a bully who is tormenting him. Then Chester and his friends find out why the bully is really acting out the way he is.

**Freak the Mighty** by Rodman Philbrick, ISBN 0-439-28606-9

\*Read first to determine if your students will enjoy

Grades 6-8 (12)

Links to... responsibility, self-regulation, love, dignity of the person, community

- Two ostracized boys come together to form a friendship that is based on the acceptance of each other's special needs and celebration of each other's talents and gifts.

**Initiative:**



**Key Text:**

**Unique Monique** by Maria Rousaki, ISBN#978-1-933605-68-5

Grades 1-3

Links to... self-regulation, independent work, dignity of the human person, community, love, hope

- At Monique's school everyone wears uniforms, so Monique does her best to be look different from everyone else. This influences everyone else at her school to try to be different also.



## Planting Seeds for Success:

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### Key Text:

***Leo the Lightning Bug*** by Eric Drachman, ISBN 0-9703809-0-9

Grades 1-6

Links to... collaboration, self-regulation, faith, hope, excellence

- Leo was the smallest of all the lightning bugs and he still wasn't able to light up. When he thought he was alone, he tried and tried ... but only got laughed at by his friends, which made him really angry. Eventually, Leo lights up and his anger at his friends disappears.

### Key Text:

***The Tale of Three Trees*** retold by Angela Elwell Hunt, ISBN#0-7459-1743-7

Grades 1-8 (12)

Links to... self-regulation, faith, hope, dignity of the person, excellence

- Three trees have dreams about what they want to be when they grow up. The first was made into a manger that later held Baby Jesus; the second was made into a fishing boat that later held Jesus and the disciples when Jesus calmed the water; the third tree was made into the beams that later became Christ's cross. The trees learned that God's plan for them was more rewarding than they could have imagined.

***The Crippled Lamb*** by Max Lucado, ISBN 0-590-13850-2

Grades 1-8 (12)

Links to... responsibility, faith, hope, love, dignity of the person

- Joshua, a crippled lamb is devastated when he is not able to join the rest of the flock when they are moved to a new meadow. His friend Abigail reassures him that "God has a special place for those who feel left out." Later that night in the stable, both friends witness the birth of Jesus ... and Joshua curled up beside the Baby to keep Him warm. Joshua was exactly where he was meant to be.

***The Way of the Wolf*** by Richard Dungworth, ISBN 0-439-95263-8

Grades 1-8 (12)

Links to... responsibility, collaboration, community, faith, excellence

- A young wolf looks after the kits while the other wolves go hunting and saves the kits from danger by being responsible and brave

***The Thirsty Moose*** by David Orme and Mike Gordon, ISBN 0-7696-4050-8

Grades 1-6 (12)

Links to collaboration, responsibility, community

- Moose ignores the requests of all the animals to stop drinking all the lake water; he continues drinking until a little fly "scares" him away. This story shows that little people can do big things.



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***Am I Forgiving?*** by Jeannie St. John Taylor, ISBN#0-8254-3659-1

Grades 1-6 (12)

Links to... responsibility, collaboration, community, justice, dignity of the person, love, hope

- Erik becomes lonely when his best friend starts playing with another boy. He takes lessons from the Bible to learn how to forgive when the two boys cause him to have a sledding accident, which breaks his arm.

***Hatchet*** by Gary Paulsen, ISBN 0-590-98182-X

Grades 5-8 (12)

Links to... responsibility, stewardship for creation, community, faith

- A young boy must fight to survive after his plane crashes in the Canadian wilderness. He must be innovative and persistent if he hopes to survive until he is rescued.

***One Snowy Night*** by M. Christina Butler & Tina Macnaughton, ISBN 1-56148-452-0

Grades 1-3

Links to... collaboration, community, love

- One winter night, a hedgehog wakes up to find a warm wooly hat left for him by Father Christmas. But the hat always got stuck on his prickles ... so he gave the hat to a friend. Every animal that receives the hat finds the hat problematic and so passes it on to another friend. This story shows the value of innovative thinking and of sharing.

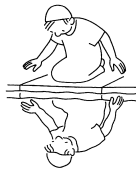
***Walk On!-A Guide for Babies of All Ages*** by Marla Frazee, ISBN#978-0152-05573-8

Grades 1-3

Links to... self-regulation, dignity of the person, excellence, faith, hope, love

- A “guide” teaching babies how to walk, which could metaphorically be used as life, lessons promoting problem solving, perseverance and initiative.

### Self-Regulation:



### Key Story:

**Nails in the Fence Story** Author Unknown, Retrieved on July 16, 2010:

<http://www.inspirational-short-stories.com/bad-temper.html#ixzz0tqy5bL5E>

This is a great story to explain the wounds that are left behind when we are unkind. Find the text to this story in Appendix C.

Grades 1-8 (12)

Links to... dignity of persons, respect, love

- A father asks his angry son to hammer a nail into the fence each time he is angry and lashes out at someone. Over time the boy learns to control his anger. His father asks him to remove a nail each time he is able to hold his temper. The boy is pleased when



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no nails remain on the fence. His father asks him to reflect on the damage that is left behind.

### Key Text:

***How Full is Your Bucket? For Kids*** by Tom Rath & Mary Reckmeyer,

ISBN 978-1-59562-027-9

Grades 1-8 (12)

Links to... responsibility, collaboration, initiative, dignity of the person, hope, excellence

- This wonderful story compares self-esteem to an invisible bucket. Your bucket fills up (*drop*) when you feel good and are helping others to feel good. Your bucket empties (*drip*) as people criticize you and as you criticize others. How does it feel when you are successful?

***I Think, I Am*** by Louise L. Hay and Kristina Tracy, ISBN 978-1-4019-2208-5

Grades 1-8 (12)

Links to... initiative, collaboration, independent work, love, hope, excellence, community

- Teaching Kids the Power of Affirmations -- with this book, students “can learn and understand the powerful idea that they have control over their thoughts and words, and in turn, what happens in their life.” They “will find out the difference between negative thoughts and positive affirmations.” Students will learn that thinking positive thoughts can cause positive things to happen to them; by controlling their thoughts and words, they can have power over what happens in their lives.

***Journey to the Heart: Centering Prayer for Children*** by Frank X. Jelenek,

ISBN 978-1-55725-482-5

Grades 1-8 (12)

Links to... initiative, faith, love, hope

- “We are off to take a journey to the center of ourselves”. This book guides children in a journey that connects them to God through prayer by creating a secret word.

***The Giving Tree*** by Shel Silverstein, ISBN 0-590-39621-8

Grades 1-8 (12)

Links to... responsibility, love, faith, community, stewardship for creation

- A tree watches a young boy grow up through his many stages of life and offers to him whatever the tree is able to provide (e.g., shade, apples, a place to rest, wood). Eventually, the tree has given so much that there is nothing left to give. Sometimes in discussions, the tree is compared to a mother.



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***The Foolish Turtle*** by Anna Wilson & Mike Gordon, ISBN 0-7696-4040-0

Grades 1-6 (12)

Links to... responsibility, initiative

- “Terry the turtle wants to fly. But will he find the courage to try, even though his friends think that it’s a silly idea?” A story about setting goals and persevering despite challenges

***Bethie’s Got the Blues*** by Joanne Langlois, ISBN 0-9730840-0-6

\*The author and painter are local women from Kingston, Ontario.

Grades 1-6 (12)

Links to... initiative, hope, love, faith (great text for voice in language)

- A sick little girl sick at home uses her imagination and the power of positive thinking to overcome boredom. “Great things she did know, for someone so small. If you do not have hope, you have nothing at all.”

***I’m a Great Me! Another Bethie Adventure*** by Joanne Langlois, ISBN

\*The author and illustrator are local women from Kingston, Ontario.

Grades 1-6 (12)

Links to... initiative, dignity of the person, excellence (great text for voice in language)

- Bethie may not have the nicest hair, the best voice or even the most exotic name, but she realizes that she is the best at being her. A great book about self-esteem and being content with who God created you to be.

***Little Tiger is Loud*** A book about using your inside voice by Susan Hood, ISBN 978-0-7944-1635-5

Grades 1-3

Links to... responsibility, community, dignity of the person

- This cute and simple story tells about Toby the Tiger learning about his inside voice and outside voice.

***Little Elephant’s Listening Ears*** A book about learning to listen by Susan Hood, ISBN 978-0-7944-1636-2

Grades 1-3

Links to... responsibility, community, dignity of the person

- This cute and simple story tells about Elliot the Elephant learning how important it is to listen so that he doesn’t miss something.



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***The Harmonica*** by Tony Johnston, ISBN 1-57091-547-4

Grades 6-8 (12)

Links to... responsibility, hope, love, faith, community, justice, music curriculum (Schubert)

- This story follows a young Polish boy through the WWII – the freedom of pre-Nazi Poland, the experience of a concentration camp, the separation from (and death of) his parents, the will to live through the degradation and abuse at Nazi hands, the joy brought to the other prisoners with the playing of his harmonica. The young boy learns that by sharing of himself, he can bring joy and peace and hope.

***Voices in the Park*** by Anthony Browne, ISBN 978-0552545648

Grades 1-8 (12)

Links to... responsibility, collaboration, self-regulation, dignity of the person, community

- A mother and son and their dog go to the park. An unemployed father is at the park, as well, with his daughter and dog. Inevitably, the children and dogs play together. “In four short first person narratives, each of the characters recounts the same outing from a different perspective and at a different emotional level.



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### Developing Strong Roots:

#### How will we help students be successful?

Honouring the Learning Styles and Preferences of Students

When we honour the uniqueness of each student as a child of God then we recognize the need to use a variety of resources and instructional strategies to support each child in our learning community. Fostering a continuous dialogue centred on the big ideas of learning skills and work habits is foundational to each student's success.

The mentor texts outlined in the previous section of ***Planting Seeds for Success*** represent a comprehensive list but as educators we have numerous resources and opportunities to keep the dialogue at the forefront of every day.

Consider:

- using stories and media from Religious Education and Family Life programs and resources;
- using stories and other media from Language texts;
- a focus on media literacy;
- linking to other content areas, such as, science or social studies, for example:
  - Grade 1 Communities can be linked to *responsibilities* within the community;
  - Grade 4 Habitats and Communities can be linked to *collaboration* and the importance of healthy relationships,
  - Grade 5 Ancient Civilizations can be linked to an inquiry about myths and mythology;
  - Grade 6 First Nations and Explorers can be linked with an inquiry about *initiative*, innovation or community,
  - Science can be linked to *initiative*, innovative thinking and *organization*,

#### Fundamental Principles of Assessment and Evaluation

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, ***to the interests, learning styles and preferences, needs, and experiences of all students...***

*Growing Success*, pg. 6.



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- Course content can be linked to real-world authentic issues and challenges to ponder and solve through *collaborative* inquiry,
- Business Studies can be related to *responsibility, initiative* and *self-regulation*, especially when addressing corporate social responsibility, as well as current business situations such as changes in the world economy, the existence of extreme poverty and incredible personal wealth,
- Secondary English can be related to current issues or topics that personally interest students by allowing them to choose topics to discuss, read or write whenever practical.

A powerful instructional strategy to engage students is through the integration of the arts as a way to connect with students who are visual, kinesthetic or auditory. Described on the following pages are a few suggestions to help students develop strong roots in learning skills and work habits through a variety of learning experiences.

### **How might visual images provide a starting point for discussion about learning skills and work habits?**

#### **Activation:**

In your group, discuss how each photograph might relate to the Catholic Graduate Expectations with a focus on learning skills and work habits.

Consider:

- ❖ What may have happened just before and just after the photo was taken?
- ❖ What may be happening just outside the frame of the photo?
- ❖ What emotions are portrayed in the photo?
- ❖ What values and assumptions are underlying the photo?



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Images retrieved July 7, 2010:

[http://pics.tech4learning.com/?search=cat&query=Education\\_Activities&sfied=1&sorder=desc&viewmode=2&page=8&mult=1](http://pics.tech4learning.com/?search=cat&query=Education_Activities&sfied=1&sorder=desc&viewmode=2&page=8&mult=1)

Note: This site grants educators permissions/copyright to use images freely.



### Minds On:

Introduce learning destination to students.

Learning Destination: You have been hired to produce a collage that will be used on the cover of a youth magazine entitled ***Planting Seeds for Success***. Work with a partner to search for appropriate images to represent six learning skills and work habits.

Co-construct the criteria with students. As students work through the process, use the criteria to give descriptive feedback. Facilitate structures whereby students can give each other feedback (e.g. a series of guiding questions to support an interview process or a response sheet to gather evidence of success). Make sure students have time to respond to the feedback and improve their work.

**Consolidation/Celebration:** Have groups of student present their collage to the class. Use the collages to reflect on the classroom learning environment and compare to the criteria already established. Ask students to journal about their own strengths and areas for improvement.



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### **How might drama be used to explore conceptual understanding of learning skills and work habits?**

- This learning sequence is adapted from the Catholic Curriculum Corporation document **Engaging the Soul through the Arts**, 2010

**Mentor Text:** Old Turtle by Douglas Wood ISBN: 0-938586-48-3

#### **Arts Expectations:**

1. Apply the creative process to create and present, using the elements and techniques of The Arts to communicate feelings, ideas, and understandings.
2. Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of The Arts works and experiences.
3. Demonstrate an understanding of a variety of forms and styles from The Arts, both past and present, and their social and community contexts.

#### **Catholic Graduate Expectations:**

Listens actively and critically to understand and learn in light of Gospel values.

Presents information and ideas clearly and honestly and with sensitivity to others.

#### **Scriptural references:**

Genesis 1: 1-28 Creation Story

Exodus 3:14 I am that I am.

Jeremiah 1:4-10

Then the Lord put forth his hand, and touched my mouth. And the Lord said unto me, Behold, I have put my words in thy mouth.

#### **Learning Goals:**

- I can explain that God created the world and all that was in it; that the world's imperfections were generated by the creatures that inhabit it.
- In the story, I can hear how God spoke to His creations through the voice of the turtle.
- I can make connections by listening and hearing the voice of God in the world today.



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**A Collective Creation:** DRAMA monologue, mask and soundscape

**Before the lesson:** Students create masks as a character/element from the story. Based on the character/element, students create a monologue (see *The Arts*, Glossary p. 170 and How to Write a One Minute Monologue in the appendix).

**Activation:** Read story to class so they can work as a group to create a soundscape (See *The Arts*, Glossary p. 172). On an anchor chart record the moments and the moods/effects where sounds using voices, body and objects could be added. Choose excerpts to experiment with. Ask *How will we use these soundscape ideas in conjunction with the text and characters in a presentation of a scene from Old Turtle?*

**Minds On:** Students decide how to use their characters with masks and monologue with soundscape, to present a part or whole of the story. They work on creating an environment and blocking, (See *The Arts*, Glossary p. 167, 166) considering the elements of drama (character/role, focus, place and time, relationships and tension). Ask *What is our intention for the presentation? How can it be structured so the intention is clear?*

**Consolidation:** Students present their creation. Ask *What voices would you add to the collective creation to reflect the voice of God? How could the monologue you created be used as a prayer?* Extension: Students re-write their monologue as a prayer.



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### How might music be used to deepen understanding of learning skills and work habits?

Music is another way to engage students and generate discussion. Listed below are four examples of songs that inspire and invite students to think critically about themselves and the world around them. The lyrics and ideas link directly to life issues that connect with learning skills and work habits.

#### **With My Own Two Hands (Artist: Ben Harper)**

Grades 1-8

**Links to** courage, value of all life, social action, respect, global citizenship, kindness, service, peace, friends, dignity of the person, justice, initiative.

**Links to Learning Skills:** Responsibility, Initiative, Collaboration, Self-Regulation, Independent Work.

This song challenges us to have a positive impact on the world around us. The words of the song inspire and remind the listener that even the smallest act of kindness can change the world.

#### **"With My Own Two Hands" (Ben Harper)**

I can change the world  
With my own two hands  
Make it a better place  
With my own two hands  
Make it a kinder place  
With my own two hands

Lyrics retrieved on July 16, 2010:

[http://www.lyricsfreak.com/b/ben+harper/with+my+own+two+hands\\_20016621.html](http://www.lyricsfreak.com/b/ben+harper/with+my+own+two+hands_20016621.html)

#### **Suggestions for Instructional Experiences:**

- Create a Photo Story with images taken from around the school.
- Share at a school-wide assembly and follow up with in-class activities and discussion on the sacredness of the community.
- Sections of the song can be used as a call to action (e.g., "I'm going to make it a safer place, with my own two hands". Children can be challenged to look around them and to find ways to make the school and classroom a safer place.)
- The song can be used by a Catholic leadership group in the school, introducing the concept of social justice and responsibility.



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### **Hands (Artist: Jewel) Grades 1-8**

**Links to** courage, having a common voice, value of all life, social action, respect, global citizenship, kindness, service, peace, friends, dignity of the person, justice, initiative, leadership, responsibility, empowerment

**Links to Learning Skills:** Initiative, Collaboration, Independent Work, Self-regulation

We are never helpless and as long as hope is allowed to flourish, we can make a difference in the world. In all of the challenges that we will face in life we must persevere and continue to be kind to others.

### **"Hands" (Jewel)**

If I could tell the world just one thing  
It would be that we're all OK  
And not to worry 'cause worry is wasteful  
And useless in times like these  
I won't be made useless  
I won't be idle with despair  
I will gather myself around my faith  
For light does the darkness most fear  
My hands are small, I know  
But they're not yours, they are my own...

Lyrics retrieved on July 16, 2010:

<http://www.azlyrics.com/lyrics/jewel/hands.html>

### **Suggestions for Instructional Experiences:**

- Challenge students to generate ideas and develop ways they can use their own two hands to make a difference in the world.
- Attach a specific faith focus that might be occurring in the school during a set time frame.
- Capture images of students in action and celebrate accomplishments.

### **The Words I Would Say (Artist: Sidewalk Prophets) Grades 4 and above**

**Links to** Faith, hope, perseverance, initiative, optimism, commitment, belief, inspiration

**Links to Learning Skills:** Self-regulation, Initiative, Organization

This song would be suitable for children in the junior and intermediate divisions and specifically well suited to the transition years: grades 6 to 7, grades 8 to 9. The lyrics relate to having hope and living a faith-filled life.



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### Suggestions:

- Before a grade level retreat, parents are asked to prepare a letter for their child expressing their feelings about successes, past experiences and future aspirations. During the retreat, the song is played and a discussion occurs about the importance and meaning of the words. Letters are distributed and read by students.
- Children are encouraged to write back to their parents.

#### The Words I Would Say (Sidewalk Prophets)

...Be strong in the Lord and,  
Never give up hope,  
You're going to do great things,  
I already know,  
God's got His hand on you so,  
Don't live life in fear,  
Forgive and forget,  
But don't forget why you're here,  
Take your time and pray,  
These are the words I would say...

Lyrics retrieved on July 16, 2010:

[http://www.lyricsmode.com/lyrics/s/sidewalk\\_prophets/the\\_words\\_i\\_would\\_say.html](http://www.lyricsmode.com/lyrics/s/sidewalk_prophets/the_words_i_would_say.html)

### Children of the Light (Artist: Sacred

Warrior) Grades 1-8

**Links to** social action, dignity of persons, service to others, caring for God's creation, hope, joy, kindness, diversity

**Links to Learning Skills:** Collaboration and Initiative

Steeped in our faith traditions, this song speaks of what we are called to do as faith-filled Catholics. It speaks of hope, joy and inclusion.

#### Suggestions:

- Play this song at the beginning of a community event. It represents a joyous call to service.
- Anchored on the concept of hope, children may develop and put into action ideas that will encourage them and others to spread their light to their classroom, school, home, parish community.

#### Children of the Light (Sacred Warrior)

We are children, children of the light.  
We are shining in the darkness of the night.  
Hope for this world.  
Joy through all the land.  
Touch the heart of everyone,  
take everybody's hand

Lyrics retrieved on July 16, 2010:

<http://www.lyricstime.com/sacred-warrior-children-of-the-light-lyrics.html>



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### How might a collaborative inquiry provide a starting point for discussion about learning skills and work habits?

Another instructional strategy that is attributed to high student engagement is collaborative inquiry based on relevant topics of interest to students.

HRE2O Connecting *Free the Children* with the Catholic Call for Social Justice

**Catholic Social Teachings Theme:** Dignity of the Human Person

#### Guiding Questions:

- 1) How does the gospel teach us to respond to our neighbor?
- 2) Do we recognize and respond to the face of God in others?
- 3) How do we understand ourselves as made in the image of God?

#### Curriculum Expectations:

- Recognize the Gospels as testimonies of faith in Jesus and an invitation to grow toward wholeness by living as his faithful disciples;
- Demonstrate a profound respect for the dignity and mystery of the human person, as both blessed and broken (CCC §356-412), created, loved and redeemed by God (CCC§599-618, 651-655);
- Demonstrate an understanding of the importance of social justice by applying the teachings of Jesus to their own culture and own life situations (CCC §1928-1942);
- Use the preferential option for the poor as the criterion for analyzing social injustice issues (CCC §2443-2449).

#### Learning Goals:

- I can analyze the work of *Free the Children* as a way to explore social justice issues.
- I can apply the teachings of Jesus to understand the importance of social justice.
- I can demonstrate the following learning skills and work habits: collaboration, responsibility, independent work, initiative, organization, self-regulation, through group work.

#### Notes to Teachers:

- Craig Kielburger's story (youtube video); story of *Free the Children*;
- five pillars of *Free the Children*'s work overseas; to be discovered through inquiry;
- action planning on social justice issues;
- group work skills, self-assessment skills.



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### Minds On (elicit, engage)

Pose guiding questions and facilitate discussion.

- Can one person change the world?
- Can a person your age change the world?
- Do adults believe in the youth's power to change the world?
- View the video of Craig Kielburger's story (youtube)

### Action (explore, explain)

1. Introduce culminating task to students. Explain to students that the learning skills of initiative, collaboration and self-regulation (self-assessment) will be a primary focus throughout this learning experience.
2. Begin to co-construct criteria for learning skills for this inquiry. Criteria for the group work assessment forms and the self-assessment forms\* are established and discussed before the group work is assigned. (See sample group work assessment forms and self-assessment forms on pg. 125-126.) Add to the criteria as students become more familiar with the depth of complexity of the assignment.
3. Explore scripture passages of Jesus helping and speaking up for the poor, and those no one else would help.

**Example in Mark's gospel** - [Jesus] sat down opposite the treasury and observed how the crowd put money into the treasury. Many rich people put in large sums. A poor widow also came and put in two small coins worth a few cents. Calling his disciples to himself, he said to them, "Amen, I say to you, this poor widow put in more than all the other contributors to the treasury. For they have all contributed from their surplus wealth, but she, from her poverty, has contributed all she had, her whole livelihood." Jesus tells us that the widow didn't simply give what was left over after she had bought everything she needed for the week. Instead, she sacrificed her own needs so that she could give to the needs of others. Caring for one another isn't something relegated to the very rich. We are all called to contribute to the needs of our brothers and sisters. Jesus reminds us that generosity and charity are essential to the Christian life.

Other examples include:

- John 4:1-42 Jesus broke with societal and religious customs to honor the dignity of the Samaritan woman.
- Luke 4:16-21 Jesus proclaims his mission: to bring good news to the poor and oppressed.



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4. Introduce the Catholic Social Teachings and how they were created.

***Catholic social teaching has been called the Church's "best kept secret."***

Catholic social teaching is an expression of the Church's ministry of teaching. The Bishops call Catholic social teaching a "constitutive" part of the Church's mission to the world. It is not only the prerogative of the institutional church, but of the entire community. "It is the expression of the way that the Church understands society and of her position regarding social structures and changes. The whole of the Church community—priests, religious, and laity—participates in the formulation of this social doctrine."

### **Hope in Action**

As Catholics, we are called to be witnesses to our faith in the way we live our lives. Pope Benedict XVI calls this hope in action. "On the one hand, our actions engender hope for us and for others; but at the same time, it is the great hope based upon God's promises that gives us courage and directs our action in good times and bad." As Catholics, our hope is grounded in the resurrection of Christ and the promises of God. Catholic Social Teaching describes how we put that hope into action in our world.

5. Introduce Free the Children and the four pillars of their International Programs and Adopt-a-Village model. The four pillars are: 1) Education 2) Water 3) Health 4) Alternative Income See [www.freethechildren.com](http://www.freethechildren.com) for more details.
6. Ask students what the connections are between scripture, Catholic Social Teaching and Free the Children's 4 pillars of International Development. Ask how learning skills and work habits are inter-related and interconnected between scripture, Catholic Social Teaching and Free the Children's 4 pillars of International Development.

### **Consolidation (elaborate, evaluate, extend)**

Students are given time to work together to look up research about Free the Children, look at more examples of scripture, the Catholic Social Justice teachings and the steps to action planning. They must then come up with a proposal for an event, activity, prayer service, public service announcement, video etc. to promote the dignity of the human person through social action.

### **Individual Reflection:**

Research Marc Kielburger's story and how he became involved in *Free the Children*.

**Journal Reflection** – How are we as Catholic Christians called to social justice actions in our world, like the Kielburger's were called?



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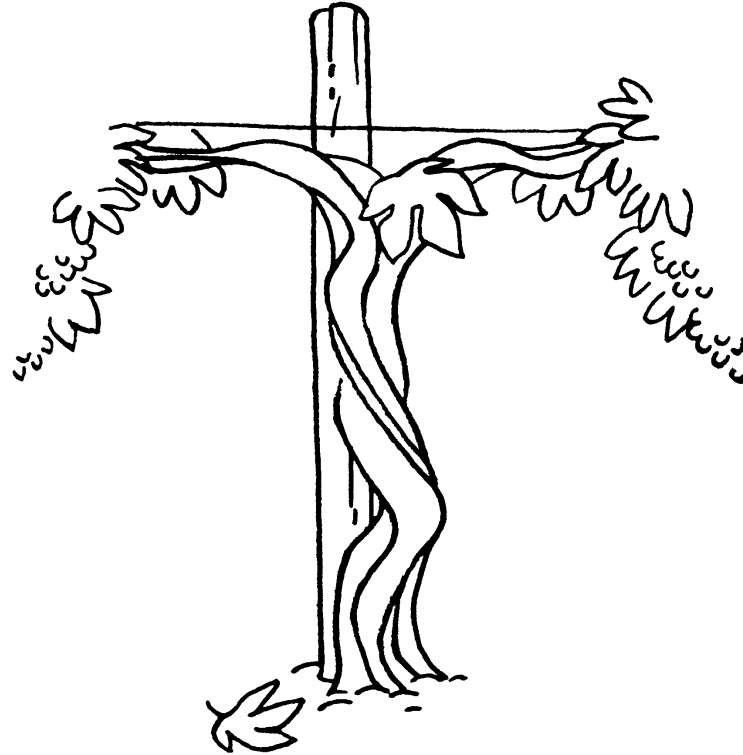
What are ways that you can take your passion, your gifts and plan small actions that will have an impact on your family, school, community, parish, country, or world? How do these actions help to answer 'Who will I become?' Be prepared to discuss in small groups!



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Opportunity for Professional Learning #5



"I am the true vine, and my Father is the gardener. He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful."

John 13, 1-2

What connections do you make between this scripture passage and the corresponding graphics with learning skills and work habits?

How might you use these sacred words with students to deepen their understanding of learning skills and work habits?



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### From Tender Shoots to Branching Out: How will we track and monitor success?

Gathering evidence is a vital function of assessment and evaluation and supports professional judgment. For evaluations to be valid and reliable, a variety of evidence should be collected over time. The process of triangulation of evidence – gathering from three different sources, observations, conversations and student products – allows educators, students and parents/guardians to see progress over time. Involving students in gathering evidence demonstrates a shared learning and a shared

responsibility where ultimately the student is encouraged to articulate his/her own strengths and engage in goal setting by planning next steps for improvement.

Evidence of student achievement for evaluation is collected over time from three different sources - *observations, conversations, and student products*. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

***Growing Success***, p. 39

Systematic observation and conferencing with students can be a daunting task. Suggestions for systematic monitoring include:

- Set and share the learning goals with students at the beginning of a sequence of learning – both an academic and learning skills focus;
- Co-construct criteria with students; create an anchor chart that can be used as a reference for students;
- Co-create a rubric if applicable or transfer the criteria to a checklist, a rating scale or an exit card;
- Choose three to five students per day to monitor; observe and/or conference with students;
- Promote, and explicitly teach peer and self-assessment as a regular routine; conference with students when needed;
- Consider portfolios as a way of gathering evidence; guiding students in the process of selecting relevant pieces of work and reflection;
- Holding collaborative meetings to discuss the specific needs of individual students or a class;



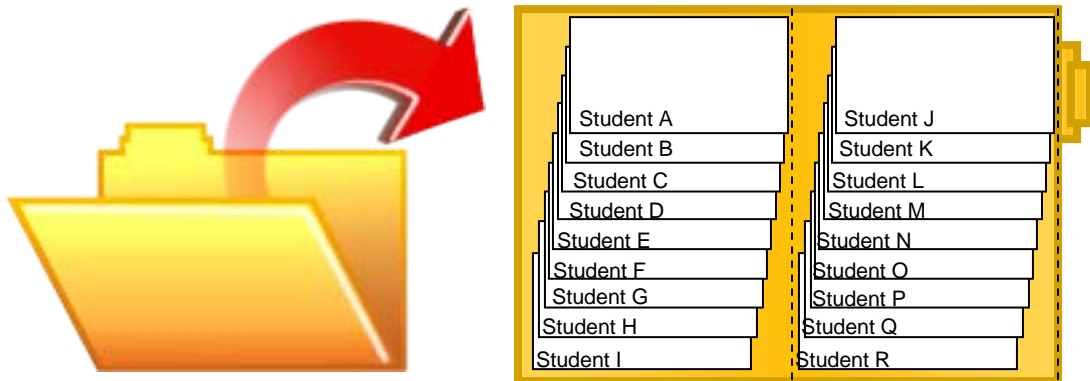
## Planting Seeds for Success:

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- Create structures and processes for students to self-assess and have input into report card comments;
- Consider hosting student-led conferences at reporting periods to allow students to explain progress to their parents/guardians.

Suggestions for tracking tools include:

- Post it notes for recording observations;
- File folders containing class list checklists;
- A file folder containing a recording sheet for each student;



- Student or class portfolios to record observations and mini-conferences;
- Electronic personal devices;
- Productivity 'apps' that record conversations, take images of student work or suited for taking quick anecdotal notes;
- A private, shared collaborative space in 'Google docs' for collaborating with other educators;
- Data tracking wall or dynamic software (i.e. spreadsheets or Tinkerplots) to record and facilitate manipulation of data;
- Exit cards or open response questions;
- Checklists, rating scales, rubrics, checkbrics (i.e. combination of a rubric and a checklist)
- Electronic student response pads; multiple choice responses with tracking capabilities.



## **Planting Seeds for Success:**

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In this section of ***Planting Seeds for Success*** several tracking sheets are included as possible suggestions of whole group monitoring sheets:




- ❖ Explanation of Bull's Eye method
- ❖ Sample 1: Tracking sheet for Science with a focus on Organization, Independent Work
- ❖ Sample 2: Tracking sheet for one week with a focus on Responsibility, Collaboration, Initiative, Self-Regulation
- ❖ Sample 3: Tracking sheet by class for a specific subject (blank)
- ❖ Sample 4: Tracking sheet by time period (blank)
- ❖ Sample 5: General class tracking sheet (blank)

### **Explanation of Bull's Eye Method:**

This method is a simple, visual, tracking method that records the frequency of observed learning goals. It can be used during independent work, group work or class discussions and requires little time and effort.

The educator circulates around the room, with the Bull's Eye chart, carefully observing students for the demonstration of specific, pre-determined learning skills and work habits.

- When the skill/habit is observed a large circle is recorded for that student and the skill.
- When the skill/habit is observed again, a smaller circle is recorded inside the first.
- When the skill/habit is observed a third time, a dot is recorded in the centre, creating a bull's eye.
- Later, it is easy to use these circles to determine descriptors and, over time and with more observations, to build precise and personalized progress report or report card comments:

- ✓ Excellent = bull's eye 
- ✓ Good = 2 circles 
- ✓ Satisfactory = 1 circle 
- ✓ Needs Improvement = no markings



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**Sample 1: Tracking Sheet by Class: Science Experiments**

**Tracking Period: Sept 20<sup>th</sup> - 24<sup>th</sup>**

Learning Skill:	O	O	IW	IW	
	Manages time & completes tasks	Makes a plan	Revises plans to meet goals	Follows instructions with minimal supervision	<b>Focus on Organization and Independent Work</b>
<b>Students</b>					<b>Anecdotal Comments</b>
Student A	⊙	⊙	⊙	⊙	Quiet, dedicated
Student B	⊙	⊙	⊙	⊙	Excellent leader; encourages compromise
Student C	○	⊙	○	○	Begins with a gusto, but becomes frustrated
Student D	⊙	⊙	⊙	⊙	Steady; consistent; needs more leadership
Student E	○	⊙	⊙	⊙	So many good ideas, not enough time to finish
Student F	⊙	⊙	○	○	Sticks with a faulty plan; unfocused but completes
Student G	○	⊙	○	⊙	Works best in structured learning activities
Student H		○		○	Scattered; social; dependent
Student I		⊙	⊙	⊙	Easily distracted; when focused, great work
Student J	⊙			⊙	Great ideas but rushes without planning
Student K	⊙	⊙		⊙	Prefers structured tasks; difficulty with initiative
Student L	⊙	⊙	○	○	Requires a task checklist to stay focused
Student M	⊙	⊙	⊙	⊙	Needs more opportunities to build confidence
Student N	⊙	⊙	⊙	⊙	Great follower, seeks affirmation for plans
Student O	⊙	⊙	⊙	○	Loves science & focuses; wants to do things his way
Student P					Constant assistance needed; needs to move around
Student Q	----	----	----	----	<i>Absent due to illness</i>
Student R	⊙	⊙	⊙	⊙	Self-starter; misses some instructions
Student S	⊙	⊙	⊙	○	Great ideas; rushes without attention to instructions
Student T				⊙	Requires structure; overwhelmed by experiments
Student U	○			⊙	Shy; uncertain; science is uncomfortable
Student V		⊙	⊙	⊙	Needs others to monitor his timing
Student W	⊙			⊙	Requires assistance to formulate a plan
Student X	⊙	○	⊙	⊙	Rushes without plan, revises when challenges occur
Student Y	⊙	○		⊙	Prefers structure; requires affirmation
Student Z		⊙	○	○	Wants to succeed; easily distracted; loses work



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### Sample 2: Tracking Sheet for one week

Tracking Period October 3<sup>rd</sup> – 9<sup>th</sup>

Students	Resp.	Collabor.	Initiative	Self-Reg.	Focus on Responsibility, Collaboration, Initiative, Self-Regulation
	Accepts resp. for words & actions	Responds positively to others' ideas & opinions	Remains positive in new activities	Reflects on choices	Anecdotal Notes
Student A	⊙	⊙	⊙	⊙	Hesitant but really tries
Student B	⊙	⊙	⊙	⊙	Always conscientious of impact on others
Student C	⊙	⊙	⊙	⊙	Very positive
Student D	⊙	⊙	⊙	⊙	Acts without thinking; accepts consequences
Student E	⊙	○		○	Hesitant in new things; doesn't want to stand out
Student F	⊙	○	○	⊙	Very shy; easily hurt; beginning to try
Student G	⊙	⊙	⊙	⊙	Smooth and steady
Student H			○		Trouble accepting consequences; defiant
Student I	⊙	○	⊙	⊙	Always wants to be leader
Student J	⊙	⊙	⊙	⊙	Uses humour to cover insecurity
Student K			○		Trouble making good choices; feels she's right
Student L	⊙	⊙	⊙	⊙	Excellent people skills & work habits
Student M	⊙	⊙	⊙	○	Great in group work; trouble independently
Student N	⊙	○	○		Accept responsibility but doesn't change
Student O	○	⊙	⊙	○	Generally positive; more reflecting needed
Student P	⊙	⊙	⊙	⊙	Confident and kind
Student Q	○	⊙	⊙	○	Tries to justify poor choices, but learning
Student R	⊙	⊙	⊙	⊙	Always positive
Student S	⊙	⊙	⊙	⊙	Sometimes hesitant but really trying to overcome
Student T	⊙			○	Prefers to work on own; difficulty communicating
Student U	⊙	⊙	⊙	⊙	Smooth and steady
Student V	○			○	Critical of self and others; reserved
Student W			○	○	Trouble owning consequences, but trying
Student X	⊙	⊙	⊙	⊙	Outstanding work in math groups
Student Y	⊙	⊙	⊙	⊙	Tries so hard, but difficulty fitting in
Student Z	⊙	⊙	⊙	⊙	Wonderful role model, excellent leader



## Planting Seeds for Success:

## Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Sample 3: Tracking Sheet by Class for Specific Subject

Tracking Period \_\_\_\_\_

[illegible]



## Planting Seeds for Success:

## Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Sample 4: Tracking sheet by Time Period

Tracking Period \_\_\_\_\_

[illegible]



## Planting Seeds for Success:

## Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Sample 5: General Tracking Sheet

Tracking Period \_\_\_\_\_

[illegible]



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
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## From Tender Shoots to Branching Out: How will we track and monitor success?

Another grouping of tracking and monitoring sheets has been included to demonstrate possible recording tools by educators for individual students and for student self-assessment:

- ❖ Sample 6: Tracking sheet for individual students (blank)
- ❖ Sample 7: Tracking sheet for individual students (Big ideas from a Catholic perspective included)
- ❖ Sample 8: Tracking sheet for individual students (Sample behaviours from Growing Success)
- ❖ Sample 9: Student self-assessment (blank)
- ❖ Sample 10: Student self-assessment (Big ideas from a Catholic perspective included)
- ❖ Sample 11: Student self-assessment (Sample behaviours from Growing Success)
- ❖ Sample 12: Tracking sheet for groups of students (blank)
- ❖ Sample 13: Learning Skills and Work Habits Self-Assessment (Collaboration)

### Fundamental Principles of Assessment and Evaluation

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

***Growing Success***, pg. 39



## Planting Seeds for Success:

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### Sample 6: Tracking sheet for individual students (blank)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

	Needs Improvement	Satisfactory	Good	Excellent										
<b>Learning Skills – Tracking &amp; Monitoring</b>														
<b>Responsibility</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
•														
•														
<b>Organization</b>														
•														
•														
<b>Independent Work</b>														
•														
•														
<b>Collaboration</b>														
•														
•														
<b>Initiative</b>														
•														
•														
<b>Self-Regulation</b>														
•														
•														
<b>Reflection:</b> Strengths	Next steps													



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Sample 7: Tracking sheet for individual students (Big ideas from a Catholic perspective included)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

	Needs Improvement	Satisfactory	Good	Excellent										
<b>Learning Skills – Tracking &amp; Monitoring</b>														
<b>Responsibility</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• takes responsibility for actions and words														
• is committed to learning goals & produces quality work														
• considers the global community														
• takes care of the environment														
<b>Organization</b>														
• makes plans														
• gathers information														
• manages time														
<b>Independent Work</b>														
• works to achieve goals														
• follows instructions														
• makes changes to plans and goals, as needed														
<b>Collaboration</b>														
• shares ideas, materials, and resources														
• includes others and encourages others to share														
• maintains healthy relationships														
• resolves conflicts peacefully														
<b>Initiative</b>														
• is curious														
• maintains a positive attitude														
• is an innovative; thinks creatively and critically														
• advocates for self and for others														
<b>Self-Regulation</b>														
• sets reasonable goals														
• reflects on strengths and identifies next steps														
• never gives up; perseveres to overcome challenges														
<b>Reflection:</b> Strengths	Next Steps:													



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Sample 8: Tracking sheet for individual students: (Sample behaviours from Growing Success)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

	Needs Improvement	Satisfactory	Good	Excellent										
<b>Learning Skills – Tracking &amp; Monitoring</b>														
<b>Responsibility</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• fulfils responsibilities and commitments within the learning environment														
• completes and submits class work, homework, and assignments according to agreed-upon timelines														
• takes responsibility for and manages own behaviour														
•														
•														
<b>Organization</b>														
• devises and follows a plan and process for completing work and tasks														
• establishes priorities and manages time to complete tasks and achieve goals														
• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks														
•														
•														
<b>Independent Work</b>														
• independently monitors, assesses, and revises plans to complete tasks and meet goals														
• uses class time appropriately to complete tasks														
• follows instructions with minimal supervision														
•														
•														
<b>Collaboration</b>														
• accepts various roles and an equitable share of work in a group														
• responds positively to the ideas, opinions, values, and traditions of others														
• builds healthy peer-to-peer relationships through personal and media-assisted interactions														
• works with others to resolve conflicts and build consensus to achieve group goals														



## Planting Seeds for Success:

## Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

[illegible]



## Planting Seeds for Success:

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(Revised: Grades 1 to 12)

### Sample 9: Student self-assessment (blank)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Needs Improvement

Satisfactory

Good

Excellent

Learning Skills – Student Self-Assessment														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Responsibility</b>														
•														
•														
•														
<b>Organization</b>														
•														
•														
•														
<b>Independent Work</b>														
•														
•														
•														
<b>Collaboration</b>														
•														
•														
•														
<b>Initiative</b>														
•														
•														
•														
<b>Self-Regulation</b>														
•														
•														
•														
<b>Reflection:</b> My strengths are ...	I need to improve on ...													



## Planting Seeds for Success:

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### Sample 10: Student self-assessment (Big ideas from a Catholic perspective included)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Needs Improvement

Satisfactory

Good

Excellent

Learning Skills – Student Self-Assessment														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Responsibility</b>														
• I take responsibility for my actions and my words.														
• I am committed the learning goals.														
• I consider the global community.														
• I take care of my environment.														
<b>Organization</b>														
• I make plans.														
• I gather information.														
• I manage my time.														
<b>Independent Work</b>														
• I work to achieve my goals.														
• I follow instructions.														
• I make changes to my plans and goals, as needed.														
<b>Collaboration</b>														
• I share my ideas, materials, and resources.														
• I include others and encourage them to share.														
• I maintain healthy relationships.														
• I resolve conflicts peacefully.														
<b>Initiative</b>														
• I am curious.														
• I maintain a positive attitude.														
• I am an innovative and think creatively and critically.														
• I advocate for myself and for others.														
<b>Self-Regulation</b>														
• I set goals.														
• I reflect on my strengths and identify next steps.														
• I never give up. I persevere when I face challenges.														
<b>Reflection:</b> My strengths are ...    I need to improve on ...														



## Planting Seeds for Success:

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### Sample 11: Student self-assessment: (Sample behaviours from Growing Success)

Learning Focus: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Needs Improvement

Satisfactory

Good

Excellent

Learning Skills – Student Self-Assessment														
Responsibility	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• fulfil responsibilities and commitments within the learning environment														
• complete and submit class work, homework, and assignments according to agreed-upon timelines														
• take responsibility for and manage my behaviour														
•														
•														
Organization														
• devise and follow a plan and process for completing work and tasks														
• establish priorities and manage time to complete tasks and achieve goals														
• identify, gather, evaluate, and use information, technology, and resources to complete tasks														
•														
•														
Independent Work														
• independently monitor, assess, and revise plans to complete tasks and meet goals														
• use class time appropriately to complete tasks														
• follow instructions with minimal supervision														
•														
•														
Collaboration														
• accept various roles and an equitable share of work in a group														
• respond positively to the ideas, opinions, values, and traditions of others														
• build healthy peer-to-peer relationships through personal and media-assisted interactions														
• work with others to resolve conflicts and build consensus to achieve group goals														



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• share information, resources, and expertise and promote critical thinking to solve problems and make decisions																	
•																	
•																	
<b>Initiative</b>																	
• look for and act on new ideas and opportunities for learning																	
• demonstrate the capacity for innovation and a willingness to take risks																	
• demonstrate curiosity and interest in learning																	
• approach new tasks with a positive attitude																	
• recognize and advocate appropriately for my rights and the rights of others																	
•																	
•																	
<b>Self-Regulation</b>																	
• set own individual goals and monitor my progress towards achieving them																	
• seek clarification or assistance when needed																	
• assess and reflect critically on my strengths, needs, and interests																	
• identify learning opportunities, choices, and strategies to meet personal needs and achieve goals																	
• persevere and make an effort when responding to challenges																	
•																	
•																	
<b>Reflection:</b>																	
My strengths are ...																	
I need to improve on ...																	





## Planting Seeds for Success:

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### Sample 13: Learning Skills and Work Habits Self-assessment (Collaboration)

#### Collaboration

Name: \_\_\_\_\_

How well did **your team** meet these expectations today? (Circle one)

Excellent

Good

Satisfactory

Needs improvement

- ☐ Each person was friendly towards everyone else in the group.
- ☐ Each person did his/her job in the group (e.g., recorder, reporter, etc.).
- ☐ Each person contributed ideas.
- ☐ When people had different/conflicting ideas, everyone gave their opinion and the group came to an agreement without fighting or hurting people's feelings.
- ☐ The team remained focused on the task.

What specific evidence supports your assessment?

How well did **you** help your team to meet these expectations today? (Circle one.)

Excellent

Good

Satisfactory

Needs improvement

What specific evidence supports your assessment?

Today, I helped my team by...

I could have been more helpful to my team if ...



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### Opportunity for Professional Learning #6

When the mind is thinking it is talking to itself.  
Plato

We are what we repeatedly do.  
Excellence, then, is not an act but a habit.  
Aristotle.

“Help them to make meaning. Teach always within the backdrop of people’s need to make meaning out of their lives, to find purpose, to connect what they are learning with themselves as people and with their world. This may well be the surest key to eliciting and maintaining their active engagement”

T. Groome, *Educating for Life:  
A Spiritual Vision for Every Teacher and Parent*, pg. 108-109

How do these three quotations relate to metacognition, learning skills and work habits?

How does metacognition begin to answer the student’s question ***“Who will I become?”***

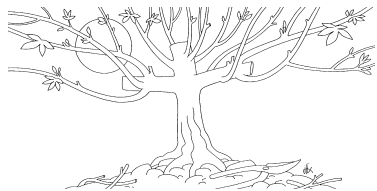
How does involving students in the assessment process *plant seeds for success*?



## Planting Seeds for Success:

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### Supporting the Growth:

#### How will we celebrate and report on success?

The mindset of the Catholic Graduate Expectations permeates all that educators do in the school community from Kindergarten to Grade 12: planning with the end in mind; assessment **for, as** and **of** learning; explicit instruction that supports the learning of all students as well as the process of evaluation. The same mindset must continue for reporting of learning. Although formal reporting tools, the Elementary Progress Report, the Provincial Elementary Report Cards and the Provincial Secondary Report Cards are just one way of communicating progress to parents/guardians and students.

Throughout the year educators use a variety of communication tools to provide specific and descriptive feedback to parents/guardians including newsletters, phone calls, samples of student work sent home with accompanying criteria, checklists, notes in the student agenda, informal reports, parent-teacher interviews or parent-student-teacher conferences, portfolios of student work, student-led conferences and school or classroom visits (***Growing Success***, pg. 53).

Formal reporting should focus on the celebration of learning rather than focus on a child's deficits. Even if a child is struggling the question becomes, "How do I accurately report learning by ***fostering hope and faith in the ability of each child?***" With the release of the ***Growing Success*** document (April 2010) and a move to two reporting periods comes an opportunity for educators, early in the year, to provide specific and descriptive feedback about progress rather than evaluative feedback as on a report card. The Elementary

Progress Report is an assessment ***for learning*** tool rather than ***of learning***. "Communication about student learning should be designed to provide detailed information that will encourage

The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year. In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success.

***Growing Success***, p. 66.



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students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home” (***Growing Success***, p. 53).

Consider these guiding principles or ‘big ideas’ when building progress report or report card comments:

- ❖ Focus on what students have learned; what they know and can do;
- ❖ Describe significant strengths, and identify next steps for improvement;
- ❖ Use plain language. Avoid language that simply repeats the wordings of the curriculum expectations or the achievement chart;
- ❖ Provide parents with **personalized, clear, precise, and meaningful feedback**;
- ❖ Write in “person first” language. For example, when writing a comment for a student with special needs, a teacher would write “This student, with an identified exceptionality, demonstrates...” rather than writing “This learning disabled student demonstrates...”
- ❖ Help parents understand how they can support their children at home;
- ❖ Use language that aligns with the Catholic Graduate Expectations and the gospel values embedded in Catholic Character Formation.

## Student Profiles/Sample Learning Skills and Work Habits Comments - Elementary

The following sample comments have been written to match profiles of students that sit in classrooms anywhere in Ontario. This section of ***Planting Seeds for Success*** will assist educators in writing comments about students’ learning skills and work habits development reflective of the Catholic culture.

This following outlines the structure of this section:

- ❖ Possible Student Profile; Summary of Learning Skills Chart :  
Excellent (E), Good (G), Satisfactory (S), Needs Improvement (N)

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation

- ❖ Learning Skills and Work Habits Comments:
  - ❖ The notes are colour coded according to: **Strengths (Green)**, **Next Steps for Improvement (Blue)** in order to see how the comment was constructed.
  - ❖ The notes are followed by a Learning Skills and Work Habits Descriptor: Responsibility (R), Organization (O), Independent Work (IW), Collaboration (C), Initiative (I), Self-Regulation (S).
  - ❖ The actual comment as it would appear in the Progress Report Card or the Elementary Report Card.



## Planting Seeds for Success:

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### Sample Learning Skills and Work Habits Comments

Comment	Division	Profile	Page
Sample 1: Progress Report Comment for Jason	Junior: Grade 4	<ul style="list-style-type: none"> <li>a school community has chosen to focus on two learning skills and work habits in September and October and communicates next steps for the rest of the term</li> </ul>	p. 131
Sample 2: Report Card Comment for Tony	Primary: Grade 3	<ul style="list-style-type: none"> <li>transforming a comment to reflect Catholic culture</li> </ul>	p. 132
Sample 3: Report Card Comment for Mia	Primary: Grade 1	<ul style="list-style-type: none"> <li>possible comment for a student who is struggling in several areas of learning skills and work habits</li> </ul>	p. 134
Sample 4: Progress Report Comment for Stephen	Primary: Grade 2	<ul style="list-style-type: none"> <li>turning anecdotal comments into a report card comment</li> </ul>	p. 135
Sample 5: Report Card Comment for Sarah	Junior: Grade 5	<ul style="list-style-type: none"> <li>a student who demonstrates strong initiative</li> </ul>	p. 137
Sample 6: Report Card Comment for Abraham	Junior: Grade 6	<ul style="list-style-type: none"> <li>a student who has many strengths and gifts</li> </ul>	p. 139
Sample 7: Report Card Comment for Fiona	Intermediate: Grade 7	<ul style="list-style-type: none"> <li>a student with special needs</li> </ul>	p. 140
Sample 8: Progress Report Comment for Christie	Intermediate: Grade 7	<ul style="list-style-type: none"> <li>a student who exhibits strengths in some areas of learning skills and work skills but could focus on specific skills in order to improve</li> </ul>	p. 141
Sample 9: Report Card Comment for Andrew	Intermediate: Grade 8	<ul style="list-style-type: none"> <li>a student who demonstrates strong learning skills and work habits</li> </ul>	p. 143
Sample 10: Report Card Comment for Husna	Intermediate Grade 8	<ul style="list-style-type: none"> <li>a student recently arrived to Canada from rural Pakistan</li> </ul>	p. 144



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sample 1: Learning Skills Comment (Progress Report – Junior Division)

Student Profile: Jason

Jason, a grade four student, has participated enthusiastically in the school/classroom focus of the two learning skills and work habits, responsibility and collaboration. His leadership skills are evident. Organization and completion of work independently will be highlighted as upcoming next steps for Jason.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
E	S	S	E	G	S

Alignment with the Board theme;

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement
<b>Responsibility</b> <ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>		<b>Strengths/Next Steps for Improvement</b> <p>In keeping with our Board's spiritual theme this year, 'Though many, we are one body in Christ', the school's learning skills and work habits focus in September and October has been to highlight collaboration and our responsibility to care for each other. Jason has shown leadership by accepting to take on different roles during group work. He notices when one of his class mates does not understand and offers to help. Jason takes responsibility for editing his own work and works with others to give specific feedback using the anchor charts to guide his comments. He actively participates in developing criteria and gives practical examples to explain his ideas. As we build on the concepts of learning skills and work habits, Jason will need to focus on the organization of his work and persevere in completing assignments. Setting personal learning goals through self assessment and reflection will be a focus for the remainder of first term. At home encourage Jason to look for ways he can apply the collaborative skills he has learned this fall.</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work.</li> <li>Establishes priorities and manages time to complete tasks.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources.</li> </ul>		
<b>Independent Work</b> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>		
<b>Collaboration</b> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and beliefs of others.</li> <li>Builds healthy peer-to-peer relationships in person and online.</li> <li>Works with others to resolve conflicts and build consensus.</li> <li>Shares information, resources, and expertise, and provides feedback.</li> </ul>		
<b>Initiative</b> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>		
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>		

Reference to explicit teaching and exploration of responsibility and collaboration.

Mention of other learning skills and work habits (i.e. organization, self-regulation and independent work.

How can parents/guardians help at home?



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Sample 2: Learning Skills and Work Habits Comments (Report Card – Primary Division)

#### Student Profile: Tony

Tony is a student in Grade 3 who arrived to the school mid-year. He has had difficulty making friends and interacting with peers. His learning skills and work habits development is at a satisfactory level in all areas.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
S	S	S	S	S	S

#### Tony's Learning Skills and Work Habits Comment #1

The following comment is reflective of a comment that may have been written without explicitly incorporating Catholic values.

There has been steady improvement in Tony's attitude towards school and learning. He is completing class work in the time given and uses his agenda to record things he needs to do. He is handing in homework assignments on a more consistent basis. He is participating more often in class discussions and his confidence is growing when sharing his ideas with others. Tony is still experiencing some difficulty following both oral and written directions and needs assistance to organize his materials and books. He needs to practice using problem solving strategies on his own before asking others for help. Although Tony enjoys working with others in group activities, he often has to be reminded to focus on the task at hand. He often distracts his neighbours and himself by talking. Tony is developing better social skills and is learning to respect the space and property of others. This has allowed him to develop more positive relationships with peers. Next steps for Tony are to focus on improving his independent work habits: focusing on following directions, completing work as it was assigned and setting his own goals for further improvement.

How might the wording of this comment be modified to reflect a Catholic perspective?

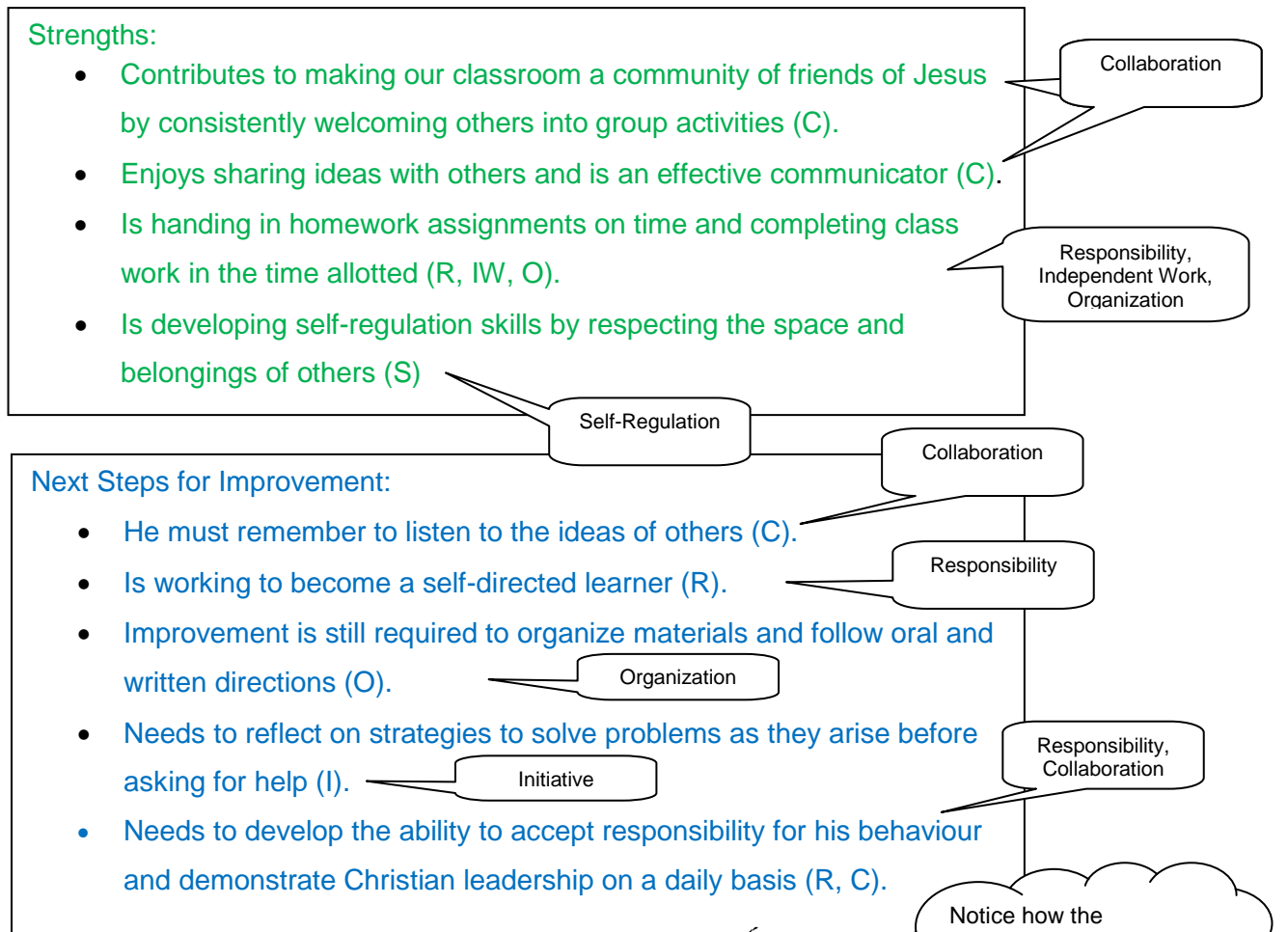
Deconstruct the comment to find the important information communicated to parents/guardians and the student.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

Deconstructing the ideas from Tony's Learning Skills and Work Habits Comment #1:



**Tony's Learning Skills Comment #2:**



Notice how the language changes from Comment 1 to 2.

### Strengths/Next Steps for Improvement

Tony contributes to making our classroom a community of friends of Jesus by consistently welcoming others into group activities. He enjoys sharing his ideas with others and is an effective communicator. He must remember to listen to the ideas of others. Tony is working to become a self-directed learner. He is handing in homework assignments on time and completing class work in the time allotted. Improvement is still needed in Tony's ability to organize his materials and in following oral and written directions. He needs to reflect on strategies to solve problems as they arise before asking for help. Tony is developing self-regulation skills by respecting the space and belongings of others but needs to include others in games or activities that he may be doing. A next step for Tony is to develop the ability to accept responsibility for his behaviour and demonstrate Christian leadership on a daily basis.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sample 3: Learning Skills and Work Habits Comment (Report Card – Primary Division)

This comment reflects the profile of a struggling student.

#### Student Profile: Mia

Mia is a student in Grade 1 who has been struggling with several areas of Learning Skills and Work Habits.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
N	S	S	N	N	S

#### Mia's Learning Skills and Work Habits Evidence:

##### Strengths:

- Enjoys using many of the resources and manipulatives in the classroom (O).
- Able to follow direct one-step instructions (IW).
- Eager to take on different jobs in the classroom (R).
- A happy and energetic student (C).

##### Next Steps for Improvement:

- Struggles to accomplish tasks in the classroom (R).
- Is beginning to use kind words, especially in group games during recess (R).
- Requires much prompting and encouragement to begin and complete assignments (I).
- Ending activities can be difficult for her (O).
- Is encouraged to build organization skills by respecting the classroom environment and honouring the rights of others (O).
- Often confused when two or more directions are given at one time (IW).
- Reluctant to make corrections to improve work (IW, I).
- Frequently gives up when a task becomes more challenging (IW, I).
- May dominate interactions when working on a common activity (C).
- Requires more practice to become a caring community member and respecting the rights of others (C).



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

Mia's learning skills and work habits comment on the first report card:

**Strengths/Next Steps for Improvement**

Mia is settling into the grade one program and has started to build her confidence in the classroom learning. Mia enjoys using many of the resources in the classroom. Ending activities when time is up can be difficult for her. Mia is encouraged to build her organization skills by respecting the classroom environment and honouring the rights of others. Mia is able to follow direct one-step instructions. She becomes confused when two or more directions are given at one time. At home, in a game situation like a scavenger hunt, Mia could practice following directions. Mia is often a happy and energetic student. Sometimes she becomes frustrated when sharing with others. As a class we are working on what it sounds like and feels like to care about the feelings of others. Mia is eager to take on different jobs in the classroom. She sometimes needs reminders to include others and tends to dominate in a group, She is learning how to use kind words with classmates and requires constant reminders. Mia will be supported in taking ownership for her own behaviours to build her ability to become a self-directed learner and to accept others.

Organization

Independent Work

Self-Regulation/  
Collaboration

Initiative/  
Responsibility

### Sample 4: Learning Skills and Work Habits Comment (Progress Report Card – Primary Division)

This educator used post it notes to gather evidence. This comment shows how to take the notes and build a comment.

Student Profile: Stephen

Steven is a student in Grade 2 who has been identified with Autism Spectrum Disorder (ASD) and ADHD. This Learning Skills and Work Habits comment was written for the Progress Report.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
G	S	S	S	S	S



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### From Anecdotal Records to Learning Skills and Work Habits Comment



*After tracking and recording a teacher can take the information from the post-it notes and create the Learning Skills and Work Habits Comments (see below).*

#### Strengths:

- Follows and participates in the morning routine with assistance (R and IW).
- With some reminders, he is able to take out his agenda and copy the information placed on the blackboard (R and IW).
- Beginning to organize his own desk area with some assistance (I and O).
- Beginning to use his personal visual schedule to prepare for learning (IW and O).
- Understands the visual prompts (symbols on sticks that are held up) and recognizes, from these symbols, how to sit at the carpet, how to raise his hand to speak and how to let other students have a turn at speaking (S).
- Even though printing is challenging, he persists in this task (S).
- A respectful student, who brings energy, enthusiasm and curiosity to this learning environment (C).
- Enjoys contributing during the morning message and carpet activities (C).
- Has a strong sense of justice and readily points out when someone is not playing fairly (R).



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Next Steps for Improvement:

- Continues to work on understanding that other people think in different ways and requires adult support to work through conflicts as they arise (C).
- Is working on inviting others to play with him during recess times (C).

**Strengths/Next Steps for Improvement**

Stephen is a respectful student, who brings energy, enthusiasm and curiosity to this learning environment. He enjoys contributing during the morning message and carpet activities. He follows and participates with assistance. Stephen is beginning to use his personal visual schedule to prepare for learning and is also beginning to organize his own desk with assistance. With some reminders, he is able to take out his agenda and copy the information placed on the blackboard. Even though printing is challenging, he persists in this task. Stephen understands the visual prompts (symbols on sticks that are held up) and recognizes, from these symbols, how to sit at the carpet, how to raise his hand to speak and how to let other students have a turn at speaking. He needs to continue to work on understanding that other people think in different ways and requires adult support to work through conflicts as they arise. Stephen has a strong sense of justice and readily points out when someone is not playing fairly. His goal is to work on inviting others to play with him during recess times.

Collaboration

Independent Work/  
Organization

Initiative/  
Responsibility

Self-Regulation/  
Independent Work

Self-Regulation/  
Collaboration

### Sample 5: Learning Skills and Work Habits Comment (Report Card – Junior Division)

This comment reflects the profile of a student who shows strong initiative.

**Student Profile: Sarah**

Sarah is a student in Grade 5. She demonstrates a great deal of initiative but becomes discouraged when faced with challenges. Sarah tries to be a leader in the class but does not always choose the correct way to be a leader.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
S	S	S	S	G	S



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sarah's Learning Skills and Work Habits Evidence:

#### Strengths:

- Contributes to (our community) (the common good) (when she follows) (by occasionally following) the class and school rules and routines (C).
- Shows inclusion by working well with others and resolves conflicts successfully (C).
- Demonstrates responsibility by coming to class on time and prepared for learning (R).
- Regularly faces new challenges with enthusiasm and is willing to take risks (I).
- Sets appropriate goals and is encouraged to persevere in meeting goals by using feedback to improve her work (SR).

#### Next Steps for Improvement:

- Requires reminders to value self and others by listening attentively, using time wisely, and respecting the property of others (C, IW, I).
- She will experience more success when she completes work thoroughly and punctually (R, IW).
- Needs to exercise discipline by (not involving self in other people's conflicts) (allowing others to resolve their own conflicts) (SR, C).
- When faced with problems, she is encouraged to be more patient with self (SR)

Links to Catholic  
Character Formation  
and Learning Skills

#### Strengths/Next Steps for Improvement

Sarah demonstrates **responsibility** by coming to class on time and prepared for learning. She contributes to our **community** when she follows the class/school rules and routines. Sarah requires reminders to **value** herself and others by listening attentively, using her time wisely, and **respecting** the property of others. She will experience more **success** when she completes her work thoroughly and hands in assignments on time. Sarah shows **inclusion** by working well with others and **resolves her own conflicts** successfully, but she needs to exercise **discipline** by not involving herself in other people's conflicts. Sarah regularly faces new challenges with **enthusiasm** and is willing to take risks. When faced with obstacles, she is encouraged to be more **patient** with herself. Sarah sets appropriate **goals** and is encouraged to **persevere** in meeting her goals by being patient and using feedback to improve her work.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Sample 6: Learning Skills and Work Habits Comment (Report Card – Junior Division)

This comment depicts the profile of an academically strong student.

#### Student Profile: Abraham

Abraham is a student in Grade 6. He is a student with many gifts and strengths who is involved in extra-curricular activities.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
E	E	E	E	E	G

#### Abraham's Learning Skills and Work Habits Evidence:

##### Strengths:

- An enthusiastic and responsible student who contributes to our learning community of Jesus by cooperating with others and being respectful of staff and students (R, SR)
- Demonstrates excellence by using class time wisely, completing his work neatly, and eagerly completing work in class so that he doesn't have to take it home (O, IW, I).
- Takes responsibility and is very conscientious about letting the teacher know in advance of absences (R).

##### Next Steps for Improvement:

- Usually respects other people's learning needs by remaining focused during class (C, SR).
- Should continue to model his excellent leadership skills for peers (C).

#### Strengths/Next Steps for Improvement

Abraham is an enthusiastic and responsible student who **contributes to our learning community by cooperating** with others and being **respectful** of staff and students. He demonstrates **excellence** by using class time **wisely**, completing his work neatly, and eagerly completing work in class so that he doesn't have to take it home. He takes **responsibility** for his work and is very **conscientious** about letting the teacher know in advance of absences. He usually **respects** other people's learning needs by remaining focused during class. Abraham should continue to model his excellent **leadership** skills to the class by encouraging his friends to join him in intramural sports at lunch time and after school clubs.

Links to Catholic Character Formation and Learning Skills



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Sample 7: Learning Skills and Work Habits Comments (Report Card – Intermediate Division)

This comment reflects the profile of a student with special needs.

#### Student Profile: Fiona

Fiona is a student in Grade 7. She has been diagnosed with Autism Spectrum Disorder (ASD) and a Developmental Disability. She is a class member in a partially integrated Life Skills class.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
S	S	S	G	S	S

#### Fiona's Learning Skills and Work Habits Evidence:

##### Strengths:

- A very kind and considerate student.
- Contributes to a very positive learning environment.
- Enjoys listening to discussions during group lessons and group activities and is able to contribute with assistance.
- Uses a visual schedule with assistance.
- Will engage in activities with one or two peers when invited.
- Demonstrates pride in accomplishments.
- Requires adult support to move from one task to another.
- Is beginning to seek out specific books to look at during reading time.
- Has begun to independently take out mathematics manipulatives to assist with problem solving activities.

##### Next Steps for Improvement:

- Is beginning to identify a circle of friends.
- A next step for Fiona is to invite a friend to play with during open activity times.
- Becoming better able to identify what situations cause distress and how to self-calm.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Strengths/Next Steps for Improvement

Fiona is a very kind and considerate student. She enjoys listening to discussions during group lessons and group activities and has begun to contribute when prompted by an adult. Fiona is very respectful of other people's personal space and of her own space. She uses a visual schedule to know what she is supposed to be doing and when she is supposed to do it. This helps her to sequence tasks. Fiona will engage in activities with one or two of her peers when she is invited to do so. A next step for Fiona is to invite a friend to sit with her during free time. Fiona demonstrates pride in her accomplishments. She perseveres at all tasks that she does. When she finishes one task, she still requires adult support to move to the next task. Fiona is working on advocating for herself, letting the teacher know when she needs something. She is beginning to seek out specific books that she enjoys. Fiona has begun to independently take out mathematics manipulatives to assist with problem solving activities. She is always happy and contributes to a very positive learning environment.

### Sample 8: Learning Skills and Work Habits Comments (Report Card – Intermediate Division)

This comment reflects the profile of a student in grade 7 who demonstrates some difficulties in academics but has a positive outlook.

#### Student Profile: Christie

Christie is a student in Grade 7. She has difficulty in all areas of academics and yet continues to have a positive approach to school. Currently she has been put on a wait list for a psychological assessment.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
G	S	S	G	S	S

#### Strengths:

- A pleasant student with a good attitude towards school and her peers.
- Becoming more aware of her communication skills towards others (R).
- Quick to show kindness and compassion if friends are struggling (R).
- Realizes that her actions have an impact and will seek a fair solution if possible (R).
- Open to taking on different roles in groups and celebrates her success as she gains insights to new ideas (C).
- Sometimes asks relevant questions to clarify her understanding (I).



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective  
(Revised: Grades 1 to 12)

### Next Steps for Improvement:

- Struggles with working independently (I).
- Needs to develop self-advocacy skills (I).
- Struggles with taking risks yet when she is encouraged she will sometimes try something new (I).
- Worries about making friends (C).
- Requires reminders to follow dress codes routines.
- Sometimes late for a variety of classes during the day and has faced consequences as a result.
- Often needs extra time to complete assignments and homework.
- When faced with challenges, Christie struggles to persevere and work independently to complete the required tasks (IW).
- As a next step Christie needs to set goals for herself based on the insights shared by peers and teachers (S).

### Strengths/Next Steps for Improvement

Christie is a student that is showing awareness of her communication skills towards others. She is quick to show kindness and compassion if friends are struggling. Christie realizes that her actions have an impact on others and should persevere in finding fair solutions during conflict. Christie struggles with keeping her binder organized and this prevents her from getting to the tasks at hand. When faced with challenges, Christie struggles to persevere and work independently to complete the required tasks. Christie is open to taking on different roles in groups and celebrates her success as she gains insights to new ideas. Christie sometimes asks relevant questions to clarify her understanding. As a next step Christie needs to set goals for herself based on feedback given by peers and teachers.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Sample 9: Learning Skills and Work Habits Comments (Report Card – Intermediate Division)

This comment reflects the profile of a student in grade 8 who demonstrates excellence in most areas of learning skills and work habits.

Student Profile: Andrew

Andrew is a self-directed learner who consistently tries to develop strong relationships in each class by respecting the rights of others. Sometimes he underestimates his abilities.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
E	E	E	E	G	G

#### Strengths:

- A self-directed learner and valued and contributing member of the school community
- Through his commitment to activities, both inside and outside the classroom setting, he excels in leadership roles.
- Andrew consistently comes to class prepared and is diligent when organizing classroom notes and resources.
- Within a group setting, Andrew strives to build a strong sense of community by honouring and respecting the dignity of each individual.
- Through the delegation of tasks and the recognition of each group member's success, he is welcoming and inclusive.
- Is very persistent while setting and achieving the goals he has set out for himself.

#### Next Steps for Improvement:

- Often sets goals that are not a true reflection of his abilities. He is encouraged to set higher expectations for himself using his creativity and enthusiasm for learning.

#### Strengths/Next Steps for Improvement

Andrew is a self-directed learner as well as a valued and contributing member of the school community. Through his commitment to activities, both inside and outside the classroom setting, Andrew excels in leadership roles. Andrew consistently comes to class prepared and is diligent when organizing classroom notes and resources. Within a group setting, Andrew strives to build a strong sense of community by honouring and respecting the dignity of each individual. Through the delegation of tasks and the recognition of each group member's success, he is welcoming and inclusive. Although Andrew is very persistent while setting and achieving the goals he has set out for himself, often his goals are not a true reflection of his abilities. He is encouraged to set higher expectations for himself using his creativity and enthusiasm for learning.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Sample 10: Learning Skills and Work Habits Comments (Report Card – Intermediate Division)

Husna is an English language learner student in Grade 8 who has just arrived to Canada from rural Pakistan where she attended an all female school. Her school experience in Pakistan is very different than in Canada.

#### Student Profile: Husna

Husna is learning new social and academic skills which were not part of her school life in Pakistan. In addition to English, she is developing learning skills required to successfully integrate into her new life in Canada.

#### Strengths:

- She is learning to find personally relevant school locations (e.g. washrooms, locker, cafeteria and subject classes). R, I, O
- She is beginning to understand and follow essential school norms such as using an agenda and following a schedule. R, I, O
- She is beginning to understand teacher expectations and follow classroom routines. R, O, I, S
- She is beginning to use key social words and short phrases in English to ask for assistance and communicate needs.
- She begins to work with a partner on shared academic tasks. C

#### Next Steps:

- Participate with increasing comfort in classroom activities
- Respond with increasing confidence to a variety of teaching approaches and share ideas in large group.
- Ask peers for assistance.

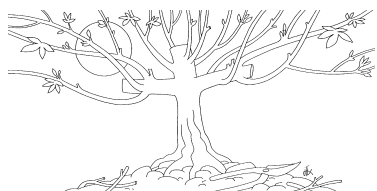
Husna is adapting well to her new school life in Canada. She is becoming more familiar with her new school surroundings and can find her way from class to class. Husna is successful in following her new school timetable. She is a responsible student and comes to class with her homework completed. Husna is building her knowledge and confidence of English. She is very resourceful in using a bilingual dictionary both to complete her homework and to locate and learn important words for communication in English. Husna is beginning to feel more comfortable in communicating her needs to her teachers. Husna is encouraged to continue taking risks by asking classmates for assistance and by sharing her ideas with the larger group during class time.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)



## Supporting the Growth:

### How will we celebrate and report on success in the Secondary Panel?

Different from the Elementary Report Card, the learning skills and work habits in the secondary panel are reported with each course and embedded within each comment section. To assist educators in writing “personalized, clear, precise and meaningful report card comments” (Growing Success, p.2) that reflects the dignity of each student, ***Planting Seeds for Success*** outlines the thinking process of building effective report card comments in order to communicate effectively with parents and students.

The chart below lists the key messages from *Growing Success* and provides two snapshots of student evidence and how this could be synthesized into a report card comment capturing the interconnectedness between academic achievement and learning skills and work habits.

### The Thinking Process: Building Effective Report Card Comments\*

What are the key messages from <i>Growing Success</i> ?	All about Joanne:	All about Jacob:																																				
<p><b>Growing Success says, “Teachers’ professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement.”</b></p> <p>The report card mark, learning skills and comment work together to describe the student’s progress and learning. It should be evident that the teacher knows the learner.</p> <p><b>The Catholic teacher sees the unique gifts and God-given potential of each student.</b></p>	<p>Course: MCR3U Midterm: 65% Joanne works hard and participates well in class. She understands basic concepts, but has difficulty making connections in different contexts.</p> <table border="1"><thead><tr><th colspan="6">Learning Skills and Work Habits</th></tr><tr><th>Responsibility</th><th>Organization</th><th>Independent Work</th><th>Collaboration</th><th>Initiative</th><th>Self-Regulation</th></tr></thead><tbody><tr><td>E</td><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td></tr></tbody></table>	Learning Skills and Work Habits						Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	E	G	G	E	G	G	<p>Course: CHC2P Midterm: 72% Jacob regularly completes his work but has poor attendance, doesn’t often participate in class and generally isn’t very motivated.</p> <table border="1"><thead><tr><th colspan="6">Learning Skills and Work Habits</th></tr><tr><th>Responsibility</th><th>Organization</th><th>Independent Work</th><th>Collaboration</th><th>Initiative</th><th>Self-Regulation</th></tr></thead><tbody><tr><td>S</td><td>G</td><td>S</td><td>S</td><td>S</td><td>G</td></tr></tbody></table>	Learning Skills and Work Habits						Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	S	G	S	S	S	G
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E	G	G	E	G	G																																	
Learning Skills and Work Habits																																						
Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation																																	
S	G	S	S	S	G																																	



## Planting Seeds for Success:

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<p><b>Growing Success says, “Evaluation focuses on students’ achievement of the overall expectations.”</b></p> <p>What big idea(s) or overall curriculum expectations are being addressed during the assessment period? Restate them as learning goals in student and parent-friendly language.</p> <p><b>The Catholic teacher makes explicit links to the curriculum links to the Catholic Graduate Expectations and the teachings of the gospel.</b></p>	<p>MCR3U: Key learning goals to date</p> <ul style="list-style-type: none"> <li>• Trigonometry: using trigonometric ratios, sine law and cosine law to solve real-world problems in both two- and three- dimensional situations.</li> <li>• Various problem-solving strategies, including estimating, scale diagrams and using technology.</li> </ul>	<p>CHC2P: Key learning goals to date</p> <ul style="list-style-type: none"> <li>• Canada's participation in WWI, how that shaped the Canadian identity, its international status and role.</li> <li>• The impact of WWI on the economy and technological development.</li> <li>• The perspectives of various people affected by WWI.</li> </ul>
<p><b>Growing Success says, “Focus on what students learned.”</b></p> <p>How do you know students are making progress in learning the big idea(s)?</p> <p>Consider evidence of specific expectations: observations, conversations and student products (not just written products).</p> <p><b>The Catholic teacher sees the spirituality of assessment <i>for</i> and <i>as</i> learning as opportunities to build relationships based on respect, dignity, trust, justice, excellence, love, equity and above all – hope.</b></p>	<p>Gathered evidence of student learning:</p> <ul style="list-style-type: none"> <li>• exit cards (afl)</li> <li>• quizzes (afl)</li> <li>• math experiments (afl/aol)</li> <li>• unit test (aol)</li> <li>• class presentation (aol)</li> <li>• math journal (aal)</li> <li>• review session (afl)</li> <li>• class discussions (afl)</li> <li>• anecdotal teacher notes, observation (afl)</li> <li>• summative open task (aol)</li> </ul> <p>Legend:  <b>(afl)</b> - assessment <i>for</i> learning  <b>(aal)</b> - assessment <i>as</i> learning  <b>(aol)</b> - assessment <i>of</i> learning</p>	<p>Gathered evidence of student learning:</p> <ul style="list-style-type: none"> <li>• class discussions (afl)</li> <li>• exit cards (afl)</li> <li>• prepared debate (aol)</li> <li>• unit test (aol)</li> <li>• letter from the trenches (aol)</li> <li>• group presentation (aol)</li> <li>• journal entries (aal)</li> <li>• four corners debate (afl)</li> <li>• video analysis (afl)</li> <li>• anecdotal teacher notes, observation (afl)</li> <li>• propaganda poster (aol)</li> </ul> <p>Legend:  <b>(afl)</b> - assessment <i>for</i> learning  <b>(aal)</b> - assessment <i>as</i> learning  <b>(aol)</b> - assessment <i>of</i> learning</p>



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<p><b>Growing Success says,</b> “Identify next steps for improvement.”</p> <p>How do you help students learn? What phrases or strategies do you use most often to help students improve their work?</p> <p><b>The Catholic teacher sees the report card comment as one way to communicate a message of hope by identifying and suggesting specific strategies for improvement.</b></p>	<ul style="list-style-type: none"> <li>• Ask questions when something is unclear</li> <li>• Look for patterns and similarities in different problems</li> <li>• Start by drawing a diagram</li> <li>• Practice for proficiency and comfort using algebra</li> <li>• Use your calculator effectively; round as a final step</li> <li>• Ask yourself if the solution makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the credibility of your sources of information</li> <li>• Proof-read your work for clarity and flow</li> <li>• Participate more often in class discussions</li> <li>• Ask probing questions</li> <li>• Look for connections between people, events and ideas</li> <li>• Use specific details to support your opinion</li> </ul>
<p><b>Growing Success says,</b> “Provide parents/ guardians with personalized, clear, precise, and meaningful feedback.”</p> <p>Mix and match strengths and next steps to create personalized comments with descriptive feedback and valuable suggestions for improvement.</p> <p><b>The Catholic teacher knows the report card comment is only one means of communication with parents/guardians and students and is willing to provide meaningful feedback.</b></p>	<p>Joanne can solve problems using the primary trigonometric ratios and the sine law as demonstrated in her daily work and oral responses. She is encouraged to continue exploring and solving real-world problems using trigonometry to see how similar problem-solving strategies can be effective in many different contexts.</p>	<p>Through his empathetic letter, Jacob illustrated what life would be like for a Canadian soldier fighting/living in the trenches during WWI. He was able to portray the human suffering of the trenches and conveyed the realistic emotions of a soldier. For the remainder of the course, Jacob is encouraged to become engaged in class discussions by making connections.</p>

\*Thank you to Ottawa Catholic School Board for sharing portions of the Reference Guide -  
**Planning for Learning: Building Effective Report Card Comments – Grades 9 to 12**



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### Sample Report Card Comments:

Additional sample comments are provided for both mid-term and final report cards to demonstrate plain language comments at the secondary panel.

**FSF1P - 52% Midterm - struggles with language, not engaged, negative attitude toward the subject, weak basic skills, lacks confidence**

Jennifer participates in and understands short conversations using basic vocabulary. She could further improve her communication skills by taking advantage of the visual resources and technology available in the classroom. She would also benefit from working with a strong peer, and by volunteering to participate regularly in all class activities.

**SNC2D - 93% Midterm - strong work habits**

Emily has an in-depth understanding of chemical bonding and chemical reactions as demonstrated by her unit test. She is able to take concepts from labs and make connections to current world issues. Emily did an excellent job on her formal lab activity related to conservation of mass. She is encouraged to continue her strong in-class participation and to develop her leadership skills in a group setting.

**MAT1L - 73% Midterm - works well in class, low confidence in math ability**

Abdul understands important math concepts including measurement and money calculations as shown by his excellent restaurant menu project. He is able to solve percentage problems including calculating taxes and tips for service bills. Abdul is encouraged to work on rounding and estimating numbers to gain confidence in solving everyday math problems.

**CHV2O - 55% Final - significant strengths; high absenteeism**

Rana has a good understanding of the different political parties in Canada as well as their platforms. She displayed this knowledge by effectively creating a new political party and writing a speech to endorse its platform. Moving forward, Rana is encouraged to be more diligent in her attendance so that she is successful in meeting future course expectations.

**ENG4U - 67% Final - demonstrates good thinking during oral discussion, needs to use writing process**

Bau demonstrated critical thinking skills by outlining multiple perspectives in class discussions on Hamlet and Flowers for Algernon. Bau needs to use the writing process more effectively by meeting various deadlines and accessing a computer to edit and revise. A review of essay structure may assist in improving the organization of his ideas.



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### Opportunity for Professional Learning #7

In Catholic Education it is our ageless desire in Christ to let no person be held at bay from the love of God because they fear their weakness will find no welcome. It is also our greatest care that none are separated from the love of Christ, because we failed to build a Bethlehem that could welcome their weakness.

**Build Bethlehem Everywhere**

"Today's young people, our children, belong to the most promising generation in the history of the world. They stand at the summit of the ages. They also stand at the crossroads of two great paths. One is the broader, well-travelled path that leads to mediocrity of mind and character, and to social decline. The other is a narrower, "less traveled" uphill path leading to limitless possibilities – and the hope of the world. EVERY child can walk this latter path, if shown the way,

But who will show them the way, if not you and me? Where will they learn how, if not in their home or at their school? When will it happen, if not now?"

Stephen Covey. *The Leader in Me*. Free Press; Toronto (2008)

The future is not some place we are going to but one we are creating. The paths are not to be found but made, and the activity of making them changes both the maker and the destination.

**John Schaar**

How do these three quotations link to *Planting Seeds for Success*?

How might you use this document to bring students closer to Christ by helping them recognize their God-given gifts?



## **Planting Seeds for Success:**

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(Revised: Grades 1 to 12)

## **Appendix A**

### **Ontario Catholic School Graduate Expectations**

#### **A Discerning Believer Formed in the Catholic Faith Community**

- CGE1a Illustrates a basic understanding of the saving story of our Christian faith.
- CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- CGE1c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.
- CGE1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE1e Speaks the language of life... 'recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.' (Witnesses to Faith)
- CGE1f Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.
- CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.
- CGE1h Respects the faith traditions, world religions and the life-journeys of all people of good will.
- CGE1i Integrates faith with life.
- CGE1j Recognizes that 'sin, human weakness, conflict and forgiveness are part of the human journey' and that the cross, the ultimate sign of forgiveness is at the heart of redemption.(Witnesses to Faith)

#### **An Effective Communicator**

- CGE2a Listens actively and critically to understand and learn in light of gospel values.
- CGE2b Reads, understands and uses written materials effectively.
- CGE2c Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE2d Writes and speaks fluently one or both of Canada's official languages.
- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

#### **A Reflective and Creative Thinker**

- CGE3a Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- CGE3b Creates, adapts, evaluates new ideas in light of the common good.
- CGE3c Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3d Makes decisions in light of gospel values with an informed moral conscience.
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience.
- CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

#### **A Self-Directed, Responsible, Lifelong Learner**

- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b Demonstrates flexibility and adaptability.



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- CGE4c Takes initiative and demonstrates Christian leadership.
- CGE4d Responds to, manages and constructively influences change in a discerning manner.
- CGE4e Sets appropriate goals and priorities in school, work and personal life.
- CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills.
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle.

### **A Collaborative Contributor**

- CGE5a Works effectively as an interdependent team member.
- CGE5b Thinks critically about the meaning and purpose of work.
- CGE5c Develops one's God-given potential and makes a meaningful contribution to society.
- CGE5d Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.
- CGE5e Respects the rights, responsibilities and contributions of self and others.
- CGE5f Exercises Christian leadership in the achievement of individual and group goals.
- CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
- CGE5h Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

### **A Caring Family Member**

- CGE6a Relates to family members in a loving, compassionate and respectful manner.
- CGE6b Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.
- CGE6c Values and honours the important role of the family in society.
- CGE6d Values and nurtures opportunities for family prayer.
- CGE6e Ministers to the family, school, parish, and wider community through service.

### **A Responsible Citizen**

- CGE7a Acts morally and legally as a person formed in Catholic traditions.
- CGE7b Accepts accountability for one's own actions.
- CGE7c Seeks and grants forgiveness.
- CGE7d Promotes the sacredness of life.
- CGE7e Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- CGE7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.
- CGE7h Exercises the rights and responsibilities of Canadian citizenship.
- CGE7i Respects the environment and uses resources wisely.
- CGE7j Contributes to the common good.



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### Appendix B

<p>family life education religious education witness worship Eucharist morality <b>FAITH</b> invitation reconciliation social action adult faith prayer grace retreats</p>	<p>high expectations optimism awaits <b>HOPE</b> commitment expectation forgiveness perseverance giving a second chance sustains goals inspiration</p>	<p>solidarity family compassion charity kindness caring service <b>LOVE</b> patience empathy friends good respect forgiveness relationship</p>
<p>welcoming inclusion conflict no bullying honesty resolution peace safe schools respect <b>COMMUNITY</b> family cooperation unity in diversity parish global citizenship celebration relationships gratitude</p>	<p>Catholic Character Formation: The Virtuous Life</p> <p>The Gospel of Jesus Christ</p> 	<p>humility listening respect for all worth <b>DIGNITY OF THE PERSON</b> chastity justice moral life reverence for life welcoming human integrity image of God</p>
<p>sacredness of creation global awareness value of all life energy conservation <b>STEWARDSHIP FOR CREATION</b> wellness care of the environment care for the school indoors and outdoors sacredness of human body</p>	<p>preferential option for the poor and vulnerable local and global fairness peace <b>JUSTICE</b> equality restorative justice human rights awareness discipline courage solidarity equity generosity</p>	<p>giftedness wisdom achievement celebration understanding <b>EXCELLENCE</b> commitment success initiative generosity good habits leadership responsibility</p>



## **Planting Seeds for Success:**

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### **Appendix C**

#### **‘Nails in the Fence’ Story:**

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there.

The next time you get angry with someone and are about to speak, ask yourself if there was a way to say what you want to say with neutral words. Often the habit of reacting angrily is just that - a habit you learned when you were young and haven't questioned since. You might have become blind to the effect it has on your life.

It is really so that the world reflects back your own attitude. If you constantly wonder why people are angry at you, perhaps it is you who treated them with anger first? Listen to the words and tone of voice you use. And try, really try, to speak neutrally to someone who are angry with. If you know it will be difficult, write the words down first. Rehearse it in your mind. Decide on a prize you will give to yourself if you succeed.

Teach your mind intentionally to use respectful words. And you just might find that life begins to feel a lot nicer - because people aren't angry at you anymore.

Retrieved on July 16, 2010:

<http://www.inspirational-short-stories.com/bad-temper.html#ixzz0tqy5bL5E>




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Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Appendix D1

Comment pouvons-nous considérer les habiletés d'apprentissage et de travail dans le cadre de la catholicité?

Habiletés d'apprentissage ( <i>Growing Success</i> 2010)	Exemple Comportements ( <i>Growing Success</i> 2010)	Link to Catholic Graduate Expectations	Link to Catholic Character Formation / Virtues
<b>Responsabilité:</b> 	<ul style="list-style-type: none"> <li>Accompli ses responsabilités et ses engagements dans l'environnement d'apprentissage</li> <li>Complète et soumet ses travaux et ses devoirs dans les délais prescrits</li> <li>Est responsable et gère ses propres comportements</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>Responsabilité pour ses propres comportements, paroles et actions</li> <li>Compassion et engagement</li> <li>Communauté globale</li> <li>Intendance de l'environnement</li> </ul>	<ul style="list-style-type: none"> <li>Un adepte autonome et responsable de l'apprentissage à vie CGE4a Fait preuve de confiance en soi et de respect pour la dignité des autres. CGE4e Fait un usage efficace de la communication, prise de décision, résolution de problème et de gestion du temps et des ressources. CGE4g Examine et réfléchit sur ses valeurs, ses habiletés et ses aspirations qui déterminent les choix et les possibilités que lui offre la vie.</li> <li>Un citoyen responsable CGE7b Accepte la responsabilité de ses actions. CGE7e Témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règne justice, compassion et paix. CGE7i Respecte l'environnement et utilise les ressources de la terre à bon escient.</li> </ul>	<ul style="list-style-type: none"> <li>Excellence Un bon tempérament développé avec des pratiques qui favorisent les vertus et les bonnes habitudes. Les talents, dons et les habiletés sont utilisés pleinement.</li> <li>Dignité de la personne Respect de tous les êtres humains indépendamment de la race, âge, condition sociale...</li> <li>Foi La foi qui mène à un plus grand amour pour tous. La foi qui reconnaît l'appel à aimer Dieu et nos semblables comme la voie vers l'existence humaine.</li> <li>Amour Est respectueux, empathique, courtois; démontre la paix, de bonnes relations, la solidarité; est un serviteur des autres</li> <li>Intendance Reconnaît le caractère sacré de la création; le caractère sacré du corps humain; prends soins de la communauté scolaire et de l'environnement</li> <li>Compassion Se sert des formes les plus actives d'empathie envers les plus démunis et en souffrance. Implique de se sentir responsable et d'agir pour les souffrances des autres.</li> </ul>




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### Appendix D2

Comment pouvons-nous considérer les habiletés d'apprentissage et de travail dans le cadre de la catholicité?

<p><b>Organisation:</b></p> 	<ul style="list-style-type: none"> <li>• Élabore et suit un plan et des processus pour compléter ses travaux</li> <li>• Établit des priorités et gère le temps pour compléter ses travaux et ses buts d'apprentissage</li> <li>• Identifie, recueille, évalue et utilise les informations, la technologie et les ressources pour compléter ses travaux</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>• Élaborer des plans</li> <li>• Recueillir l'information</li> <li>• Gérer le temps</li> <li>• Établir des priorités</li> </ul>	<ul style="list-style-type: none"> <li>• Un adepte autonome et responsable de l'apprentissage à vie           <p>CGE4b Fait preuve de flexibilité et d'adaptabilité</p> <p>CGE4c Démontre de l'initiative et de leadership chrétien</p> <p>CGE4e Fait un usage efficace de la communication, prise de décision, résolution de problème et de gestion du temps et des ressources.</p> </li> <li>• Un citoyen responsable           <p>CGE7b Accepte la responsabilité de ses actions.</p> <p>CGE7e Témoigne de l'enseignement social catholique en encourageant l'égalité, la démocratie et la solidarité qui mènent à une société où règne justice, compassion et paix.</p> </li> <li>• Communicateur efficace           <p>CGE2e Utilise la tradition de foi catholique dans son analyse critique des arts, médias, la technologie qui rehaussent notre qualité de vie.</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Excellence Les dons de chacun sont concrétisés que ce soit intellectuellement (sagesse, compréhension...) ou moralement (courage, générosité...)</li> <li>• Espoir Prendre la responsabilité pour soi et les autres; persévérer contre tout; faire confiance aux plans de Dieu pour le peuple de Dieu et envers tous les obstacles.</li> </ul>
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### Appendix D3

Comment pouvons-nous considérer les habiletés d'apprentissage et de travail dans le cadre de la catholicité?

<p><b>Travail indépendant:</b></p> 	<ul style="list-style-type: none"> <li>• Contrôle, évalue et révise, de manière indépendante, ses plans pour compléter ses travaux et réaliser ses buts</li> <li>• Utilise le temps de classe de manière appropriée pour compléter ses travaux</li> <li>• Suit les consignes avec un minimum de supervision</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>• Pensée flexible et adaptative</li> <li>• Suit les directives avec un minimum de supervision.</li> <li>• Atteint le but d'apprentissage personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Un penseur réfléchi et inventif</li> </ul> <p>CGE3c Pense de manière réfléchie et créatrice pour évaluer des situations et résoudre des problèmes.</p> <li>• Un adepte autonome et responsable de l'apprentissage à vie</li> <p>CGE4b Fait preuve de flexibilité et d'adaptabilité</p> <p>CGE4c Démontre de l'initiative et de leadership chrétien</p> <p>CGE4e Se fixe des buts et des priorités appropriés à l'école, au travail et dans sa vie personnelle.</p> <p>CGE 5e Est conscient de ses droits, responsabilités et contributions, et ceux d'autrui.</p>	<ul style="list-style-type: none"> <li>• Espoir Prendre la responsabilité pour soi et les autres; persévérer contre tout; faire confiance aux plans de Dieu pour le peuple de Dieu et envers tous les obstacles</li> <li>• Excellence Un bon tempérament développé avec des pratiques qui favorisent les vertus et les bonnes habitudes. Les talents, dons et les habiletés sont utilisés pleinement.</li> </ul> <p>Les dons de chacun sont concrétisés que ce soit intellectuellement (sagesse, compréhension...) ou moralement (courage, générosité...)</p>
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## Planting Seeds for Success:

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### Appendix D4

<p><b>Collaboration:</b></p> 	<ul style="list-style-type: none"> <li>• Accepte des rôles variés et partage équitablement le travail</li> <li>• Réagit positivement aux idées, opinions, valeurs et traditions des autres</li> <li>• Entretien de saines relations avec ses pairs via des interactions personnelles et médiatiques</li> <li>• Collabore pour trouver des solutions et des compromis lors des travaux de groupe</li> <li>• Partage expertise, informations, ressources et pensée critique pour résoudre des problèmes et prendre des décisions</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>• Participation, inclusion, partage</li> <li>• Communauté; le bien commun</li> <li>• Relations saines</li> <li>• Résolution de conflit</li> <li>• Dignité du travail/Droits des travailleurs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicateur efficace CGE2c Présente l'information et les idées avec clarté, honnêteté, et avec le souci de la réaction des autres.</li> <li>• Agent du bien commun CGE5a Collabore efficacement au sein d'une équipe. CGE5d Découvre sens, dignité, épanouissement et vocation dans un travail qui contribue au bien commun. CGE5e Est conscient de ses droits, responsabilités et contributions, et ceux d'autrui. CGE5g Fait preuve d'excellence, d'originalité et d'intégrité dans son travail et encourage ces qualités dans le travail de l'autre.</li> <li>• Un citoyen responsable CGE7j Contribue au bien commun Un penseur réfléchi et inventif CGE7i</li> <li>• Respecte l'environnement et utilise les ressources de la Terre à bon escient. CGE3b Crée, adapte et évalue des idées nouvelles à la lumière du bien commun</li> <li>• Un membre attentionné de sa famille CGE6a Cultive des rapports aimants, compatissants et respectueux envers les membres de sa famille.</li> </ul>	<ul style="list-style-type: none"> <li>• Dignité de la personne humaine Reconnaît la valeur de chaque vie humaine; est accueillant et attentif; est intègre.</li> <li>• Amour Est respectueux, empathique, courtois; démontre la paix, de bonnes relations, la solidarité; est un serviteur des autres.</li> <li>• Communauté Est accueillante; nous permet d'exister, grandir et s'épanouir avec tous nos talents; est un agent de paix et s'implique à résoudre des problèmes. Entretien des relations qui incluent tous les êtres humains.</li> <li>• Justice Reconnaît la dignité de chaque personne; donne le pouvoir à chacun de s'impliquer dans les décisions qui affectent leur vie; sans préjugés; s'associe avec tous.</li> <li>• Excellence Un bon tempérament développé avec des pratiques qui favorisent les vertus et les bonnes habitudes. Les talents, dons et les habiletés sont utilisés pleinement.</li> <li>• Espoir Prendre la responsabilité pour soi et les autres; persévérer contre tout; faire confiance aux plans de Dieu pour le peuple de Dieu et envers tous les obstacles</li> </ul>
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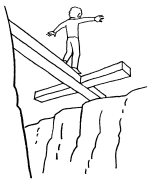
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix D5

Comment pouvons-nous considérer les habiletés d'apprentissage et de travail dans le cadre de la catholicité?

<p><b>Initiative:</b></p> 	<ul style="list-style-type: none"> <li>• Recherche et utilise de nouvelles idées et des opportunités pour apprendre</li> <li>• Démonstre une capacité d'innover et une volonté de prendre des risques</li> <li>• Fait preuve de curiosité et d'intérêt pour apprendre</li> <li>• Entreprend de nouvelles tâches de manière positive</li> <li>• Reconnaît et renforce, de manière appropriée, ses droits et ceux des autres</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>• Curiosité, émerveillement et admiration</li> <li>• Attitude positive</li> <li>• Innovation</li> <li>• Défense de soi et des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Un adepte autonome et responsable de l'apprentissage à vie</li> </ul> <p>CGE4d Accueille le changement, le gère et influence de manière constructive et avec discernement.</p> <p>CGE4g Examine et réfléchit sur ses valeurs, ses habiletés et ses aspirations qui déterminent les choix et les possibilités que lui offre la vie.</p> <ul style="list-style-type: none"> <li>• Agent du bien commun</li> </ul> <p>CGE5f Fait preuve de leadership chrétien dans la réalisation d'objectifs collectifs et individuels.</p> <p>CGE5g Fait preuve d'excellence, d'originalité et d'intégrité dans son travail et encourage ces qualités dans le travail de l'autre</p> <ul style="list-style-type: none"> <li>• Un citoyen responsable</li> </ul> <p>CGE7j Contribue au bien commun</p>	<ul style="list-style-type: none"> <li>• Excellence Un bon tempérament développé avec des pratiques qui favorisent les vertus et les bonnes habitudes. Les talents, dons et les habiletés sont utilisés pleinement.</li> </ul> <p>Les dons de chacun sont concrétisés que ce soit intellectuellement (sagesse, compréhension...) ou moralement (courage, générosité...)</p> <ul style="list-style-type: none"> <li>• Espoir Prendre la responsabilité pour soi et les autres; persévérer contre tout; faire confiance aux plans de Dieu pour le peuple de Dieu et envers tous les obstacles.</li> <li>• Communauté Est accueillante; nous permet d'exister, grandir et s'épanouir avec tous nos talents; est un agent de paix et s'implique à résoudre des problèmes. Entretient des relations qui incluent tous les êtres humains.</li> <li>• Service Nous sommes appelés par Dieu à être au service de sa Parole et au service des autres. Faisant parti de la communauté chrétienne, nous sommes appelés à continuer le travail de Jésus pour servir l'humanité et se modeler au Christ comme des chefs de file. Nous devons mener par l'action et par l'exemple.</li> </ul>
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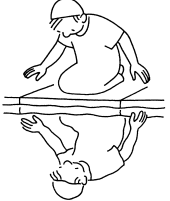
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix D6

Comment pouvons-nous considérer les habiletés d'apprentissage et de travail dans le cadre de la catholicité?

<p>Autorégulation:</p> 	<ul style="list-style-type: none"> <li>• Établit ses propres buts et contrôle ses progrès pour les réaliser</li> <li>• Demande des clarifications ou de l'aide si nécessaire</li> <li>• Évalue et réfléchit de manière critique à ses forces, ses besoins et ses intérêts</li> <li>• Identifie des occasions d'apprentissage, des choix et des stratégies pour répondre à ses besoins et réaliser ses buts</li> <li>• Persévère et fait des efforts lors des défis</li> </ul> <p><b>Idées maîtresses dans une perspective catholique:</b></p> <ul style="list-style-type: none"> <li>• Se fixer des buts</li> <li>• Métacognition/réflexion/pardon</li> <li>• Persévérance</li> </ul>	<ul style="list-style-type: none"> <li>• Un croyant averti, formé dans la communauté de foi catholique</li> </ul> <p><b>CGE1d</b> Développe des attitudes et des valeurs fondées sur l'enseignement social catholique et s'emploie à promouvoir la responsabilité sociale, la solidarité humaine et le bien commun.</p> <ul style="list-style-type: none"> <li>• Un penseur réfléchi et inventif</li> </ul> <p><b>CGE3b</b> Crée, adapte et évalue des idées nouvelles à la lumière du bien commun</p> <p><b>CGE3c</b> Pense de manière réfléchie et créatrice pour évaluer à la lumière du bien commun.</p>	<ul style="list-style-type: none"> <li>• Foi La foi qui mène à un plus grand amour pour tous. La foi qui reconnaît l'appel à aimer Dieu et nos semblables comme la voie vers l'existence humaine.</li> <li>• Justice Reconnaît la dignité de chaque personne; donne le pouvoir à chacun de s'impliquer dans les décisions qui affectent leur vie; sans préjugés; s'associe avec tous.</li> <li>• Pardon S'accepter soi-même et accepter les autres démontre de l'autorégulation. C'est reconnaître ses défis et aussi travailler avec nos talents et les dons de Dieu. Le sacrement de Réconciliation, un sacrement de pardon, est un signe particulier de l'amour du Christ pour nous. Nous nous pardonnons nous-mêmes, nous nous autoréglons.</li> </ul>
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## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E1

## Exemple de référentiel pour Responsabilité (Primaire/Moyen):

### Idées Maîtresses-Perspective Catholique:



- Responsabilité pour ses comportements, ses mots et ses actions
- Compassion et engagement
- Communauté (à la maison, l'école, locale et globale)
- Soigner l'environnement

### Je suis responsable quand ...

- Je prends la responsabilité de mes comportements et je cherche des moyens de m'améliorer..
- Je réfléchis avant de parler ou d'agir. J'utilise un langage approprié et respectueux en tout temps. J'utilise un langage corporel et un ton de voix respectueux quand je communique je comprend l'impact important de mes gestes et de mes actions.
- Je peux comprendre et considérer le point de vue des autres J'ai de la compassion, de l'empathie et du respect pour les autres.
- J'accepte la responsabilité pour les actions de tous les élèves de l'école et je participe à l'amélioration des comportements. Je comprends que c'est ma responsabilité de dire à un adulte si un élève est victime de bullying.
- Je fais preuve d'empathie quand je prends une décision qui aura des conséquences pour ma classe, mon école et ma communauté. Je comprends que tout ce que je fais a des conséquences pour les autres et que je me dois d'être un chef de file positif dans ma classe, mon école et ma communauté.
- Je complète toutes les tâches qui me sont assignées car je suis un apprenant autonome. Je demande de l'aide quand j'en ai besoin car je veux apprendre.
- Je suis responsable de me connaître comme apprenant et je gère mon temps et mes apprentissages de façon efficace.
- Quand je m'absente je suis responsable de savoir le travail à reprendre. Je complète mon travail et je demande des questions pour clarifier la tâche.
- J'utilise mes habiletés de citoyen en adhérant aux règles et aux attentes de l'école de la classe. (par ex. je suis ponctuel, je retourne en classe rapidement, je partage le matériel, je garde l'espace de travail en bon état)
- Je prends soin de ma classe, de l'école et l'environnement de ma communauté (par ex: je ramasse mes ordures et celles qui traînent dans les couloirs, je recycle, je ferme les ordinateurs et les lumières et je respecte la propriété d'autrui)
- Je sais que je prends soin de la Création de Dieu le Père. .
- Je peux faire une différence en aidant les autres.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E1

#### Exemple de référentiel pour **Responsabilité (Intermédiaire/Secondaire):**



#### **Idées Maîtresses-Perspective Catholique:**

- Responsabilité pour ses comportements, ses mots et ses actions
- Compassion et engagement
- Communauté (à la maison, l'école, locale et globale)
- Soigner l'environnement

#### **Je suis responsable quand ...**

- J'agis comme un témoin de l'enseignement catholique social en encourageant l'égalité, la démocratie et la solidarité pour une société juste, paisible et compatissante.
- J'utilise un langage approprié et respectueux en tout temps. Je démontre un langage corporel respectueux et un ton de voix approprié quand je communique. Je suis conscient que mes actions ont souvent plus d'impact que mes paroles
- Je tiens compte des sentiments des autres et je considère les conséquences positives et négatives avant de parler ou d'agir.
- Je comprends que communiquer en ligne est aussi humain alors je vais me conduire de façon respectueuse, responsable et avec l'éthique requise.
- J'accepte la responsabilité pour les actions de tous les élèves de l'école et je participe à l'amélioration des comportements. Je prends l'initiative et je démontre mes qualités de chef de file chrétien.
- Je suis accueillant et je m'engage dans des interactions avec tous les membres de ma communauté scolaire.
- Je participe activement et de façon constante à l'amélioration de ma salle de classe comme environnement d'apprentissage.
- Je m'efforce d'être un modèle en je réponds avec des comportements qui influenceront les autres de manière positive.
- J'arrive en classe à temps, avec mes devoirs complétés en ayant révisé le matériel à l'étude.
- Je prends l'initiative de demander des clarifications quand je ne comprends pas ce que je dois faire.
- Je complète et remets mes travaux à temps. Je négocierai avec mon enseignant si ce n'est pas possible.
- Je demande pour le travail que je sais que je vais manquer. Je reprends le travail manqué et je vérifie ma compréhension.
- Je suis fier de mon école et je la garde propre et sécuritaire. J'encourage mes camarades à en faire autant. Je suis conscient que je représente mon école en tout temps.
- Je traite tous mes enseignants et mes camarades avec respect parce que je sais que mes actions et mes paroles peuvent avoir des conséquences positives et négatives sur les autres. Mes enseignants et mes pairs ont confiance en moi parce que je suis une personne intègre.
- Je considère l'impact de mes choix sur l'environnement et sur la communauté globale, sachant que ma planète m'est prêtée par les générations futures.
- Je comprends que mes raisons de vivre viennent de Dieu et je m'efforce de les vivre du mieux possible..



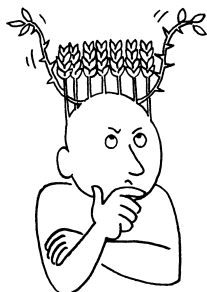
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E2

#### Exemple de référentiel pour **Organisation (Primaire/Moyen):**



#### **Idées Maîtresses-Perspective Catholique:**

- Planifier
- Recueillir l'information
- Gérer son temps
- Établir des priorités

#### Je suis organisé quand ...

- Je planifie les étapes en cours de travail. Je priorise et j'adapte mes plans pour faire les changements nécessaires à l'excellence de mon travail.
- J'utilise les outils (par ex. organisateurs graphiques, liste de contrôle, planificateur) pour organiser ma pensée et mes idées parce que cela m'aide à atteindre mes buts.
- J'utilise des listes de contrôle ou mon agenda pour vérifier ce que je dois faire à l'école et à la maison.
- Je rassemble le matériel dont j'ai besoin pour les leçons ou les activités.
- Je sais comment trouver l'information dont j'ai besoin
- Je vérifie que l'information est correcte et que mes sources sont éprouvées.
- Je cite l'information correctement et avec intégrité. Je n'utilise pas les idées des autres comme les miennes.
- Je suis reconnaissant pour le matériel et les ressources mis à ma disposition pour faire mon travail.
- Je considère le temps et je suis de près le temps que j'utilise pour faire mon travail. J'accepte la responsabilité de garder mes travaux, mon espace de travail et le matériel en bonne état et propre.
- Je sélectionne des stratégies, outils et ressources qui supportent mon style d'apprentissage et mes habiletés d'organisation car je me connais comme apprenant.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E2

## Exemple de référentiel pour **Organisation (Intermédiaire/Secondaire):**



### Idées Maîtresses-Perspective Catholique:

- Planifier
- Recueillir l'information
- Gérer son temps
- Établir des priorités

### Je suis organisé quand ...

- Je planifie les étapes en cours de travail. Je priorise et j'adapte mes plans pour faire les changements nécessaires à l'excellence de mon travail.
- J'utilise les outils (par ex. organisateurs graphiques, liste de contrôle, planificateur) pour organiser ma pensée et mes idées parce que cela m'aide à atteindre mes buts.
- J'utilise des listes de contrôle ou mon agenda pour vérifier ce que je dois faire à l'école, à la maison et au travail.
- Je rassemble le matériel nécessaire pour les leçons et les activités. Je l'amène avec moi en classe.
- Je suis proactif pour mon travail si je sais que je serai absent.
- Je sais comment trouver l'information dont j'ai besoin.
- Je vérifie que l'information est correcte et que mes sources sont éprouvées.
- Je cite l'information correctement et avec intégrité. Je n'utilise pas les idées des autres comme les miennes.
- Je suis reconnaissant pour le matériel et les ressources mis à ma disposition pour faire mon travail.
- Je considère le temps et je suis de près le temps que j'utilise pour faire mon travail.
- Je remets tous mes travaux et devoirs à temps et je négocierai les échéanciers avec l'enseignant.
- J'accepte la responsabilité de garder mes travaux, mon espace de travail et le matériel en bonne état et propre.
- Je gère l'information efficacement en gardant des notes, organisant des fichiers électroniques et des portefeuilles pour communiquer et transmettre ces informations.
- Je sélectionne des stratégies, outils et ressources qui supportent mon style d'apprentissage et mes habiletés d'organisation car je me connais comme apprenant.
- Je planifie mes priorités et gère mon temps efficacement en établissant des échéanciers réalistes et en les rencontrant.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E3

## Exemple de référentiel pour **Travail Indépendant (Primaire/Moyen):**



### **Idées Maîtresses-Perspective Catholique:**

- Une pensée flexible et adaptive
- Suivre les directives avec peu de supervision
- Atteindre ses buts d'apprentissage

### **Je suis un apprenant indépendant quand ...**

- J'utilise les critères de réussite pour réfléchir et évaluer la qualité de mon travail, mes forces, mes lacunes et les prochaines étapes pour apporter les améliorations requises. Je sais que j'ai atteint mes buts en expliquant pourquoi. .
- J'utilise les rétroactions de autres et je fais des connexions avec des situations d'apprentissages précédentes pour apporter des améliorations à mon travail et à mes habitudes de travail de manière reflective. J'écoute activement et de façon critique pour me rappeler et suivre les instructions lors des leçons
- Je débute et termine mes travaux dans le temps prescrit de façon à supporter mon apprentissage et celui des autres.
- Je peux suivre les directives et les routines de la classe seul et je respecte la dignité et le bien-être des autres.
- Je peux redire les directives et aider les autres si il y a besoin.
- Je fais ce que je dois faire quand c'est le temps. Je n'interromp pas les autres.
- Je fais ce que je dis car je suis intègre..
- Je développe mes propres idées et solutions pour faire mon travail sans le signal de l'enseignant.
- J'essaie de trouver les réponses avant de demander de l'aide.
- Je peux être concentré sur le travail et y revenir après une distraction ou une interruption car je suis un apprenant indépendant
- Je réfléchis ce que j'ai déjà fait pour savoir ce que je dois faire.



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E3

## Exemple de référentiel **Travail Indépendant (Intermédiaire/Secondaire):**



### **Idées Maîtresses-Perspective Catholique:**

- Une pensée flexible et adaptive
- Suivre les directives avec peu de supervision
- Atteindre ses buts d'apprentissage

### **Je suis un apprenant indépendant quand ...**

- J'utilise les critères de réussite pour réfléchir et évaluer la qualité de mon travail, mes forces, mes lacunes et les prochaines étapes pour apporter les améliorations requises. Je sais que j'ai atteint mes buts en expliquant pourquoi. .
- J'utilise les rétroactions de autres et je fais des connexions avec des situations d'apprentissages précédentes pour apporter des améliorations à mon travail et à mes habitudes de travail de manière reflective. J'écoute activement et de façon critique pour me rappeler et suivre les instructions lors des leçons
- J'utilise le temps de classe efficacement et de façon appropriée en commençant mes travaux rapidement et en étant concentré sur mon travail.
- Je débute et termine mes travaux dans le temps prescrit de façon à supporter mon apprentissage et celui des autres.
- Je peux suivre les directives et les routines de la classe seul et je respecte la dignité et le bien-être des autres.
- Je travaille bien sans supervision.
- Je développe mes propres idées et solutions pour faire mon travail sans le signal de l'enseignant.
- J'essaie de trouver les réponses avant de demander de l'aide.
- Je complète mes devoirs et mes travaux à temps et avec soin.
- Je suis responsable de savoir les travaux que j'ai manqués quand je suis absent.
- Je sélectionne le matériel, les ressources et les activités de façon indépendante.
- Je participe activement aux activités d'apprentissage
- Je suis motivé pour apprendre et j'en accepte la responsabilité.
- Je planifie et établis des buts à atteindre pour chacun de mes cours.
- J'organise et établis des échéanciers pour mes devoirs.
- Je persévère avec les travaux difficiles et je les complète sans assistance en respectant les échéanciers.



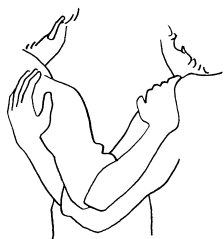
## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E4

#### Exemple de référentiel pour **Collaboration (Primaire/Moyen):**



#### **Idées Maîtresses-Perspective Catholique:**

- Participation, inclusion et partage
- Communauté: le bien commun
- Relations saines
- Résolution de conflit
- Dignité au travail, Droits des travailleurs

#### Je démontre de la collaboration quand...

- Je fais ma part de travail et j'aide les autres à faire les-leurs parce que nous faisons tous parti de la communauté d'apprenants.
- J'invite mes camarades dans les discussions, en m'assurant que tous aient une voix et je célèbre leurs contributions car nous faisons tous parti de la communauté d'apprenants.
- Je crois que nous avons tous de bonnes idées et avons le droits de les exprimer.
- J'écoute et je parle de façon respectueuse et j'offre du support et de la rétroaction de manière respectueuse.
- Je partage mes idées, demande des questions qui enrichissent mon apprentissage et la compréhension du groupe. J'utilise différentes stratégies pour prendre des décisions.
- J'utilise des mots, des actions et des images qui respectent la dignité des autres..
- Je réfléchis avant de parler car je sais qu'il y aura des conséquences pour les autres.
- Je peux faire des compromis pour la réussite de tout le groupe.
- Je trouve des façons de résoudre les problèmes de façon pacifique. Je me demande toujours ce que Jésus ferait à ma place.



## Planting Seeds for Success:

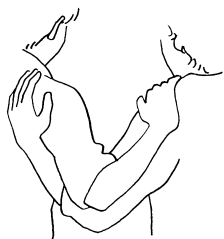
Exploring Learning Skills and Work Habits from a Catholic Perspective

(Revised: Grades 1 to 12)

### Appendix E4

## Exemple de référentiel pour **Collaboration (Intermédiaire/Secondaire):**

### Idées Maîtresses-Perspective Catholique:



- Participation, inclusion et partage
- Communauté: le bien commun
- Relations saines
- Résolution de conflit
- Dignité au travail, Droits des travailleurs

### Je démontre de la collaboration quand...

- Je travaille de façon collaborative pour établir de saines relations avec mes pairs et les adultes.
- Je démontre du respect pour les autres, leurs droits et leurs propriétés.
- Je crois que tous peuvent contribuer.
- Je peux faire des compromis pour avoir consensus pour atteindre les buts du groupe.
- J'offre de l'aide aux autres en partageant les ressources, l'information et mon expertise.
- J'aide à promouvoir la pensée critique pour solutioner les problèmes et prendre les décisions..
- J'accepte différents rôles dans le travail d'équipe pour assurer que le travail se fait.
- Je partage le travail de manière équitable au meilleur de mes capacités.
- J'écoute pour apprécier et répondre positivement aux idées, opinions, valeurs et traditions des autres.
- J'utilise des mots, des actions et des images qui mettent en valeur la dignité des autres.
- Je considère les conséquences immédiates et à long terme de mes paroles et mes actions sur les autres.
- Je résous mes problèmes d'une manière socialement acceptable et positive, en prenant en considération les sentiments des autres. J'essaie d'aider les autres à résoudre leurs problèmes de la même manière.
- Je comprends que dans un environnement en-ligne je dois considérer l'audience d'un message en utilisant des listes et des réponses.
- Je comprends la valeur de l'effort, du travail, de l'accomplissement et de la dignité qui en découle pour chaque personne. Je comprends les droits des travailleurs dans la communauté globale.



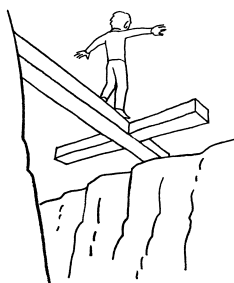
## Planting Seeds for Success:

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### Appendix E5

## Exemple de référentiel pour Initiative (Primaire/Moyen):



### Idées Maîtresses-Perspective Catholique:

- Curiosité et émerveillement
- Attitude positive
- Innovation
- Pladoyer pour soi et les autres

### Je démontre de l'initiative quand...

- J'aime apprendre de nouvelles choses.
- Je n'utilise pas d'excuses. Je participe et prends des risques.
- Je comprends que les erreurs font parti des apprentissages. Je me pardonne; Je pardonne les autres.
- Je pose des questions pertinentes qui démontrent de l'intérêt et que j'écoute..
- J'aime découvrir de nouvelles choses. J'observe comment les autres apprennent. Je discute de ce qu'ils apprennent.
- Je trouve de nouvelles façons d'apprendre. J'utilise mon temps efficacement quand j'ai terminé mon travail.
- Je suis positif à propos de nouvelles expériences. Je participe aux activités scolaires et aux défis de bâtir une communauté.
- Je peux imaginer et trouver de nouvelles façons de faire les choses.
- Je suis intéressé à produire et créer mon travail d'une nouvelle façon.
- Je cherche de nouveaux outils pour accomplir mon travail comme la technologie, la bibliothèque, les journaux, CD ROMs...
- Je sélectionne mes outils en m'assurant que l'information que je partage et utilise est véridique et précise.
- Je demande pour ce don't j'ai besoin pour atteindre mes buts et j'inscite les autres à en faire autant.
- Je partage mes apprentissages avec les autres pour enrichir l'apprentissage du groupe.
- Je suis capable de voir les choses du point de vue des autres. Je reconnais les besoins des autres et j'agis en conséquence.



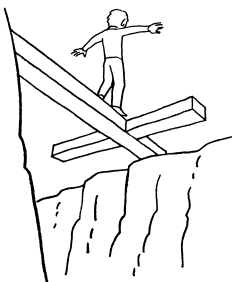
## Planting Seeds for Success:

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### Appendix E5

## Exemple de référentiel pour **Initiative (Intermédiaire/Secondaire):**



### Idées Maîtresses-Perspective Catholique:

- Curiosité et émerveillement
- Attitude positive
- Innovation
- Pladoyer pour soi et les autres

### Je démontre de l'initiative quand...

- Je démontre de l'intérêt et de la curiosité dans ce que j'étudie.
- Je veux et recherche des opportunités de prendre des risques. Je n'ai pas peur de faire des erreurs, j'accepte qu'elles font parti de l'apprentissage.
- Je recherché et agis selon de nouvelles idées pour les projets afin de démontrer mes habiletés de travail et de chef de file.
- Je suis ouvert aux nouvelles strategies et approaches..
- Je suis interessé aux nouvelles façons de faire et créer mes travaux.
- Je cherche de nouveaux outils pour accomplir mon travail comme la technologie, la bibliothèque, les journeaux, CD ROMs...
- Je suis un apprenant indépendant et j'espère communiquer mon enthousiasme aux autres quand je cherche et obtiens de l'information pour développer des idées originales et innovatives.
- Je fais des connexions à mes connaissances antérieures, mon travail et mes autres cours.
- Mon attitude positive m'aide à démontrer mes capacités de faire parti d'une communauté et être un élève qui participe aux activités parascolaires.
- Je suis engage dans mon école (par ex. Conseil étudiant, clubs, equips, activités)
- Je plaide ma cause et celle des autres.
- Je suis socialement conscient de mes droits et ceux des autres. J'espère promouvoir la paix et la justice dans ma classe, mon école, ma paroisse et la communauté.



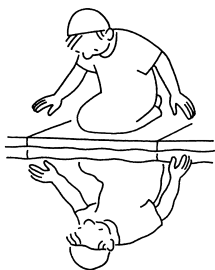
## Planting Seeds for Success:

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### Appendix E6

#### Exemple de référentiel pour **Autorégulation (Primaire/Moyen):**



#### **Idées Maîtresses-Perspective Catholique:**

- Métacognition/Réflexion/Pardon
- Établir des buts
- Persévérance

Je démontre de l'autorégulation quand...

- Je me connais comme apprenant.
- Je suis conscient de mes forces et de mes lacunes pour être capable d'atteindre mes buts.
- Je fais des choix pour m'aider à atteindre mes buts.
- J'établis des buts, des priorités et contrôle les critères pour faire le mieux possible.
- Je demande l'aide de mes pairs et de l'enseignant et peux intégrer leurs suggestions.
- Je peux réfléchir à mes expériences, faire des connexions et établir de nouveaux buts pour démontrer mes apprentissages à travers ma croissance personnelle.
- Je peux communiquer ce que je sais et ce que je dois apprendre pour trouver des solutions à mes problèmes.
- Je peux utiliser la rétroaction de mes pairs et mon enseignant pour améliorer mon travail.
- Si je ne peux pas résoudre un problème j'essaie une autre solution.
- Je persévère dans les défis et j'essaie de montrer les dons de Dieu que j'ai reçus.



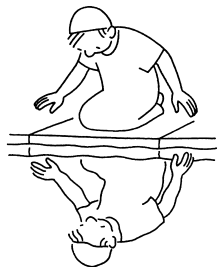
## Planting Seeds for Success:

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### Appendix E6

## Exemple de référentiel pour **Autorégulation (Intermédiaire/Secondaire):**



### Idées Maîtresses-Perspective Catholique:

- Métacognition/Réflexion/Pardon
- Établir des buts
- Persévérance

### Je démontre de l'autorégulation quand...

- Je développe le potentiel que Dieu m'a donné et je m'efforce de travailler pour contribuer de façon positive à la société.
- Je suis capable d'évaluer les résultats positifs et négatifs de mes actions pour moi et les autres. Mes décisions sont basées sur la réflexion.
- J'examine et je réfléchis sur mes valeurs, mes habiletés et mes aspirations qui influencent mes choix et mes opportunités.
- Mes choix sont basés non seulement sur mes forces, mes besoins et mes intérêts, mais aussi sur ceux des autres.
- J'ai établi des buts mesurables, réalistes pour l'école et la communauté.
- Je contrôle et mesure mes progrès qui m'aideront à atteindre mes buts à travers les rétroactions de mes pairs, mes enseignants et mes parents..
- Je cherche et agis en fonction des rétroactions que je reçois.
- Je travaille activement à l'atteinte de mes objectifs.
- Je suis capable de contrôler mes émotions et impulsions toujours en exprimant mes sentiments.
- Je prends des décisions à la lumière des valeurs chrétiennes avec une conscience morale.
- Je plaide ma cause. Je continue à raffiner mes forces et améliorer mes lacunes..
- Je persevere pour les tâches difficiles parce que je suis engagé à atteindre mes buts.



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### Appendix F

This list of suggested descriptors, translated for your benefit, could be a starting point in considering how to give specific and descriptive feedback to students.

<b>Excellent</b>	adaptable, astucieux, autonome, peut modeler, gentil, clairement, engagé, complètement, constamment, discernement, distingué, divergent, aisément, effectivement, extensivement, exemplaire, parfait, flexible, généreux, impressionnant, indépendant, innovateur, réfléchi, inspirant, bon, expertement, méticuleux, positivement, précisément, compétent, révérencieux, confiant, cherche les défis, synthétise, sans faille, uniquement, vertueux
<b>Bien</b>	accompli, confortablement, compétent, avec confiance, manière constructive, crédible, développé, fréquemment, généralement, indépendamment, influence, connaissant, gère, plus, souvent, régulièrement, habileté, avec succès, habituellement
<b>Satisfaisant</b>	acceptable, adéquat, s'approche, de temps en temps, en développement, juste, inconsistant, apprend à, limité, occasionnellement, quelque fois, passable, périodiquement, quelque, adapté, avec aide, avec direction, incité à, avec rappel, avec supervision
<b>Besoin d'amélioration</b>	besoin d'aide, évite, besoin de clarification, pas engagé, peu, besoin de direction, difficilement, indifférent, peu fréquent, illogique, littéral, petit, minimal, mineur, naïve, essais nombreux, seulement, faible, rarement, besoin de réflexion, peu enthousiaste, besoin de révision, simple, quand requis, avec difficulté, avec supervision, nébuleux, flou, incertain



## Planting Seeds for Success:

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### Appendix G1

Des exemples de grilles partielles co-construites en utilisant des critères précis :

<b>Responsabilité (Primaire/Junior)</b>	<b>Racine</b>	<b>Germination</b>	<b>Bourgeon</b>	<b>Fleur</b>
• Je prends la responsabilité de mes comportements, mes paroles et mes actions.	Je commence à faire des connexions entre mes comportements, mes paroles et mes actions et les impacts sur moi et les autres. Parfois je suis incertain de la façon d'agir avec les autres.	Je développe des stratégies et des habiletés pour aligner mes comportements, mes paroles et mes actions aux critères de la classe et l'école. Je dois avoir des rappels occasionnels.	Je prends la responsabilité de mes comportements, paroles et actions. Je cherche des façons pour renforcer mes bonnes habitudes et le respect pour les autres.	Je comprends que tout ce que je fais a un impact sur les autres. Je suis un modèle positif dans ma classe, à l'école et dans la communauté. Je me mets à la place des autres quand je prends une décision qui influencera les autres.
• Je prends la responsabilité de mes apprentissages.	Je travaille avec peu d'effort. Parfois j'ai besoin de rappel pour demander de l'aide.	Je travaille lorsque l'on me le demande. Je peux demander de l'aide, consulter les référentiels pour être plus précis dans mes réponses.	Je complète mon travail lorsque l'on me le demande. Je demande des clarifications ou je consulte les référentiels si je ne comprends pas.	Je complète mon travail lorsque l'on me le demande en utilisant les ressources mises à ma disposition. J'enrichi mes apprentissages et j'aime les défis parce que je suis motivé et curieux.

<b>Responsabilité (Inter./Secondaire)</b>	<b>Besoin d'amélioration</b>	<b>Satisfaisant</b>	<b>Bien</b>	<b>Excellent</b>
• Je prends la responsabilité de mes comportements, mes paroles et mes actions.	Quelques fois je ne suis pas certain comment agir ou me comporter avec les autres. J'ai besoin de rappels ou d'encouragements pour agir de manière appropriée..	Je développe des stratégies et des habiletés à propos de mes actions ou mes paroles en accordance avec les critères établis pour la classe et l'école.	J'utilise un langage approprié et respectueux. Je comprends que mes paroles et mes actions ont des conséquences sur les autres. Je considère cela avant de parler ou d'agir.	J'utilise un langage approprié et respectueux, incluant le langage corporel et mon ton de voix. Je considère les sentiments des autres et je pense aux conséquences négatives et positives avant de parler ou d'agir. Je modélise par mes actions et encourage les autres à en faire autant.
• Je complète et remets mes devoirs et travaux aux échéances convenus.	Je peux identifier ce que je dois améliorer en complétant et remettant mes travaux aux échéanciers convenus.	Je complète mes tâches mais quelques fois il peut y avoir des raisons qui motivent mon retard ou le manque de qualité dans mes travaux. Je sais que je peux améliorer cette habileté d'apprentissage..	Je complète mes travaux à temps. J'averti mes enseignants si il y a des raisons hors de mon contrôle qui font que je suis en retard.	Je complète mes travaux à temps. Je peux anticiper que je serai en retard. Quand je réfléchis à cette situation j'apprends à les éviter.



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### Appendix G2

Des exemples de grilles partielles co-construites en utilisant des critères précis

<b>Organisation: (Primaire/Junior)</b>	<b>Novice</b>	<b>Apprenti</b>	<b>Gérant</b>	<b>Coordonnateur</b>
• J'élabore et suit des plans pour compléter mon travail.	Faire des plans est difficile pour moi. Je peux élaborer quelques étapes.	Je peux élaborer un plan partiel pour compléter mon travail. Je peux suivre un plan élaboré pour moi mais je dois utiliser les mêmes habiletés.	Je peux élaborer et suivre un plan pour compléter mon travail.	Je développe un plan en utilisant des étapes logiques pour faire mon travail. Je fais une réflexion et j'adapte mes plans s'il y a lieu.
• Je recueille et utilise des informations pour compléter mon travail.	Je recueille des informations tirées de sources limitées.	Je peux recueillir des informations pour une tâche. Je dois analyser mon travail et décider de ce dont j'ai besoin.	Je peux identifier mes besoins pour faire une tâche. Je peux rassembler les ressources et les informations nécessaires. Je peux utiliser la technologie pour organiser mon travail.	Je peux coordonner les informations et les ressources pour compléter le travail. Je peux utiliser les informations et la technologie pour organiser mon travail. J'établi des priorités et gère mon temps.

<b>Organization: ( Inter./Secondaire )</b>	<b>Besoin d'amélioration</b>	<b>Satisfaisant</b>	<b>Bien</b>	<b>Excellent</b>
• J'élabore et suit des plans pour compléter mon travail.	Souvent je ne connais pas les échéanciers pour remettre mes travaux. Je suis en retard ou je ne les remets pas du tout..	Habituellement je remets mes travaux à temps mais je les fais à la dernière minute en restant réveillé très tard pour les terminer.	Je priorise mes travaux en fonction de la date d'échéance et les remets à temps.	Je priorise mes travaux en fonction de la date d'échéance et les remets à temps. Je remets toujours des travaux de qualité à temps.
• Je recueille et utilise des informations pour compléter mon travail.	Je recueille mes informations à la dernière minute et rapidement. Je ne vérifie pas la véracité, la source et la qualité des informations. Je suis souvent distrait par d'autres sites.	Je recueille quelques informations en vérifiant quelques fois la véracité, la source et la qualité des informations. Quelques fois je suis distrait par d'autres sites.	Je recueille des informations pertinentes d'une variété de sources. Je choisis des informations, les organise dans une séquence facile à comprendre.	Je peux coordonner les informations d'une variété de sources et je vérifie toujours la pertinence de mes informations avant de les utiliser et les partager.



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### Appendix G3

Des exemples de grilles partielles co-construites en utilisant des critères précis:

<b>Travail indépendant (Primaire/Junior)</b>	<b>Novice</b>	<b>Apprenti</b>	<b>Artisan</b>	<b>Maître Artisan</b>
<ul style="list-style-type: none"> <li>Suit les instruction avec un minimum de supervision</li> </ul>	Je peux suivre des instructions simples. J'ai besoin de rappels ou de support pour faire des tâches complexes.	Je peux suivre des instructions pour faire une tâche. Parfois je dois revoir les étapes et réviser les prochaines étapes.	Je peux suivre les instructions avec un minimum de supervision. Je me rappelle d'utiliser les ressources qui m'aide à faire mon travail.	J'écoute activement pour me rappeler et suivre les instructions. J'utilise les ressources comme les référentiels et les copies-types.
<ul style="list-style-type: none"> <li>Réalise ses buts d'apprentissage personnels</li> </ul>	Je suis incertain pour comparer mon travail aux critères établis. J'ai besoin d'aide ou des suggestions pour améliorer mon travail. Je me fixe rarement des buts d'apprentissage.	Je réfléchis à la qualité de mon travail en me basant sur les critères. Je dois analyser mon travail pour trouver les forces et ce que je dois améliorer. Parfois j'ai besoin de suggestions pour améliorer mon travail.	Je peux comparer mon travail aux critères. Je peux identifier les points forts et trouver ce que je dois améliorer.	Je peux réfléchir et évaluer la qualité de mon travail. Je peux identifier les points forts. Je peux discuter de mes buts en identifiant les prochaines étapes pour améliorer mon travail.

<b>Independent Work: (Inter./Secondaire)</b>	<b>Besoin d'amélioration</b>	<b>Satisfaisant</b>	<b>Bien</b>	<b>Excellent</b>
<ul style="list-style-type: none"> <li>Pensée flexible et adaptive</li> </ul>	Je peux suivre des directives simples. J'ai besoin de rappels ou de support pour compléter des tâches complexes.	Je complète mon travail étape par étape. Quelques fois j'ai besoin de revoir les étapes avec quelqu'un d'autre et des rappels à propos de la suite.	Je peux utiliser la rétroaction de mes pairs et de l'enseignant pour me donner des idées pour améliorer mon travail. Je complète mes tâches en suivant bien les directives.	Je peux m'autoévaluer en utilisant la rétroaction des autres et faire des connexions à des situations d'apprentissage antérieures. Je développe mes propres idées et solutions. Je persévère pour accomplir mon travail en demandant des clarifications pour trouver des solutions et enrichir ma compréhension.
<ul style="list-style-type: none"> <li>Réalise ses buts d'apprentissage personnels</li> </ul>	Je ne suis pas certain comment mon travail se compare aux critères de succès. J'ai besoin d'aide ou de suggestions pour améliorer mon travail. J'établis rarement des buts personnels.	Je réfléchis sur la qualité de mon travail en utilisant les critères de succès. J'ai besoin d'analyser mon travail pour trouver les points forts et les améliorations à y apporter. Quelques fois j'ai besoin de suggestions pour améliorer mon travail.	Je peux comparer mon travail aux critères de succès. Je peux identifier les forces et trouver des façons d'améliorer mon travail.	Je peux réfléchir et évaluer la qualité de mon travail en utilisant les critères de succès. Je peux identifier mes forces. Je peux parler de mon but d'apprentissage personnel en identifiant les prochaines étapes pour améliorer et comment je vais atteindre ce but.



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### Appendix G4

Des exemples de grilles partielles co-construites en utilisant des critères précis:

<b>Collaboration: (Primaire/Junior)</b>	<b>Participant</b>	<b>Membre du groupe</b>	<b>Entraîneur</b>	<b>Chef d'équipe</b>
• Inclusion	Parfois je n'invite pas d'amis dans mon groupe ou je refuse de travailler avec certains élèves. Je dois penser aux sentiments des autres. Je dois apprendre à apprécier tous les talents des élèves.	Je travaille avec mon groupe. Je préfère travailler avec mes amis. Parfois je laisse les autres faire plus que leur part ou je fais plus que mon travail.	Je fais mon travail et aide les autres parce que nous sommes dans une communauté d'apprenants.	J'invite les autres à discuter et m'assure que tous s'expriment. Je suis content qu'ils contribuent parce que nous formons une communauté d'apprenants.
• Résolution de conflit	Parfois je ne suis pas en accord avec les idées des autres et c'est difficile pour moi de faire partie du groupe. Je deviens fâché et je ne sais pas quoi faire. J'oublie d'utiliser les stratégies qui peuvent m'aider.	Je partage mes idées avec les autres. J'essaie de réagir de façon positive aux idées et opinions des autres. Parfois je peux être frustré. J'ai essayé plusieurs stratégies qui peuvent m'aider.	Je pense avant de parler et agir. J'accepte les opinions des autres même si elles sont différentes des miennes. J'essaie de trouver des solutions aux conflits.	Je trouve des solutions aux problèmes sans être fâché ou dire des paroles blessantes. Je me demande, « Qu'est-ce que ferait Jésus? » Je sais que les autres ont besoin d'aide. Je peux faire des compromis pour garder la paix dans la classe.

<b>Collaboration: (Inter./Secondaire)</b>	<b>Besoin d'amélioration</b>	<b>Satisfaisant</b>	<b>Bien</b>	<b>Excellent</b>
• Inclusion	Quelques fois je n'invite pas les autres à travailler dans mon groupe ou je refuse de travailler avec certains élèves de ma classe. J'ai besoin de penser aux sentiments des autres. Je dois accepter les différences et les talents de tous les membres de notre communauté d'apprenants.	Je travaille avec les membres du groupe. Je préfère travailler avec mes amis. Quelques fois je laisse les autres faire plus de travail ou je ne donne pas la chance aux autres de contribuer.	Je travaille en collaboration avec les autres. Je fais ma part du travail et j'aide les autres à faire leur part parce que nous sommes tous dans une communauté d'apprenants.	J'écoute, reconnais et réponds de manière positive aux idées, opinions et valeurs des autres. J'invite les autres à se joindre aux discussions en m'assurant que chacun puisse contribuer. Je suis positif car nous faisons parti d'une communauté d'apprenants.
• Résolution de conflit	Quelques fois je ne suis pas d'accord avec les idées des autres et c'est difficile pour moi de m'entendre avec tous les membres du groupe. Je deviens frustré ou fâché et je ne sais pas quoi faire. Quelques fois j'oublie les stratégies qui pourraient m'aider.	Je partage l'information et mes idées avec les autres. J'essaie de répondre de manière positive aux idées et opinions des autres. Je considère les effets à long et court terme de mes actions pour les autres. J'essaie plusieurs stratégies pour résoudre les conflits.	Je considère les effets à long et court terme de mes actions sur les autres. J'accepte les opinions différentes des miennes. J'essaie de trouver des solutions aux conflits. J'écoute et je fais des compromis pour la réussite du groupe.	Je crois que tous ont le droit de contribuer. J'estime la valeur de la dignité des autres et je résous les conflits de manière positive. Je reconnais quand les autres ont besoin d'aide. Je peux faire des compromis et aider à bâtir la paix dans notre communauté d'apprenants..



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### Appendix G5

Initiative (Primaire/Junior):	Observateur	Participant	Preneur de risques	Pionnier
• Curiosité, émerveillement et admiration	Je suis plutôt passif lors des apprentissages. Je choisis toujours la même façon de montrer mes apprentissages. Parfois j'ai besoin d'aide ou de suggestions pour commencer mon travail.	Il y a des sujets qui m'intéressent beaucoup. Parfois je veux essayer de nouvelles choses. Parfois je suis réticent et je veux continuer de travailler de la même façon.	Je cherche de nouvelles façons de m'exprimer et montrer mes apprentissages. Je veux essayer de nouvelles choses pour améliorer mon travail. J'aborde les nouvelles tâches avec une attitude positive.	Je suis un apprenant autonome. Je suis curieux à propos du monde et je m'émerveille de toutes les créations de Dieu. Je peux investiguer et demander des questions pour m'aider à apprendre.
• Défense de soi et des autres	Je suis réticent à m'exprimer ou à expliquer ce que je veux. Parfois j'ai de la difficulté à penser aux besoins des autres et ce qu'ils ressentent.	Mon attitude est positive la plupart du temps. Je sais ce qui est bien pour moi. C'est difficile de le dire. Je sais ce qui est juste mais je ne sais pas les stratégies pour améliorer la situation.	Je sais ce que j'ai besoin pour réussir et je peux le dire. Je peux bien aider les autres. Je sais quand une situation n'est pas juste et essaie de l'améliorer.	Je peux expliquer ce qu'est la justice. Je suis conscient des mes droits et ceux des autres. Je reconnait l'injustice. J'espère être un agent de paix dans ma classe, à l'école et dans la communauté.

Initiative: (Inter./Secondaire)	Besoin d'amélioration	Satisfaisant	Bien	Excellent
• Innovation	Je copie les idées au lieu d'être original ou de faire preuve d'innovation. Quelques fois je trouve des excuses. C'est difficile de prendre des risques. Je n'aime pas faire des tâches nouvelles ou inhabituelles. J'ai de la difficulté à voir les choses d'une différente façon. Je ne fais pas des choix respectueux quand il y a un suppléant. Je recherche rarement du matériel de référence ou de nouvelles informations.	Il ya quelques sujets qui m'intéresse, mais souvent je copie les idées au lieu de faire preuve d'originalité. Quand je suis motivé, je peux voir les choses sous une perspective différente. Habituellement je fais des choix respectueux quand il y a un suppléant. Quelques fois je recherché du matériel de référence ou de nouvelles informations.	Je fais preuve d'originalité et d'innovation. Je recherche de nouveaux défis et de nouvelles informations. J'essaie de voir les choses avec de différentes perspectives. Je fais des choix responsables même avec un suppléant.	Je fais preuve d'originalité et d'innovation. Je recherche toujours de nouveaux défis et de nouvelles informations pour enrichir ma compréhension. J'essaie toujours de voir les choses avec différentes perspectives et j'encourage les autres à en faire autant. Je fais toujours des choix responsables même avec un suppléant.
• Défense de soi et des autres	Je pense que tous devraient faire le même travail. Je ne reconnais pas toujours immédiatement ce qui doit être fait. Je ne plaider pas toujours pour moi-même ou encore je le fais pour des choses qui ne sont pas justes pour tous. C'est difficile pour moi de voir les besoins d'apprentissage de toute la classe.	Je commence à comprendre que la justice ne veut pas dire l'égalité ou la même chose. Je reconnais quelques fois ce qui doit être fait. Je peux expliquer mes besoins d'apprentissage, mais je ne sais pas comment plaider pour moi-même. Je peux déranger l'environnement d'apprentissage.	Je peux reconnaître les situations injustes et je peux me défendre. Je sais ce qui doit être fait immédiatement. Je me défend et défends mes besoins d'apprentissage et ceux des autres. Je suis habituellement attentif en classe pour ma réussite et celle des autres..	Je respecte les différent styles d'apprentissage et reconnais que l'équité ne veut pas dire la même chose. Je sais ce qui doit être fait immédiatement. Je me défend et encourage les autres. Je suis toujours attentif en classe pour ma réussite et celle des autres.



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### Appendix G6

Des exemples de grilles partielles co-construites en utilisant des critères précis:

<b>Autorégulation (Primaire/Junior)</b>	<b>Filet</b>	<b>Jute</b>	<b>Corde-du-roi</b>	<b>Velours</b>
• Se fixer des buts	Comparer mon travail au référentiel est difficile pour moi. Je ne suis pas certain comment améliorer mon travail ou comment atteindre le prochain objectif. J'ai besoin de suggestions.	Je peux identifier certains points forts et points à améliorer dans mon travail. Quand questionné, je peux comparer mon travail aux copies-types et me fixer des buts.	Je sais ce qu'on attend de moi. Je compare mon travail aux critères et à ceux des autres élèves. Je peux améliorer mon travail. Je peux me fixer des buts si l'on refait le processus ensemble.	Je priorise ce que je dois faire pour réussir. Je me fixe des buts, contrôle mes progrès de façon autonome et ajuste si nécessaire. Je peux recueillir des évidences de mon apprentissage.
• Persévérance	C'est difficile d'essayer plusieurs fois. Parfois je veux abandonner.	Habituellement je demande de l'aide quand je ne comprend pas. Je n'utilise pas toujours les ressources comme les référentiels, les copies-types ou la rétroaction.	Je sais ce que je veux accomplir avec mon travail. Je demande de l'aide de mon enseignant et mes pairs. J'essaie d'utiliser les suggestions.	J'analyse une situation pour trouver des solutions et j'évalue les conséquences avant d'agir. Je considère les erreurs comme des opportunités pour apprendre. Je persévère face aux défis.

<b>Autorégulation (Inter./Secondaire)</b>	<b>Besoin d'amélioration</b>	<b>Satisfaisant</b>	<b>Bien</b>	<b>Excellent</b>
• Métacognition/ Réflexion/	Comparer mon travail aux référentiels ou aux exemples est difficile pour moi. Je ne suis pas certain comment améliorer la qualité de mon travail. Quelques fois j'ai besoin de suggestions pour choisir des stratégies qui vont m'aider à faire les ajustements nécessaires.	À travers la pratique guidée je peux réfléchir à la qualité de mon travail. Je peux relever mes forces et quelques façons d'améliorer mon travail. Quand je suis soutenu ou questionné je peux comparer mon travail aux exemples et considérer comment utiliser la rétroaction.	Je me connais comme apprenant. Je sais ce qui fonctionne bien pour moi. Quand nécessaire, je peux réfléchir sur mon travail pour considérer comment l'améliorer. En regardant les exemples ou en incorporant la rétroaction je peux améliorer la qualité de mon travail.	Je me connais comme apprenant. Je connais mes besoins, fais des plans et fais les ajustements nécessaires. Je contrôle mon progrès et améliore mon apprentissage. J'apprends de mes erreurs et de celles des autres.
• Se fixer des buts	Je trouve difficile de persévérer. Établir des buts réalistes et appropriés est difficile pour moi. Quelques fois je perds espoir et je veux laisser tomber.	Habituellement je demande des explications. Je n'utilise pas toujours les ressources disponibles comme les référentiels, les exemples ou les rétroactions.	Je sais ce que je veux faire. Je demande de l'aide de mes pairs et de mes enseignants. J'essaie d'améliorer mon travail selon leurs suggestions et leurs rétroactions.	Je priorise ce que j'ai besoin pour réussir. J'établis des buts, contrôle mes progrès et fais les ajustements pour atteindre mes buts. Je peux recueillir les preuves de mes apprentissages.



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### Appendix H1

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Responsabilité	Exemple de comportements (Primaire)	Exemple de comportements (Moyen)
<b>Responsabilité pour ses comportements, paroles et actions</b> <ul style="list-style-type: none"> <li>• Un apprenant indépendant, responsable pour la vie</li> <li>• Accepte la responsabilité pour ses actions</li> </ul>	<ul style="list-style-type: none"> <li>• Je fais ce que je dois faire quand je dois le faire.</li> <li>• Je sais ce que je dois faire quand j'ai besoin d'aide</li> <li>• J'admets mes fautes et je m'excuse.</li> <li>• Je reste concentré à la tâche sans supervision.</li> <li>• Je range mes choses où elles vont.</li> <li>• Je ramasse mon matériel et j'aide les autres.</li> <li>• Je ne prends pas les choses des autres sans demander.</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis les règles de la classe et me sens confiant dans ma compréhension de mon rôle au sein de ma classe.</li> <li>• Je prends soins de mes choses et je suis prêt pour la classe.</li> <li>• J'admets mes fautes et je m'excuse.</li> <li>• Je demande de l'aide et j'utilise les ressources de la classe.</li> <li>• Je traite les choses des autres comme je veux que les autres traitent les miennes.</li> </ul>
<b>Compassion et engagement</b> <ul style="list-style-type: none"> <li>• Est considéré et compatissant</li> <li>• Est au service des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je dis et fais de bonnes actions car les gens se sentiraient bien. J'utilise s'il-vous-plaît et merci, j'attends mon tour pour parler.</li> </ul>	<ul style="list-style-type: none"> <li>• Je dis et fais de bonnes choses car je sais que mes actions influenceront les autres. Je considère les sentiments des autres.</li> </ul>
<b>Communauté</b> <ul style="list-style-type: none"> <li>• Citoyen responsable</li> <li>• Démontre du respect pour la dignité et le bien-être des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis fier de ma classe.</li> <li>• Je respecte les visiteurs de l'école.</li> <li>• Je sais quand mes amis sont tristes et j'essaie de les encourager.</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis fier de mon rôle dans ma classe et mon école.</li> <li>• Je respecte tous les visiteurs de l'école.</li> <li>• Je sais quand mes amis sont bouleversés et j'essaie de les encourager.</li> <li>• Je sais que j'ai un rôle dans le contrôle du bullying.</li> </ul>
<b>Soigner l'environnement</b> <ul style="list-style-type: none"> <li>• Reconnaît la Sainteté de la Création; la Sainteté du corps humain; prends soin de l'école; prends soins de l'environnement</li> </ul>	<ul style="list-style-type: none"> <li>• Je prends soins de ma classe et de mon environnement (ramasser mes ordures, recycler, fermer les ordinateurs et les lumières, respecter les autres)</li> <li>• Je sais que je peux prendre soin de la Création de Dieu</li> <li>• Je peux faire une différence dans le monde en aidant les autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Je respecte ma classe, mon école et mon environnement en nettoyant et en aidant les autres à nettoyer (ramasser mes ordures, recycler, fermer les ordinateurs et les lumières, respecter la propriété des autres)</li> <li>• Je sais que je peux prendre soin de la Création de Dieu</li> <li>• Je peux faire une différence dans le monde en aidant les autres.</li> </ul>



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### Appendix H1

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Responsabilité	Exemple de comportements (Intermédiaire)	Exemple de comportements (Secondaire)
<b>Responsabilité pour ses comportements, paroles et actions</b> <ul style="list-style-type: none"> <li>• Un apprenant indépendant, responsable pour la vie</li> <li>• Accepte la responsabilité pour ses actions</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis responsable des mes actes et je ne blâme pas les autres.</li> <li>• Je choisis des comportements respectueux dans et hors de la classe.</li> <li>• J'ai un sens d'appartenance dans la classe et dans la communauté scolaire.</li> <li>• Je prends soins de mes choses et je suis prêt pour les cours.</li> <li>• Je respecte les choses des autres et je demande avant de les utiliser.</li> <li>• Je demande des éclaircissements quand je ne comprends pas.</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis responsable des mes actes. Je ne fais pas d'excuses et je ne blâme pas les autres.</li> <li>• J'utilise un langage respectueux et approprié.</li> <li>• Je choisis des comportements respectueux dans et hors de la classe.</li> <li>• Je suis responsable de me connaître comme apprenant, gérer mes apprentissages et utiliser le temps efficacement.</li> </ul>
<b>Compassion et engagement</b> <ul style="list-style-type: none"> <li>• Est considéré et compatissant</li> <li>• Est au service des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je traite les autres comme je veux être traité.</li> </ul>	<ul style="list-style-type: none"> <li>• Je respecte les opinions, la propriété et l'identité des autres car je connais le sentiment d'être jugé.</li> </ul>
<b>Communauté</b> <ul style="list-style-type: none"> <li>• Citoyen responsable</li> <li>• Démontre du respect pour la dignité et le bien-être des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je choisis de jouer un rôle actif dans la vie de l'école.</li> <li>• Je respecte tous mes enseignants et mes camarades parce que je sais que mes actions impactent les autres. Je considère les sentiments des autres.</li> <li>• Je suis accueillant pour les visiteurs et nouveaux membres de notre communauté scolaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Je choisis de jouer un rôle actif dans la vie de l'école.</li> <li>• Je respecte tous les enseignants, le personnel de l'école, mes camarades et les visiteurs parce que je sais que mes actions impactent les autres. Je considère les sentiments des autres.</li> <li>• J'interagis positivement avec tous les membres de l'école.</li> <li>• Je suis accueillant pour les visiteurs et nouveaux membres de notre communauté scolaire.</li> </ul>
<b>Soigner l'environnement</b> <ul style="list-style-type: none"> <li>• Reconnaît la Sainteté de la Création; la Sainteté du corps humain; prends soin de l'école; prends soins de l'environnement</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis fier de mon école et je la garde propre et sécuritaire.</li> <li>• Je sais que je soigne la Création de Dieu.</li> <li>• Je peux faire une différence dans le monde en aidant les autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Je garde l'environnement de l'école propre et sain et j'encourage les autres à en faire autant.</li> <li>• Je peux et vais faire une différence dans le monde.</li> </ul>



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### Appendix H2

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Organisation	Exemple de comportements (Primaire)	Exemple de comportements (Moyen)
<b>Planifier</b> <ul style="list-style-type: none"> <li>Un apprenant indépendant pour la vie</li> <li>Démontre de la flexibilité</li> </ul>	<ul style="list-style-type: none"> <li>Je peux discuter d'un plan pour mon travail.</li> <li>Je peux utiliser des outils comme des organisateurs graphiques pour démontrer et organiser ma pensée.</li> <li>Je peux utiliser plusieurs stratégies en cas de besoin.</li> </ul>	<ul style="list-style-type: none"> <li>Je comprends comment utiliser les organisateurs graphiques pour planifier mes apprentissages et établir mes buts.</li> <li>Je peux choisir une variété d'outils pour rehausser mes apprentissages.</li> <li>Je peux expliquer pourquoi une stratégie ne fonctionne pas et comment j'ai changé mes plans.</li> </ul>
<b>Recueillir l'information</b> <ul style="list-style-type: none"> <li>Être responsable; persévérer; faire confiance à Dieu même dans les moments difficiles</li> </ul>	<ul style="list-style-type: none"> <li>Je sais ce dont j'ai besoin pour mon travail.</li> <li>Je sais où trouver le matériel et les ressources, et je sais où les ranger pour que les autres puissent les utiliser.</li> <li>J'apprends comment trouver des informations en ligne.</li> </ul>	<ul style="list-style-type: none"> <li>Je sais ce que j'ai besoin pour avoir du succès..</li> <li>Je sais où trouver le matériel et les ressources, et je sais où les ranger pour que les autres puissent les utiliser</li> <li>Je peux trouver des informations en ligne et qu'elles sont valides et justes.</li> <li>Je n'utilise pas les mots ou les idées des autres. J'agis avec intégrité.</li> </ul>
<b>Gérer le temps</b> <ul style="list-style-type: none"> <li>Applique avec efficacité la communication, la prise de décision, le temps et la gérance des ressources.</li> </ul>	<ul style="list-style-type: none"> <li>Je sais comment trouver mes choses dans mon pupitre et dans la classe.</li> <li>Mes choses ne sont pas dans l'espace des autres.</li> <li>Je suis concentré sur mon travail. Si je suis interrompu je reviens à ma tâche aussitôt.</li> <li>Je contrôle le temps que j'utilise pour compléter un travail.</li> </ul>	<ul style="list-style-type: none"> <li>Je prends le temps d'organiser mes choses..</li> <li>Je sais comment trouver les choses dans la classe.</li> <li>Je suis concentré sur mon travail. Si je suis interrompu je reviens à ma tâche aussitôt.</li> </ul>
<b>Établir ses priorités</b> <ul style="list-style-type: none"> <li>Accepter la responsabilité de ses actions</li> </ul>	<ul style="list-style-type: none"> <li>Je sais qu'il y a des étapes dans un travail. Je peux planifier; décider des plus importants; exécuter le plan; réfléchir et adapter au besoin.</li> </ul>	<ul style="list-style-type: none"> <li>Je sais qu'il y a des étapes dans un travail. Je peux planifier; décider des plus importants; exécuter le plan; réfléchir et adapter au besoin.</li> </ul>



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### Appendix H2

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

**Exemple de référentiel généré par les élèves pour chaque niveau:**

<b>Habiletés d'apprentissage et habitudes de travail</b>		
<b>Organisation</b>	<b>Exemple de comportements (Intermédiaire)</b>	<b>Exemple de comportements (Secondaire)</b>
<b>Planifier</b> <ul style="list-style-type: none"> <li>Un apprenant indépendant pour la vie</li> <li>Démontre de la flexibilité</li> </ul>	<ul style="list-style-type: none"> <li>Je peux décider quel organisateur graphique utiliser qui m'aideront à planifier clairement mes idées et planifier les prochaines étapes de mon apprentissage.</li> <li>Je peux associer le choix de mes stratégies basées sur mon style d'apprentissage ou sur la tâche.</li> </ul>	<ul style="list-style-type: none"> <li>Je peux choisir une variété d'outils comme des applications digitales pour m'aider à organiser mes idées et planifier une tâche complexe.</li> <li>Je peux expliquer comment le plan se connecte à d'autres contenus ou contextes de la vraie vie. Je peux prédire comment cela va m'aider dans l'avenir.</li> </ul>
<b>Recueillir l'information</b> <ul style="list-style-type: none"> <li>Être responsable; persévérer; faire confiance à Dieu même dans les moments difficiles</li> </ul>	<ul style="list-style-type: none"> <li>Je sais ce dont j'ai besoin pour réussir. Je débute à connecter ma pensée à une orientation future.</li> <li>Je sais comment trouver des informations d'une variété de sources incluant de sources digitales. Je sais comment valider leur véracité.</li> <li>Je cite les informations correctement et avec intégrité. Je n'utilise pas les idées des autres.</li> </ul>	<ul style="list-style-type: none"> <li>Je sais ce dont j'ai besoin pour réussir. Je débute à connecter ma pensée à une orientation future.</li> <li>Je sais comment trouver des informations d'une variété de sources incluant de sources digitales. Je sais comment valider leur véracité.</li> <li>Je cite les informations correctement et avec intégrité. Je n'utilise pas les idées des autres.</li> </ul>
<b>Gérer le temps</b> <ul style="list-style-type: none"> <li>Applique avec efficacité la communication, la prise de décision, le temps et la gérance des ressources.</li> </ul>	<ul style="list-style-type: none"> <li>J'ai des stratégies pour organiser mon travail.</li> <li>J'organise mes cartables et mes notes.</li> <li>J'organise mes filières électroniques pour communiquer efficacement avec mes pairs et enseignants.</li> <li>Je sou mets mes travaux à temps et je décide des échéanciers avec l'enseignant.</li> </ul>	<ul style="list-style-type: none"> <li>Je gère l'information efficacement en gardant mes notes en ordre, en organisant mes filières électroniques et mon portefeuille pour communiquer et transférer l'information efficacement .</li> <li>Je sou mets mes travaux à temps et je décide des échéanciers avec l'enseignant.</li> </ul>
<b>Établir ses priorités</b> <ul style="list-style-type: none"> <li>Accepter la responsabilité de ses actions</li> </ul>	<ul style="list-style-type: none"> <li>J'utilise des stratégies pour prioriser et ordonner mes travaux et activités.</li> <li>J'apprécie et contrôle le temps que j'ai et l'utilise de manière efficace pour accomplir mes travaux.</li> <li>J'établie des priorités et gère mon temps.</li> </ul>	<ul style="list-style-type: none"> <li>Je sélectionne des stratégies et des outils qui supportent mon style d'apprentissage.</li> <li>J'établie des priorités et gère mon temps en créant un échéancier réaliste.</li> </ul>



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### Appendix H3

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

**Exemple de référentiel généré par les élèves pour chaque niveau: :**

<b>Habiletés d'apprentissage et habitudes de travail</b>		
<b>Travail Indépendant</b>	<b>Exemple de comportements (Primaire)</b>	<b>Exemple de comportements (Moyen)</b>
<b>Pensée flexible et adaptative</b> <ul style="list-style-type: none"> <li>• Penser de façon réflexive et créative pour évaluer les situations et résoudre les problèmes</li> <li>• Démontrer de la flexibilité et de l'adaptabilité</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux redire les buts d'apprentissage et expliquer pourquoi nous travaillons sur ce but.</li> <li>• Je peux participer au développement des indicateurs de succès. Je peux utiliser les critères avec les exemples pour comprendre mon travail et l'améliorer..</li> <li>• Je peux développer mes propres idées et faire des connexions.</li> <li>• Je peux utiliser mes connaissances antérieures qui m'aideront à résoudre des problèmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux expliquer l'importance des buts d'apprentissage.</li> <li>• Je peux participer au développement des indicateurs de succès. Je peux utiliser les critères avec les exemples pour comprendre mon travail.</li> <li>• Je peux développer mes propres idées et faire des connexions et aider les autres à améliorer leur travail.</li> <li>• Je peux utiliser mes connaissances antérieures et des stratégies qui m'aideront à résoudre des problèmes.</li> </ul>
<b>Suivre les directives</b> <ul style="list-style-type: none"> <li>• Prendre de l'initiative et démontrer des qualités de chef de file chrétien</li> <li>• Respecter la dignité des autres et leur bien-être</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis les directives et les routines sans rappel. Je sais ce que je dois faire quand c'est le temps.</li> <li>• Je suis les directives. Je les redis en ordre pour m'assurer que je sais quoi faire.</li> <li>• Je suis assis calmement durant les instructions.</li> <li>• J'écoute quand les autres parlent sans interrompre.</li> <li>• Je suis concentré à la tâche. Je respecte les autres sans les interrompre.</li> <li>• Je complète le travail et demande de l'aide seulement quand j'en ai besoin.</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis les directives et les routines sans avoir de rappels et j'aide les autres à en faire autant en modelant les attentes, en aidant les autres.</li> <li>• Je suis les directives et je sais ce que je dois faire.</li> <li>• Je peux travailler sans supervision directe.</li> <li>• Je démontre l'écoute active sans interrompre les autres.</li> <li>• Je suis concentré à la tâche et n'est pas distrait par les autres.</li> <li>• Je complète mes tâches moi-même en utilisant les ressources de la classe.</li> </ul>
<b>Accomplir les buts personnels</b> <ul style="list-style-type: none"> <li>• Établir des buts et des priorités à l'école, au travail et la vie personnelle.</li> <li>• Faire fructifier ses talents.</li> </ul>	<ul style="list-style-type: none"> <li>• Je complète tout mon travail.</li> <li>• Je suis fier de mon travail donc je cherche des façons de l'améliorer (des référentiels, rétroactions, listes de contrôle)</li> <li>• Je sais que c'est important d'établir des buts. J'essaie d'avoir des buts appropriés pour moi.</li> </ul>	<ul style="list-style-type: none"> <li>• Je complète tout mon travail incluant mes devoirs, à temps et avec soin.</li> <li>• Je suis fier de mon travail donc je cherche des façons de l'améliorer (des référentiels, rétroactions)</li> <li>• J'essaie d'avoir des buts appropriés pour moi. Je réfléchis aux buts pour m'assurer qu'ils sont réalistes; pas trop facile, pas trop difficile</li> </ul>



## Planting Seeds for Success:

Exploring Learning Skills and Work Habits from a Catholic Perspective

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### Appendix H3

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Travail Indépendant	Exemple de comportements (Intermédiaire)	Exemple de comportements (Secondaire)
<b>Pensée flexible et adaptive</b> <ul style="list-style-type: none"> <li>Penser de façon réflexive et créative pour évaluer les situations et résoudre les problèmes</li> <li>Démontrer de la flexibilité et de l'adaptabilité</li> </ul>	<ul style="list-style-type: none"> <li>Je peux redire l'importance des buts d'apprentissage pour l'académique et les habiletés d'apprentissage.</li> <li>Je peux participer au développement des indicateurs de succès. Je peux utiliser les critères avec les exemples pour comprendre mon travail et l'améliorer..</li> <li>Je peux développer mes propres idées et faire des connexions et aider les autres à améliorer leur travail..</li> <li>Je peux utiliser mes connaissance antérieures et une variété de stratégies pour résoudre des problèmes.</li> </ul>	<ul style="list-style-type: none"> <li>Je peux redire l'importance des buts d'apprentissage pour l'académique et les habiletés d'apprentissage. Je peux dire comment ces buts vont m'aider dans l'avenir.</li> <li>Je peux participer au développement des indicateurs de succès. Je peux utiliser les critères avec les exemples pour comprendre mon travail et l'améliorer.</li> <li>Je peux développer mes propres idées et faire des connexions et aider les autres à améliorer leur travail.</li> <li>Je peux utiliser mes connaissance antérieures et une variété de stratégies qui m'aideront à résoudre des problèmes.</li> </ul>
<b>Suivre les directives</b> <ul style="list-style-type: none"> <li>Prendre de l'initiative et démontrer des qualités de chef de file chrétien</li> <li>Respecter la dignité des autres et leur bien-être</li> </ul>	<ul style="list-style-type: none"> <li>Je choisis des comportements qui supportent l'apprentissage de tous les élèves dans la classe.</li> <li>Je suis les directives et je peux redire ce que je dois faire.</li> <li>Je peux travailler sans supervision directe.</li> <li>Je démontre de l'écoute active sans interrompre les autres</li> </ul>	<ul style="list-style-type: none"> <li>Je choisis des comportements qui supportent l'apprentissage de tous les élèves dans la classe.</li> <li>Je suis les directives et paraphrase ce que je dois faire. J'aide ceux qui éprouvent de la difficulté.</li> <li>J'arrive en classe à l'heure et suis concentré durant tout le cours</li> <li>Je démontre de l'écoute active et critique.</li> </ul>
<b>Accomplir les buts personnels</b> <ul style="list-style-type: none"> <li>Établir des buts et des priorités à l'école, au travail et la vie personnelle.</li> <li>Faire fructifier ses talents.</li> </ul>	<ul style="list-style-type: none"> <li>Je complète tout mon travail, incluant mes devoirs, à temps et avec soin..</li> <li>J'améliore mon travail en me basant sur les rétroactions des mes pairs, mes enseignants.</li> <li>Je commence à avoir des buts qui me guideront vers une orientation future.</li> <li>Je suis prêt à essayer des activités.</li> </ul>	<ul style="list-style-type: none"> <li>Je suis motivé à apprendre et j'en prends la responsabilité. Je planifie et établis des buts pour réussir tous mes cours.</li> <li>Je priorise mes travaux, planifie pour les faire et les soumetts en temps avec de la qualité.</li> <li>J'établis des buts et maintiens un équilibre entre l'école, le travail et ma vie personnelle.</li> </ul>



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### Appendix H4

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Collaboration	Exemple de comportements (Primaire)	Exemple de comportements (Moyen)
<b>Participation, inclusion et partage</b> <ul style="list-style-type: none"> <li>• Respecte les droits, les responsabilités et les contributions de soi et des autres.</li> <li>• Est accueillant et inclut tout le monde</li> </ul>	<ul style="list-style-type: none"> <li>• J'utilise des mots gentils</li> <li>• J'invite les autres à faire parti du groupe.</li> </ul>	<ul style="list-style-type: none"> <li>• J'utilise des mots gentils et un langage, des gestes et des images appropriés</li> <li>• J'invite les autres à faire parti des activités du groupe.</li> </ul>
<b>Communauté; le bien commun</b> <ul style="list-style-type: none"> <li>• Trouver le signification, la dignité et la vocation dans le travail qui contribuent au bien commun</li> </ul>	<ul style="list-style-type: none"> <li>• J'écoute quand les autres parlent. J'attends mon tour et pour les autres.</li> <li>• Je garde mes mains, mes pieds et corps pour moi-même.</li> <li>• Je joue de manière juste et laisse les autres avoir un tour.</li> </ul>	<ul style="list-style-type: none"> <li>• J'accepte les opinions des autres même si elles sont différentes des miennes.</li> <li>• Je garde mes mains, mes pieds et corps pour moi-même.</li> <li>• Je joue de manière juste et laisse les autres avoir un tour.</li> </ul>
<b>Relations saines</b> <ul style="list-style-type: none"> <li>• Travailler efficacement comme un membre de l'équipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Je fais mon travail et aide les autres.</li> <li>• Je me mêle de mes affaires quand je ne suis pas concerné.</li> <li>• Je fais une variété de travail dans la classe et laisse les autres en faire autant.</li> </ul>	<ul style="list-style-type: none"> <li>• Je fais mon travail et offre de l'aide aux autres.</li> <li>• Je me mêle de mes affaires quand je ne suis pas concerné.</li> <li>• J'accepte une variété de rôle dans la classe.</li> </ul>
<b>Résolution de problème</b> <ul style="list-style-type: none"> <li>• Créer, adapter et évaluer de nouvelles idées à la lumière du bien commun.</li> </ul>	<ul style="list-style-type: none"> <li>• Je partage mes idées et informations de manière respectueuse.</li> <li>• Je réfléchis à mes paroles avant de parler.</li> <li>• Je suis content pour les réussites des autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Je partage mes idées et informations de manière respectueuse.</li> <li>• Je réfléchis à mes paroles avant de parler et utilise des stratégies positives pour résoudre les problèmes.</li> <li>• Je suis content pour les réussites des autres.</li> </ul>



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### Appendix H4

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

**Exemple de référentiel généré par les élèves pour chaque niveau:**

<b>Habiletés d'apprentissage et habitudes de travail</b>		
<b>Collaboration</b>	Exemple de comportements (Intermédiaire)	Exemple de comportements (Secondaire)
<b>Participation, inclusion et partage</b> <ul style="list-style-type: none"> <li>• Respecte les droits, les responsabilités et les contributions de soi et des autres.</li> <li>• Est accueillant et inclu tout le monde</li> </ul>	<ul style="list-style-type: none"> <li>• J'utilise des mots gentils et appropriés avec mes pairs, enseignants et visiteurs à l'école.</li> <li>• Je partage mes inquiétudes à propos de l'exclusion des autres et travaille avec tous les élèves.</li> </ul>	<ul style="list-style-type: none"> <li>• J'utilise des mots gentils et appropriés quand je communiqué verbalement et à l'écrit.</li> <li>• J'interagis avec tous les élèves même si ils ne font pas parti de mon groupe social.</li> </ul>
<b>Communauté; le bien commun</b> <ul style="list-style-type: none"> <li>• Trouver le signification, la dignité et la vocation dans le travail qui contribue au bien commun</li> </ul>	<ul style="list-style-type: none"> <li>• J'accepte les opinions des autres même si elles sont différentes des miennes.</li> <li>• Je respecte l'espace personnel des autres en gardant mes mains, mes pieds et mon corps pour moi.</li> <li>• Je fais preuve d'esprit sportif.</li> </ul>	<ul style="list-style-type: none"> <li>• J'écoute les opinions et discute les idées critiqueusement et positivement.</li> <li>• Je respecte l'espace, les opinions, la propriété et l'identité des autres.</li> <li>• Je comprends que le succès dépend du travail d'équipe.</li> <li>• Je peux faire preuve de discernement pour la réussite du groupe.</li> </ul>
<b>Relations saines</b> <ul style="list-style-type: none"> <li>• Travailler efficacement comme un membre de l'équipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Je fais mon travail et reconnais quand les autres ont besoin d'aide.</li> <li>• Je me mêle de mes affaires.</li> <li>• J'accepte une variété de rôle pour le travail de groupe et aide à distribuer les responsabilités.</li> </ul>	<ul style="list-style-type: none"> <li>• Je m'efforce d'être un bon modèle et choisis de bons comportements.</li> <li>• Je ne mêle pas des affaires des autres sauf si on me le demande.</li> <li>• J'organise les rôles des autres selon leurs forces.</li> <li>• Je peux communiquer respectueusement et sécuritairement avec le matériel digital.</li> </ul>
<b>Résolution de problème</b> <ul style="list-style-type: none"> <li>• Créer, adapter et évaluer de nouvelles idées à la lumière du bien commun.</li> </ul>	<ul style="list-style-type: none"> <li>• Je partage mes idées et apprends de celles des autres</li> <li>• Je crois que tous peuvent partager leurs idées.</li> <li>• Je peux faire des compromis.</li> <li>• Je suis content pour les réussites des autres et les miennes.</li> </ul>	<ul style="list-style-type: none"> <li>• Je partage les idées des autres. Je respecte tous les points de vue.</li> <li>• Je résous les problèmes sans être condescendant dans mon ton de voix et mon langage corporel.</li> <li>• Je peux faire des compromis.</li> <li>• Je suis content pour les réussites des autres et les miennes.</li> </ul>



## Planting Seeds for Success:

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### Appendix H5

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Initiative	Exemple de comportements (Primaire)	Exemple de comportements (Moyen)
<b>Curiosité et émerveillement</b> <ul style="list-style-type: none"> <li>• Apprenant indépendant pour la vie</li> <li>• Inspiré par les cadeaux de la Création; motivé par la recherche et respecte tous les nouveaux apprentissages</li> </ul>	<ul style="list-style-type: none"> <li>• Je suis content d'essayer de nouvelles choses.</li> <li>• Je suis curieux. Je pose des questions pour comprendre.</li> </ul>	<ul style="list-style-type: none"> <li>• J'essaie de nouvelles choses ou je fais les choses d'une nouvelle façon.</li> <li>• Je suis curieux. Je pose des questions pour comprendre et clarifier.</li> </ul>
<b>Attitude positive</b> <ul style="list-style-type: none"> <li>• Réagis, gère et influence de manière constructive les changements</li> <li>• Communique en collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Je pense que je peux!</li> <li>• Je suis positif aux nouvelles expériences d'apprentissage.</li> <li>• Je pose des questions pour mieux comprendre</li> <li>• Je joue et travaille avec les autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je ne laisse jamais tomber.</li> <li>• Je suis positif aux nouvelles expériences d'apprentissage.</li> <li>• Je pose des questions pour avoir des clarifications</li> <li>• Je joue et travaille avec les autres dans ma classe.</li> </ul>
<b>Innovation</b> <ul style="list-style-type: none"> <li>• Atteinte de l'excellence, originalité et intégrité dans son travail; support de ces qualité dans le travail des autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux imaginer de nouvelles idées.</li> <li>• Je fais des connexions entre les activités que je fais.</li> <li>• J'apprends de mes erreurs.</li> <li>• Je cherche ce que je peux faire quand j'ai fini mon travail.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux appliquer de nouvelles stratégies dans différent contextes.</li> <li>• Je fais des connexions d'un sujet à l'autre.</li> <li>• J'apprends de mes erreurs et de celles des autres.</li> <li>• Je cherche ce que je peux faire quand j'ai fini mon travail.</li> </ul>
<b>Plaider sa cause et celle des autres</b> <ul style="list-style-type: none"> <li>• Exercer son rôle de laider chrétien pour les réussites des autres et les siennes; au service des autres.</li> <li>• Est accueillant et fait preuve d'inclusion; coopère et collabore dans la diversité</li> </ul>	<ul style="list-style-type: none"> <li>• Je sais ce don't j'ai besoin et demande.</li> <li>• J'encourage mes camarades.</li> <li>• Je sais ce qui est juste et m'efforce de garder la paix.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux dire ce don't j'ai besoin pour réussir.</li> <li>• J'encourage mes camarades à participer.</li> <li>• Je sais ce qui est juste et m'efforce de garder la paix dans la classe et dans la cour d'école.</li> </ul>



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### Appendix H5

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Initiative	Exemple de comportements (Intermédiaire)	Exemple de comportements (Secondaire)
<b>Curiosité et émerveillement</b> <ul style="list-style-type: none"> <li>• Apprenant indépendant pour la vie</li> <li>• Inspiré par les cadeaux de la Création; motivé par la recherche et respecte tous les nouveaux apprentissages</li> </ul>	<ul style="list-style-type: none"> <li>• J'essaie de nouvelles choses ou je fais les choses d'une nouvelle façon en utilisant de nouvelles stratégies.</li> <li>• Je suis curieux. Je pose des questions pour comprendre.</li> </ul>	<ul style="list-style-type: none"> <li>• Je recherche de nouvelles opportunités et défis.</li> <li>• Je suis curieux à propos de moi et du monde. Je pose des questions pertinentes pour comprendre.</li> </ul>
<b>Attitude positive</b> <ul style="list-style-type: none"> <li>• Réagis, gère et influence de manière constructive les changements</li> <li>• Communique en collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Je persévère, je ne laisse jamais tomber..</li> <li>• Je pose des questions pertinentes pour m'assurer d'avoir compris.</li> <li>• Je contribue au travail d'équipe sachant que nous sommes plus forts lorsque que l'on partage nos talents</li> </ul>	<ul style="list-style-type: none"> <li>• Je persévère et j'alloue du temps pour les situations imprévues</li> <li>• Je pose des questions pertinentes pour démontrer que j'écoute</li> <li>• Je sais qu'être un membre d'une équipe est une habileté nécessaire au 21ème siècle.</li> </ul>
<b>Innovation</b> <ul style="list-style-type: none"> <li>• Atteinte de l'excellence, originalité et intégrité dans son travail; support de ces qualité dans le travail des autres.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux appliquer mes habiletés dans différents contextes.</li> <li>• Je connecte mes idées d'un sujet à l'autre.</li> <li>• J'apprends de mes erreurs passées et de celles des autres.</li> <li>• Je termine du travail déjà commencé ou je révise quand j'ai fini mon travail.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux transférer mes habiletés dans différents sujets et expériences.</li> <li>• J'apporte des améliorations basées mes erreurs passées et de celles des autres.</li> <li>• Je termine du travail déjà commencé ou je révise quand j'ai fini mon travail.</li> <li>• Je sélectionne mes ressources en m'assurant que mes sources sont exactes et valides.</li> </ul>
<b>Plaider sa cause et celle des autres</b> <ul style="list-style-type: none"> <li>• Exercer son rôle de laider chrétien pour les réussites des autres et les siennes; au service des autres.</li> <li>• Est accueillant et fait preuve d'inclusion; coopère et collabore dans la diversité</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux dire si je réussis et j'aide les autres à faire de même.</li> <li>• J'encourage mes camarades à participer et je souligne leurs efforts.</li> <li>• Je reconnait les besoins des autres et je passe à l'action.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux dire si je réussis et j'aide les autres à faire de même.</li> <li>• Je suis conscient de mes droits et ceux des autres. Je m'efforce de promouvoir la paix et la justice dans ma classe, ma paroisse, et dans la communauté.</li> </ul>



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### Appendix H6

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Autorégulation	Exemple de comportements (Primaire)	Exemple de comportements (Moyen)
<b>Métacognition/ Réflexion/ Pardon</b> <ul style="list-style-type: none"> <li>• Penseur réflexif, creative et holistique</li> <li>• Acceptance de soi et des autres</li> </ul>	<ul style="list-style-type: none"> <li>• J'apprends à propos d'apprendre. Je peux essayer de nouvelles façons d'apprendre et y réfléchir.</li> <li>• Je peux parler de mes forces et les reconnaître à travers mes camarades.</li> <li>• Je peux parler de mes sentiments et de ce don't j'ai besoin.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux parler de mes forces comme apprenant et de mes lacunes. Je peux reconnaître ces qualités à travers mes camarades.</li> <li>• Je peux parler de mes sentiments et agir en conséquence.</li> </ul>
<b>Établir des buts</b> <ul style="list-style-type: none"> <li>• Accepter les talents et dons de Dieu et faire des efforts pour atteindre le plein potentiel</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux créer un plan en décrivant les étapes de la tâche.</li> <li>• Je peux prioriser et établir des buts.</li> <li>• Je peux réfléchir et changer mon plan si nécessaire.</li> <li>• Je peux utiliser un référentiel et des exemples qui aident à l'amélioration de mon travail. Je peux utiliser la rétroaction pour améliorer mon travail.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux établir des buts et créer un plan pour les atteindre.</li> <li>• Je contrôle mes buts et ajuste mes plans au besoin.</li> <li>• Je peux utiliser la rétroaction pour améliorer mon travail. Je peux m'autoévaluer en utilisant les indicateurs de succès.</li> </ul>
<b>Persévérance</b> <ul style="list-style-type: none"> <li>• Penser de façon réflexive et créatrice pour évaluer les situations et résoudre les problèmes</li> </ul>	<ul style="list-style-type: none"> <li>• Je reconnait que j'ai besoin d'aide et la demande.</li> <li>• Je continu sans laisser tomber. Je vais essayer une nouvelle stratégie.</li> </ul>	<ul style="list-style-type: none"> <li>• Je reconnait que j'ai besoin d'aide. J'utilise une autre stratégie pour surpasser les défis. Je demande de l'aide si nécessaire.</li> <li>• Je continu sans laisser tomber. Je vais essayer une nouvelle stratégie, outils ou ressources.</li> </ul>



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### Appendix H6

Quelle pourrait être la progression du développement des habiletés d'apprentissage et des habitudes de travail d'un niveau à l'autre alors que l'élève acquiert de la maturité?

#### Exemple de référentiel généré par les élèves pour chaque niveau:

Habiletés d'apprentissage et habitudes de travail		
Autorégulation	Exemple de comportements (Intermédiaire)	Exemple de comportements (Secondaire)
<b>Métacognition/ Réflexion/ Pardon</b> <ul style="list-style-type: none"> <li>• Penseur réflexif, creative et holistique</li> <li>• Acceptance de soi et des autres</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux parler de mon style d'apprentissage, preferences, forces et lacunes. Je peux choisir des stratégies qui supportent mon style d'apprentissage.</li> <li>• J'accepte mes emotions et je parle de ce que je ressens.</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux articuler comment mon style d'apprentissage et mes preferences affectent la dynamique de groupe. J'utilise ces informations pour travailler en groupe.</li> <li>• Je ne donne pas d'excuses ou ne blame pas les autres pour mes choix. Je suis conscient de l'impact de mes paroles (verbales et écrites), mes actions et mes gestes.</li> </ul>
<b>Établir des buts</b> <ul style="list-style-type: none"> <li>• Accepter les talents et dons de Dieu et faire des efforts pour atteindre le plein potentiel</li> </ul>	<ul style="list-style-type: none"> <li>• Je peux établir des buts et créer un plan pour les atteindre.</li> <li>• Je contrôle mes buts et ajuste mes plans au besoin.</li> <li>• Je peux utiliser la rétroaction pour améliorer mon travail. Je peux m'autoévaluer en utilisant les indicateurs de succès.</li> </ul>	<ul style="list-style-type: none"> <li>• Mes buts reflètent la rétroaction qui m'est donnée.</li> <li>• Mes buts guident les actions que je pose. Je peux changer mes plans au besoin.</li> <li>• Je peux utiliser la rétroaction de façon proactive pour améliorer mon travail. Je peux m'autoévaluer en utilisant les indicateurs de succès.</li> </ul>
<b>Persévérance</b> <ul style="list-style-type: none"> <li>• Penser de façon réflexive et créatrice pour évaluer les situations et résoudre les problèmes</li> </ul>	<ul style="list-style-type: none"> <li>• Je reconnait que j'ai besoin d'aide. J'utilise une autre stratégie pour surpasser les défis. Je demande de l'aide si nécessaire.</li> <li>• Je continue sans laisser tomber. Je vais essayer une nouvelle stratégie, outils ou ressources. Je vais essayer différentes perspectives ou points de vue.</li> </ul>	<ul style="list-style-type: none"> <li>• Je reconnait que j'ai besoin d'aide. J'utilise une autre stratégie pour surpasser les défis. Je demande de l'aide si nécessaire.</li> <li>• Je continue sans laisser tomber. Je vais essayer une nouvelle stratégie, outils ou ressources. Je vais essayer différentes perspectives ou points de vue. Je vais analyser les actions des chefs de file pour solutionner le problème.</li> </ul>



## Planting Seeds for Success:

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### Appendix I1

#### Exemples de charte en Y:

Les chartes suivantes représentent des réponses possibles lors d'une session de remue-méninges pour chacune des divisions. Une charte en Y est une stratégie hautement effective pour présenter une habileté nouvelle.

Habileté d'apprentissage: Responsabilité  
Primaire

#### On voit.....

- Je prends mon rang à la cloche.
- J'écris les messages importants dans mon agenda
- Je respecte les invités à l'école
- J'assume les conséquences de mes actes
- Je fais ce que je dois faire quand c'est le temps
- Je fais mon travail même si l'enseignant ne regarde pas
- Je suis un modèle
- Je range mes choses à la bonne place
- Je nettoie et aide les autres
- Je sais comment obtenir de l'aide
- Je demande la permission d'utiliser le matériel des autres

#### On entend .....

- Je parle poliment à mon enseignant et mes amis
- Je suis calme dans les couloirs
- Je dis bonjour le matin
- Je parle quand c'est mon tour
- Je dis merci et s'il-vous-plaît
- J'offre mes idées et mes opinions à la classe
- Je dis et fais des choses gentilles pour que mes amis se sentent bien

#### On ressent .....

- Je suis responsable de moi
- Je suis en contrôle
- Je suis autonome
- Je suis serviable
- Je suis fier de moi
- Je suis utile
- Je suis fier de ma classe et de ma communauté scolaire
- Je peux contribuer
- Je suis capable
- Je fais les bons choix



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### Appendix I2

Habileté d'apprentissage: Organisation  
Primaire

#### On voit.....

- J'utilise des organisateurs graphiques pour noter ma pensée
- Je sais où trouver les choses dans mon pupitre et dans la classe
- Je range mes choses sans qu'on me le dise  
Ma classe est sécuritaire parce les choses sont à leur place
- Je connais les étapes à suivre pour faire mon travail
- Je travaille sans relâche.



#### On entend .....

- "Je sais où trouver...."
- "Laisse-moi ranger..."
- "Les livres vont ici."
- "Laisse-moi te montrer où est..."



#### On ressent .....

- Je suis prêt à apprendre.
- Je suis calme.
- Je suis prêt pour la journée.
- Je suis responsable.
- Je sais quoi faire.
- Je suis confiant.
- Je suis en sécurité.





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### Appendix I3

Habilité d'apprentissage: Travail indépendant  
Junior

#### On voit.....

- J'utilise des organisateurs graphiques pour noter ma pensée
- Je sais où trouver les choses dans mon pupitre et dans la classe
- Je range mes choses sans qu'on me le dise  
Ma classe est sécuritaire parce les choses sont à leur place
- Je connais les étapes à suivre pour faire mon travail
- Je travaille sans relâche

#### On entend .....

- Je suis calme lors des leçons, assemblées, messes...
- Je suis les instructions et les reds pour être certain d'avoir compris ce que je dois faire.
- "Je peux le faire seul!"



#### On ressent .....

Je suis fier de mon travail donc je trouve des façons de l'améliorer en utilisant des référentiels, grilles, rétroactions...

- Je suis déterminé.
- Je suis à l'aise de demander de l'aide.





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Habilité d'apprentissage: Collaboration  
Junior

### Appendix I4

#### On voit.....

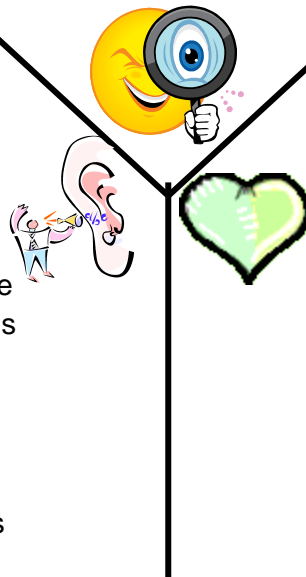
- Je fais mon travail et j'offre mon aide
- Je prends des rôles varies dans la classe
- J'invite les autres à faire partie de mon groupe
- Je me mêle de mes affaires
- J'accepte les opinions des autres même si elles diffèrent des miennes
- J'utilise des stratégies positives pour résoudre des problèmes
- Je respecte l'espace des autres
- Je joue de manière juste et je laisse les autres avoir un tour

#### On entend .....

- J'utilise un bon langage, des mots et des gestes appropriés
- J'invite les autres à se joindre au groupe et j'écoute ce qu'ils disent
- Je participe aux discussions de groupe
- Je pense avant de parler
- Je partage mes idées et mes opinions avec respect
- "Je peux t'aider?"
- "Faisons-le ensemble!"

#### On ressent .....

- Je suis utile
- Je fais partie du groupe
- Je sais que je peux contribuer
- Je suis fier de mon travail. Je participe avec mon groupe
- Je suis content du succès des autres





## Planting Seeds for Success:

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### Appendix I5

Habileté d'apprentissage: Initiative  
Intermédiaire

#### On voit.....

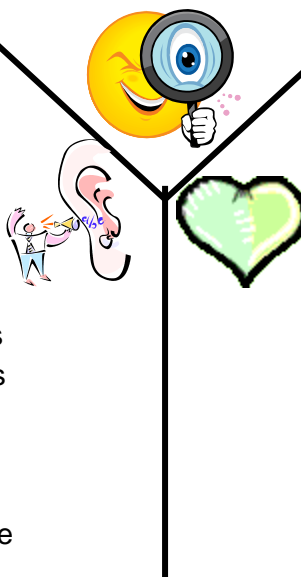
- Quand j'ai fini je fais une autre activité d'apprentissage alors que les autres continuent de travailler (lire, écrire...)
- Je peux utiliser des stratégies que j'ai apprises.
- Je peux connecter des idées d'une matière à l'autre
- J'apprends de mes erreurs et celles des autres
- Je trouve ce qui fonctionne et aide les autres
- Je persevere. Je ne lâche pas.

#### On entend .....

- Je pose des questions pertinentes pour bien comprendre.
- J'encourage les autres à participer et célèbre leurs efforts
- Je partage mes intérêts avec les autres.
- "Ça m'intéresse. Est-ce que je peux continuer"
- "Je pose cette question pour être certain que je comprends."
- "J'ai une bonne idée. Est-ce que tu veux savoir?"

#### On ressent .....

- Je suis motivé à faire mon travail.
- Je suis confiant d'essayer des choses d'une nouvelle façon avec des ressources différentes
- Je suis un chef de file.
- Je suis déterminé.
- J'ai confiance.





## Planting Seeds for Success:

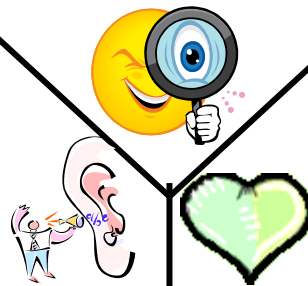
Exploring Learning Skills and Work Habits from a Catholic Perspective  
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### Appendix I6

Habilité d'apprentissage: Autoregulation  
Intermédiaire

#### On voit.....

- Je me fixe des buts avec la rétroaction de mes pairs et mes enseignants.
- Je contrôle mes buts et ajuste mes plans si nécessaire.
- J'assume la responsabilité de mes actes et mes paroles sans blâmer les autres
- Je fais des connexions avec le monde autour de moi
- J'assume des émotions et je peux exprimer mes sentiments et utiliser des stratégies pour agir de façon appropriée



#### On entend .....

- Je demande de l'aide et des clarifications
- J'assume des émotions et je peux exprimer mes sentiments et utiliser des stratégies pour agir de façon appropriée
- "Je sais que je suis frustré. Je dois m'asseoir seul pour un moment."
- "Je sais que je dois améliorer ça"
- "Je pense que j'ai réussi cette partie."

#### On ressent .....

- J'assume des émotions et je peux exprimer mes sentiments et utiliser des stratégies pour agir de façon appropriée
- Je suis en contrôle.
- Je suis confiant de ma décision.
- Je suis autonome.
- Je suis déterminé et motivé.



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### Appendix I7

#### Habilité d'apprentissage et habitudes de travail

##### Intermédiaire/Secondaire

###### On voit .....

- Je suis prêt pour la classe à tous les jours (R)
- Je fais de la recherche et je me prépare le soir pour le lendemain (I)
- Je gère mon comportement et j'en assume la responsabilité (A)
- Je suis organisé pendant mes cours et j'aide mes pairs à rester organisés (O,C)
- Je fais des liens entre la justice sociale et notre appel en tant que Chrétien Catholique (I)
- Je me fixe des buts d'apprentissage suivant la rétroaction de mes pairs et de mes enseignants (A)
  - J'utilise mon temps efficacement (TI)
  - Je demande des éclaircissements au besoin (I)
  - Je respecte les invités de l'école (R)
  - Je respecte les idées de mes pairs (A)
- Je prends la responsabilité de mes actions et de mes paroles (A)
- Je fais des liens avec le monde qui m'entour pour atteindre mes buts (A)



###### On entend ...

- Je respecte tous mes enseignants et tous mes pairs (C)
- Je donne mon opinion lorsque c'est nécessaire (A)
- J'aide les autres autant que possible (R)
- Je demande des éclaircissements au besoin (I)
- J'encourage mes pairs en participant et en leur donnant de la rétroaction positive (I)
- Je partage mes intérêts et mon enthousiasme avec les autres (I)
- "Est-ce que je peux aller prendre une marche? J'ai besoin d'être seul maintenant." (A)
- "Ceci est quelque chose sur lequel je dois travailler." (A)
- "Ceci est une de mes forces. Je crois avoir bien fait." (A)

###### On ressent ...

- Je suis passionné par mon organisation (O)
- Je suis excité par les possibilités (R)
- Je suis fier du travail que j'ai fait (TI)
- Je suis utile pour mes pairs et mes enseignants (C)
- Ma présentation est organisée (O)
- Je suis capable de travailler avec tous les membres de ma classe (C)
- Je suis facilement capable de m'auto-évaluer (TI)
- Je suis capable de comprendre combien j'ai grandi par cette expérience (A)
- J'accomplis toutes les tâches du mieux que je peux (I)
- J'ai toujours hâte d'essayer de nouvelles stratégies et de nouvelles ressources (I)
- Je prends la responsabilité de mes émotions, je peux exprimer mes sentiments et utiliser des stratégies pour agir de façon appropriée (A)
- Je suis confiant des décisions que je prends (A)



## Planting Seeds for Success:

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### Appendix J1

#### Exemple 1: Grille d'observation par classe: Expérience scientifique

Période d'observation: 20 – 24 sept.

Habileté d'apprentissage:	O	O	IW	IW	Emphase sur l'organisation et le travail indépendant
	Gère son temps et complète ses travaux	Élabore un plan	Révisé ses plans pour atteindre ses buts	Suit les directives avec un minimum de supervision	
Elèves					Commentaires d'observation
Élève A	⊙	⊙	⊙	⊙	Calme, consciencieux
Élève B	⊙	⊙	⊙	⊙	Excellent guide; encourage les compromis
Élève C	⊙	⊙	⊙	⊙	Débute avec enthousiasme, mais devient frustré
Élève D	⊙	⊙	⊙	⊙	Constant; besoin de direction
Élève E	⊙	⊙	⊙	⊙	Beaucoup de bonnes idées, pas assez de temps pour terminer
Élève F	⊙	⊙	⊙	⊙	Continu avec un plan incorrecte; flou mais complet
Élève G	⊙	⊙	⊙	⊙	Travaille mieux lors d'activités d'apprentissage structurées
Élève H		⊙		⊙	Éparpillé; social; dépendant
Élève I		⊙	⊙	⊙	Facilement distrait; quand à la tâche, bon travail
Élève J	⊙			⊙	Très bonnes idées mais travaille rapidement sans plan
Élève K	⊙	⊙		⊙	Préfère des tâches structures; sens de l'initiative peu développé
Élève L	⊙	⊙	⊙	⊙	Requiert une liste de contrôle pour rester à la tâche
Élève M	⊙	⊙	⊙	⊙	Besoin de plus d'opportunité pour développer sa confiance
Élève N	⊙	⊙	⊙	⊙	Grand suiveur, demande l'approbation pour ses plans
Élève O	⊙	⊙	⊙	⊙	Adore les sciences et est concentré; veut faire à sa manière
Élève P					Besoin d'aide constamment; besoin de circuler
Élève Q	----	----	----	----	<i>Absent à cause de maladie</i>
Élève R	⊙	⊙	⊙	⊙	Débute seul; manque certaines instructions
Élève S	⊙	⊙	⊙	⊙	Très bonnes idées; se dépêche sans faire attention aux consignes
Élève T				⊙	Demande de la structure; dépassé par les expériences
Élève U	⊙			⊙	Timide; incertain; peu confortable avec les sciences
Élève V		⊙	⊙	⊙	Besoin des autres pour surveiller son temps
Élève W	⊙			⊙	Demande de l'aide pour élaborer son plan
Élève X	⊙	⊙	⊙	⊙	Travaille vite, sans plan; revise lors des difficultés
Élève Y	⊙	⊙		⊙	Préfère la structure; requiert l'approbation des autres
Élève Z		⊙	⊙	⊙	Veut réussir; facilement distrait; égare son travail



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### Exemple 2: Grille d'observation pour une semaine

Période d'observation: 3 – 9 oct.

### Appendix J2

Élèves	Resp.	Collabor.	Initiative	Indépendance	Emphase sur la responsabilité, la collaboration, le sens de l'initiative et l'indépendance
	Accepte la responsabilité de ses mots et de ses actes	Est positif aux idées et opinions des autres	Reste positif lors de nouvelles activités	Réfléchit à ses choix	Commentaires d'observation
Élève A	⊙	⊙	⊙	⊙	Hésitant mais essaie de son mieux
Élève B	⊙	⊙	⊙	⊙	Toujours consciencieux de l'impact sur les autres
Élève C	⊙	⊙	⊙	⊙	Très positif
Élève D	⊙	⊙	⊙	⊙	Agit sans réfléchir; accepte les conséquences
Élève E	⊙	○	○	○	Hésitant; ne veut pas ressortir
Élève F	⊙	○	○	⊙	Très timide; facilement blessé; commence à essayer
Élève G	⊙	⊙	⊙	⊙	Facile et constant
Élève H	○	○	○	○	Accepte difficilement les conséquences; défiant
Élève I	⊙	○	⊙	⊙	Veut toujours mener
Élève J	⊙	⊙	⊙	⊙	Utilise l'humour pour cacher son insécurité
Élève K	○	○	○	○	Difficile de faire les bons choix; pense qu'elle est correcte
Élève L	⊙	⊙	⊙	⊙	Beaucoup d'entregent et excellente habiletés de travail
Élève M	⊙	⊙	⊙	○	Travaille bien en groupe; difficile d'être indépendant
Élève N	⊙	○	○	○	Accepte la responsabilité mais ne change pas
Élève O	○	⊙	⊙	○	Généralement positive; besoin de plus de réflexion
Élève P	⊙	⊙	⊙	⊙	Confiant et gentil
Élève Q	○	⊙	⊙	○	Essaie de justifier de mauvais choix, mais apprend
Élève R	⊙	⊙	⊙	⊙	Toujours positif
Élève S	⊙	⊙	⊙	⊙	Quelques fois hésitant mais essaie de se surpasser
Élève T	⊙	○	○	○	Préfère le travail individuel; difficile de communiquer
Élève U	⊙	⊙	⊙	⊙	Facile et constant
Élève V	○	○	○	○	Sévère envers soi et les autres; réservé
Élève W	○	○	○	○	Difficile d'accepter les conséquences mais essaie
Élève X	⊙	⊙	⊙	⊙	Superbe travail de groupe en mathématiques
Élève Y	⊙	⊙	⊙	⊙	Essaie tellement fort, difficile de faire partie du groupe
Élève Z	⊙	⊙	⊙	⊙	Merveilleux modèle, excellent chef de file



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### Exemple 3: Grille d'observation par classe. Matière spécifique

Période d'observation \_\_\_\_\_ Appendix J3

[illegible]



## Planting Seeds for Success:

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#### Exemple 4: Grille d'observation pour une période de temps

**Période d'observation : \_\_\_\_\_** **Appendix J4**

[illegible]



## Planting Seeds for Success:

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### Exemple 5: Grille générale d'observation

**Période d'observation :** \_\_\_\_\_

## Appendix J5

[illegible]



## Planting Seeds for Success:

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### Exemple 6: Grille d'observation pour élève (vide)

Appendix J6

But d'apprentissage: \_\_\_\_\_ Nom de l'élève: \_\_\_\_\_

Besoin d'amélioration

Satisfaisant

Bien

Excellent

Habiletés d'apprentissage – Observation et contrôle														
Responsabilité	1	2	3	4	5	6	7	8	9	10	11	12	13	14
•														
•														
Organisation														
•														
•														
Travail indépendant														
•														
•														
Collaboration														
•														
•														
Initiative														
•														
•														
Indépendance														
•														
•														
<b>Reflexion:</b> Forces	Prochaines étapes													



## Planting Seeds for Success:

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### Exemple 7: Grille d'observation pour élève (Idées maîtresses de catholicité incluses) Appendix J7

Buts d'apprentissage: \_\_\_\_\_ Nom de l'élève: \_\_\_\_\_

	Besoin d'amélioration	Satisfaisant	Bien	Excellent										
<b>Habiletés d'apprentissage- Observation et contrôle</b>														
<b>Responsabilité</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• assume la responsabilité de ses actes et ses mots														
• dédié à ses buts d'apprentissage et fait un travail de qualité														
• considère la communauté globale														
• prend soin de l'environnement														
<b>Organisation</b>														
• élabore des plans														
• recueille l'information														
• gère son temps														
<b>Travail indépendant</b>														
• travaille pour atteindre ses buts														
• suit les instructions														
• change ses plans et buts si nécessaire														
<b>Collaboration</b>														
• partage ses idées, le matériel et les ressources														
• inclut les autres et encourage le partage														
• maintien de bonnes relations														
• résout les conflits pacifiquement														
<b>Initiative</b>														
• est curieux														
• a une attitude positive														
• est innovateur, créateur et critique														
• se défend soi-même et les autres														
<b>Indépendance</b>														
• élabore des plans réalistes														
• réfléchit à ses forces et aux étapes suivantes														
• est déterminé; persevere pour surpasser les défis														
<b>Reflexion:</b> Forces	Prochaines étapes:													



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### Exemple 8: Grille d'observation pour les élèves: (Comportements de Growing Success)

Appendix J8

Buts d'apprentissage: \_\_\_\_\_ Nom de l'élève: \_\_\_\_\_

Besoin d'amélioration	Satisfaisant					Bien					Excellent				
Habiletés d'apprentissage- Observation et contrôle															
Responsabilité	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
• accompli ses responsabilités et ses engagements dans l'environnement d'apprentissage															
• complète et soumet ses travaux, ses devoirs dans les délais prescrits															
• est responsable et gère ses propres comportements															
•															
•															
Organisation															
• élabore et suit un plan et des processus pour compléter ses travaux															
• établit des priorités et gère le temps pour compléter ses travaux et ses buts d'apprentissage															
• identifie, recueille, évalue et utilise les informations, la technologie et les ressources pour compléter ses travaux															
•															
•															
Travail indépendant															
• contrôle, évalue et révise, de manière indépendante, ses plans pour compléter ses travaux et réaliser ses buts															
• utilise le temps en classe de manière appropriée pour compléter ses travaux															
• suit les consignes avec un minimum de supervision															
•															
•															
Collaboration															
• accepte des rôles variés et partage équitablement le travail de groupe															
• réagit positivement aux idées, opinions, valeurs et traditions des autres															
• entretien des relations saines avec ses pairs via des interactions personnelles et médiatiques															
• collabore avec les autres pour trouver des solutions aux conflits et compromis lors des travaux de groupe															



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<ul style="list-style-type: none"> <li>partage informations, ressources, expertise et encourage la pensée critique lors des problèmes et la prise de décision</li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<b>Initiative</b>																			
<ul style="list-style-type: none"> <li>recherche et utilise de nouvelles idées et opportunités pour apprendre</li> </ul>																			
<ul style="list-style-type: none"> <li>démontre une habileté pour innover et une volonté de prendre des risques</li> </ul>																			
<ul style="list-style-type: none"> <li>fait preuve de curiosité et de l'intérêt pour apprendre</li> </ul>																			
<ul style="list-style-type: none"> <li>entreprend les nouvelles tâches de manière positive</li> </ul>																			
<ul style="list-style-type: none"> <li>reconnait et renforce de manière appropriée ses droits et ceux des autres</li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<b>Indépendance</b>																			
<ul style="list-style-type: none"> <li>établie ses propres buts et contrôle ses progrès pour les réaliser</li> </ul>																			
<ul style="list-style-type: none"> <li>demande des clarifications ou de l'aide quand nécessaire</li> </ul>																			
<ul style="list-style-type: none"> <li>évalue et réfléchit de manière critique à ses forces, besoins et intérêts</li> </ul>																			
<ul style="list-style-type: none"> <li>identifie des occasions d'apprentissage, des choix et des stratégies pour répondre à ses besoins et réaliser ses</li> </ul>																			
<ul style="list-style-type: none"> <li>persévère et fait des efforts lors des défis</li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<ul style="list-style-type: none"> <li></li> </ul>																			
<b>Réflexion:</b> Forces ...																			
Prochaines étapes ...																			



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### Exemple 9: Autoévaluation de l'élève (vide)

Appendix J9

Buts d'apprentissage: \_\_\_\_\_

Nom de l'élève: \_\_\_\_\_

Besoin d'amélioration

Satisfaisant

Bien

Excellent

Habiletés d'apprentissage-Autoévaluation														
Responsabilité	1	2	3	4	5	6	7	8	9	10	11	12	13	14
•														
•														
•														
Organisation														
•														
•														
•														
Travail indépendant														
•														
•														
•														
Collaboration														
•														
•														
•														
Initiative														
•														
•														
•														
Indépendance														
•														
•														
•														
<b>Reflexion:</b> Mes forces sont ...	Je dois améliorer ...													



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### Exemple 10: Autoévaluation de l'élève (Idées maîtresses de catholicité incluses) Appendix J10

**Buts d'apprentissage:** \_\_\_\_\_

**Nom de l'élève:** \_\_\_\_\_

Besoin d'amélioration

Satisfaisant

Bien

Excellent

Habilités d'apprentissage- Autoévaluation de l'élève														
Responsabilité	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• Je suis responsable de mes actions et paroles.														
• Je suis engagé vis-à-vis mes buts.														
• Je considère ma communauté.														
• Je prends soins de l'environnement.														
<b>Organisation</b>														
• J'élabore un plan.														
• Je recueille l'information.														
• Je gère mon temps.														
<b>Travail indépendant</b>														
• Je travail pour realise mon but.														
• Je suis les consignes.														
• Je change mes plans et mes buts si nécessaire.														
<b>Collaboration</b>														
• Je partage mes idées, materiel et ressources.														
• Je travaille avec les autres et les encourage à partager..														
• Je maintiens de bonnes relations.														
• Je resouds les conflits pacifiquement.														
<b>Initiative</b>														
• Je suis curieux.														
• J'ai une attitude positive.														
• Je suis innovateur et je pense de façon creative et critique.														
• Je defends mes idées et celles des autres.														
<b>Indépendance</b>														
• Je me fixe des buts.														
• Je réfléchis à mes forces et prochaines étapes.														
• Je persévère lors des défis.														
<b>Reflexion:</b>														
Mes forces sont ...														
Je dois améliorer ...														



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Exemple 11: Autoévaluation de l'élève: (Exemple de comportements de Growing Success) Appendix J11

Buts d'apprentissage: \_\_\_\_\_ Nom de l'élève: \_\_\_\_\_

	Besoin d'amélioration	Satisfaisant	Bien	Excellent										
<b>Habiletés d'apprentissage- Autoévaluation de l'élève</b>														
<b>Responsabilité</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14
• accompli ses responsabilités et ses engagements dans l'environnement d'apprentissage														
• complète et soumet ses travaux, ses devoirs dans les délais prescrits														
• est responsable et gère ses propres comportements														
•														
•														
<b>Organisation</b>														
• élabore et suit un plan et des processus pour compléter ses travaux														
• établit des priorités et gère le temps pour compléter ses travaux et ses buts														
• identifie, recueille, évalue et utilise les informations, la technologie et les ressources pour compléter ses travaux														
•														
•														
<b>Travail indépendant</b>														
• contrôle, évalue et révise, de manière autonome, ses plans pour compléter ses travaux et ses buts.														
• utilise le temps en classe de manière appropriée pour compléter ses travaux														
• suit les consignes avec un minimum de supervision														
•														
•														
<b>Collaboration</b>														
• accepte des rôles variés et partage équitablement le travail à faire														
• réagit positivement aux idées, opinions, valeurs et traditions des autres														
• entretient des relations saines avec ses pairs via des interactions personnelles et médiatiques														
• collabore pour trouver des solutions aux conflits et des compromis lors du travail de groupe														





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Gregory, K. Cameron, C. Davies, A. (1996). **Setting and Using Criteria.** Connections Publishing: Courtney, B.C.

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### **Web Resources:**

Character Development Resources Page:

<http://rccdsb.edu.on.ca/religiouseducation/character-development/>

Theological and Cardinal Virtues Reference Sheet gives a succinct definition of each:

<http://rccdsb.edu.on.ca/religiouseducation/files/2010/06/VirtuesReferenceSheet.doc>



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To order the dvd, please go to the Eastern Ontario Catholic Curriculum website:  
<http://www.eoccc.org>