

# Learning Skills & Work Habits 1–12

## TEACHING AND LEARNING EXPECTED PRACTICE SERIES

### LEARNING SKILLS & WORK HABITS GRADES 1–12

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

### KEY MESSAGES

Learning skills & work habits:

- are foundational for all learning
- are developed over time
- require intentional teaching
- have co-constructed success criteria
- need practice, feedback, and self-reflection opportunities
- are assessed *for*, *as*, and *of* learning

Student achievement and lifelong success is dependent on the development of learning skills and work habits. As students move through each grade, they develop and then consolidate their learning skills and work habits in preparation for post-secondary education and the world of work.

Student acquisition of learning skills and work habits, as in all curriculum, requires that these skills be co-constructed, actively taught, modelled, practised, and assessed for students to become proficient.

### Co-construction of Learning Skills & Work Habits

Teachers, together with students, determine the demonstrated behaviours that are required in each of the six learning skills and work habits. Success criteria help students to better understand what they need to know and be able to do once these skills and habits are established.

### Teaching and Modelling Learning Skills & Work Habits

Active teaching of learning skills and work habits is imperative for the acquisition and application of these skills to daily learning. Once teachers and students have agreed upon the behaviours appropriate for their classroom, teachers are expected to explicitly teach these skills to ensure their successful acquisition. Much like character attributes, teachers intentionally highlight and reinforce specific skills and habits through connections and examples in the curriculum, classroom situations, and daily life.



### Assessing Learning Skills & Work Habits

In *Growing Success* (2010), it is made clear that the development of “learning skills and work habits is an integral part of a student’s learning” (p. 10). Assessment *for*, *as*, and *of* the demonstration of learning skills and work habits is an ongoing process. Teachers use a variety of methods to tap into prior knowledge and understanding, provide opportunities for student reflection, and observe and record demonstrated learning for reporting. When students consistently demonstrate skills and habits, learning goals and success criteria are revisited to foster continued growth and development.

For resources that support the teaching and assessing of learning skills, go to:  
[tdsbweb/program/guidance/learningskills](http://tdsbweb/program/guidance/learningskills)

## SAMPLE BEHAVIOURS

### LEARNING SKILLS & WORK HABITS

### SAMPLE BEHAVIOURS FOR STUDENTS (LEARNING GOALS)

#### RESPONSIBILITY

Students know what is expected of them as learners, and their actions reflect their understanding. In all learning environments, students are accountable to themselves, to each other, and to the larger community.

#### THE STUDENT:

- fulfills commitments within the learning environment
- completes and submits class work, homework, and assignments according to agreed-upon timelines
- manages behaviour according to the co-constructed expectations of the learning activity

#### ORGANIZATION

Students know and apply a variety of strategies to create and follow a process to complete work and tasks. This process includes management of time, materials, and resources.

#### THE STUDENT:

- devises and follows a plan for completing different tasks/work
- establishes priorities and manages time to complete tasks and achieve goals
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

#### INDEPENDENT WORK

Students self-direct and self-monitor to reach established goals and to complete tasks in a defined time frame.

#### THE STUDENT:

- appropriately accesses required resources that are available to him or her
- is able to use and apply problem-solving skill
- has a commitment to work, seeks support, and completes required task in the time allotted

#### COLLABORATION

Students work and interact with each other to promote critical thinking and honour the opinions of others when working toward a common goal.

#### THE STUDENT:

- 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

#### INITIATIVE

Students introduce ideas and/or identify a need for action and follow through with a plan without prompting.

#### THE STUDENT:

- responds to learning-focused goals set by teachers and achieves them
- looks for and acts on new ideas and opportunities for learning
- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning

#### SELF-REGULATION

Students engage in critical reflection to identify, articulate, monitor, and advocate their social, emotional, and academic needs.

#### THE STUDENT:

- sets personal goals and monitors progress toward achieving them
- seeks clarification or assistance when needed
- assesses and reflects critically on own strengths, needs, and interests
- identifies and makes use of learning strategies, choices, and opportunities to meet his or her social, emotional, and academic goals
- makes an effort and perseveres when responding to challenges

## SKILLS AND HABITS

### ADDRESSING SKILLS & HABITS

### ASSESSING SKILLS & HABITS

#### Co-construct / Teach:

- Construct meaning (see, hear, do)
- Post learning goals and success criteria
- Highlight examples of skills and habits in:
  - » curriculum
  - » daily life
  - » classroom activities

MODEL



PRACTISE



REINFORCE

#### For, As and Of Learning Includes:

- Learning goals
- Success criteria
- Descriptive feedback
- Student interviews
- Observational data
- Rubrics
- Student work
- Reflective journals
- Peer- & self-assessment items (verbal, electronic tools, etc.)
- Portfolios
- Peer editing

### SAMPLE GOALS & SUCCESS CRITERIA

#### Learning Goals for Self-Regulation:

1. I make an effort and persevere when responding to challenges.
2. I set personal goals and monitor my progress toward achieving them.

#### Success Criteria for Goal #1:

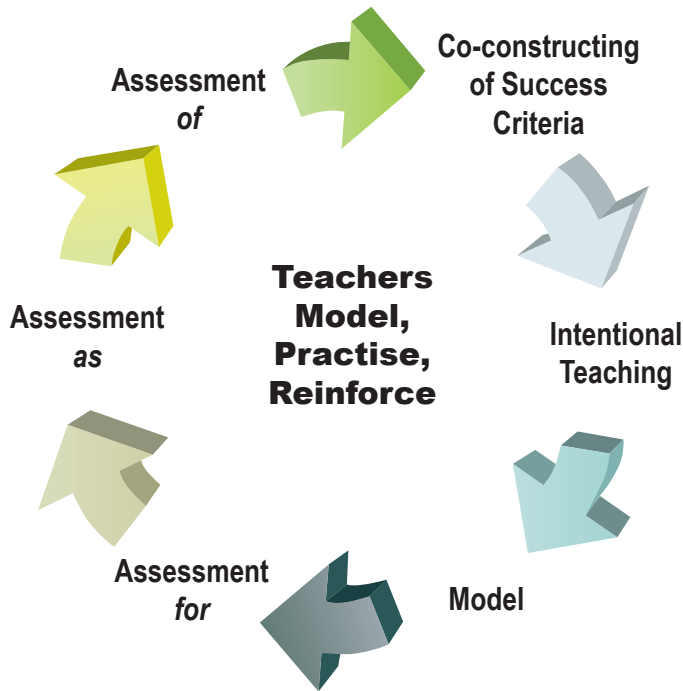
- I can identify things that distract me from my learning.
- I use a variety of strategies to overcome challenges and work through frustration.
- I can identify inappropriate strategies for dealing with frustration.
- I can maintain positive relationships, even when I am angry with someone or something.
- I am developing ways to express myself in order to communicate my feelings appropriately to overcome challenges.

#### Success Criteria for Goal #2:

- I access my allies where appropriate to help achieve my goals.
- I use success criteria when making plans and completing tasks.
- I utilize descriptive feedback to improve my plans.
- I successfully set and achieve goals.
- I know how to set long- and short-term goals.

### SAMPLE SELF-ASSESSMENT OF LEARNING

Beginning	Emerging	Competent	Proficient
I understand SMART goals are specific, measurable, attainable, realistic, and timely.	I can create and follow a plan of action toward achieving my goals.	I can reflect on, monitor, and adjust my plans where appropriate to meet my goals.	My goal-setting and planning process consistently leads to the achievement of my short- and long-term goals.
Beginning	Emerging	Competent	Proficient
I pay attention to how I feel when I am challenged.	I have the words to tell people how I am feeling.	I know different ways to express the feelings that I am experiencing when confronted with challenges.	I choose the appropriate response to express my feelings when confronted with, and overcoming, a challenge.



## How to Assess Learning Skills

*Learning skills*, like all other forms of learning, must be assessed using descriptive feedback and measured against co-constructed success criteria that students understand. This is accomplished by using language that is meaningful to the students and directly involving them in identifying, clarifying, and applying the criteria to their learning. The success criteria must be open to review and revision, guided by the teacher's professional judgment, as students progress toward achievement of the skills through assessment *for* and *as* learning. Assessment *of* learning should be documented according to the level of achievement acquired for each of the learning skills. In addition, as with all curriculum, teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation—that is, through assessment *of* student work done collaboratively with fellow teachers.

## Students and Teachers Are Partners

Teachers and students work in learning partnership when students are engaged and have opportunities to:

- create clearly stated criteria
- assess their own progress
- make adjustments
- reflect on their learning and
- set individual goals for learning

Teachers involve students in their learning as they provide opportunities to:

- identify and clarify learning goals and success criteria
- gather information about student learning through listening to classroom discussions and other active learning tasks
- provide specific and timely feedback during the learning that helps students succeed
- engage students as learning resources for one another and
- help students to be active learners who problem-solve, think critically, celebrate growth, and build upon strengths during their ongoing learning



[www.tdsbweb/guidance/learningskills](http://www.tdsbweb/guidance/learningskills)



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