

What is our Language of Learning?

We have five learner domains, each defined through five learning dispositions. Together, they shape our learning language which develops your capacity to learn and grow as a powerful, life-long learner. By using the language, you will not only develop self-regulation and an understanding of the learning process, but you will also build a strong sense of who you are becoming as a young person who has the capacity to embrace their sense of purpose in the world.

Embracing and living the Restorative learner values of: Love, Compassion, Forgiveness, Hope and Grace as they shape and serve the world.

Resilient Learners

The emotional (self) aspects of learning

Adapting

Being flexible and adjusting to new scenarios. Seeing mistakes as opportunities to learn. Sustaining a growth mindset.

Resourceful Learners

The cognitive aspects of learning

Capitalising

Drawing on the full range of resources from the wider world – your peers, other people, books, online sources, past experiences, bigger institutions, etc.

Relational Learners

The social aspects of learning

Accepting

Being open to and non-judgmental of others, their perspectives and experiences. Being inclusive and respectful of diversity in all its forms, including cultural, ethnic, and personal.

Reflective Learners

The metacognitive aspects of learning

Evaluating

Using a critical eye to review or analyse problems, and to identify strengths and weaknesses; considering areas for improvement.

Concentrating

Maintaining focus and motivation. Devoting all of your attention to a particular activity. Holding the aim in mind.

Imagining

Using your imagination and intuition to embrace new experiences or to explore possibilities. Wondering "What if...?"

Collaborating

Knowing how to manage yourself in working towards a shared goal, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

Distilling

Considering what is being learned – extracting the essential features from complex or varied information. Identifying key themes, patterns, or insights and synthesising them into a coherent and concise summary. Being your own learning coach.

Managing Distractions

Recognising and reducing distractions; knowing when to pause and restart. Creating an effective learning environment.

Making Links

Seeing connections between disparate events and experiences – building patterns, considering different viewpoints; weaving a web of understanding.

Communicating

Expressing yourself clearly and effectively, both verbally and non-verbally. Paying attention to your audience and adapting your communication style as needed.

Meta-learning

Knowing yourself as a learner. Reflecting on your own learning process; identifying goals and tracking progress towards them. Considering how you talk about the learning process.

Noticing

Noticing subtle nuances, patterns and details in information and experience of the learning process.

Reasoning

Calling up your logical and rational skills to work things out methodically and rigorously; building explanations and uncovering complexity. Using evidence to construct strong arguments.

Empathising

Seeking to understand and connect with the thoughts, feelings, and experiences of others. Being sensitive to the needs of others; responding with compassion and care.

Planning

Considering where you are going, the action you are going to take, time and resources you will need; anticipating potential obstacles and developing new plans.

Persevering

Keeping going in the face of difficulties. Channeling the energy of frustration to productivity. Knowing that the learning process can be slow and uncertain.

Questioning

Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things. Diving deeper into learning.

Listening

Actively listening to understand what others are trying to communicate; being open to new ideas and perspectives. Asking clarifying questions to deepen understanding.

Revising

Being agile; engaging in an ongoing process of retrieving learned concepts. Changing plans in light of new information; seeing new opportunities.