

## Examples of learning goals linked to a range of domains of the Victorian Essential Learning Standards (levels 1 – 6)

The examples below are linked to the Standards and Learning Focus Statements for the domains of:

- Personal Learning (PL)
- Interpersonal Development (ID)
- Communication (CO)
- Civics and Citizenship (C&C)
- Information Communications Technology (ICT)
- Thinking Processes (TP)
- Design, Creativity and Technology (DCT).

Other learning goals can be developed that link to other domains or that are more generic.

Examples are provided for Levels 1-4 to support primary schools that elect to include a *My Learning Goals* section on their student report cards.

<b>LEVEL 1</b> <i>(* drawn from domain learning focus)</i>	Try to solve problems rather than giving up. (PL*) Ask for help. (PL*) Ask questions to learn. (PL*) Attempt small projects. (PL*)	Take turns when working in a group. (ID) Ask questions when I don't understand. (ID) Listen to others without interrupting. (CO*)
<b>LEVEL 2</b> <i>(* drawn from domain learning focus)</i>	Demonstrate a positive attitude toward my learning. (PL*) Improve my organisational skills. (PL*) Stay on task for a longer time. (ID) Accept the consequences for my actions. (ID)	Solve problems with others using appropriate behaviour. (ID) Participate in developing and using classroom rules (C&C*) Follow a set of instructions and contribute to planning. (DCT*) Share equipment fairly with others. (ID)
<b>LEVEL 3</b>	Finish tasks or activities on time. (PL) Make suggestions to others about how to improve their work. (PL) Persist when I'm having difficulty. (ID) Be more flexible when things don't happen as I want or plan. (ID) Think before I act. (ID) Help others more often. (ID)	Model class and school rules. (ID) Use ICT to communicate my ideas. (ICT) Use thinking strategies to organise information. (TP) Plan ahead about the order of work I am doing. (DCT) Make a list of the basic steps I will use to solve a problem. (DCT)

<p><b>LEVEL 4</b></p>	<p>Develop and use a variety of strategies to solve problems and complete tasks. (PL)          Use learning styles other than my preferred learning style. (PL)          Manage my resources effectively. (PL)          Develop my skills in learning with and from my peers. (PL)          Be organised and persistent in maintaining focus on personal goals. (PL)          Reflect on my study and revision strategies and develop and use criteria to evaluate my work. (LP)          Develop problem-solving strategies to overcome difficulties in learning. (ID)          Take on different roles in teams. (ID)</p>	<p>Reflect on my own and others presentations to make them more effective. (CO)          Be involved in the organisation of class or school activities. (C&amp;C)          Develop understanding of different points of view on an issue. (C&amp;C)          Contribute positively to group and class decision making. (C&amp;C)          Use ICT tools and techniques to organise and analyse concepts, issues and ideas. (ICT)          Create and keep up-to-date a digital learning portfolio. (ICT)          Use creative thinking to improve problem solving or classwork. (TP)</p>
<p><b>LEVEL 5</b></p>	<p>Evaluate my performance using self-evaluation rubrics. (PL)          Be open-minded to a range of views and values in a variety of learning situations.(PL)          Prioritise my time more effectively. (PL)          Seek and respond to feedback from peers, teachers and other adults to improve my learning. (PL)          Develop and use strategies to manage peer influence and its consequences. (ID)</p>	<p>Help plan or participate in school and community events. (C&amp;C)          Participate in environmental activities and community issues. (C&amp;C)          Make better use of feedback from others when doing presentations. (CO)          Use ICT in a safe, efficient and effective manner. (ICT)          Keep my bank of digital evidence up-to-date. (ICT)          Consider own and others' points of view when evaluating evidence. (TP)          Use reflection, research, feedback, and evaluation criteria to modify work. (DCT)</p>
<p><b>LEVEL 6</b></p>	<p>Initiate my own actions to improve my learning. (PL)          Maximise my learning in a range of situations. (PL)          Develop and use a range of strategies to resolve conflict in social relationships. (ID)          Develop strategies to adapt my behaviour for a range of social contexts. (ID)          Develop strategies to bring about change in response to evaluations. (ID)</p>	<p>Work with the strengths of a team to achieve agreed goals within set timeframes. (ID)          Take responsibility for organising a citizenship activity in the school or community. (C&amp;C)          Use ICT to devise detailed action plans. (ICT)          Use creative thinking strategies to work with contentious, ambiguous, novel and complex ideas. (TP)          Select and use appropriate thinking processes and tools for different tasks, and evaluate their effectiveness. (TP)</p>