Developing Student Personal Learning Goals

Name: .........................................................
Level 1 Learning focus

As students work towards the achievement of Level 3 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding.

Students begin to reflect on themselves as learners, in particular on their feelings about learning, by responding to open-ended statements such as ‘I’m proud of this because …’, and using visual aids that illustrate their responses to learning, such as happy and unhappy faces. They also reflect on their own learning by responding to prompts such as ‘What do you know now that you didn’t know before?’

Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.

Students begin to take initiative as learners by asking questions when needed and attempting small projects. They begin to solve problems and complete work using their initiative as a first step and asking for teacher assistance as required. With support, students learn to manage their time and resources to complete short tasks.

Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3.

The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.
Level 2

Learning focus

As students work towards the achievement of Level 3 standards in Personal Learning, they participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning. With teacher support, they reflect on those approaches which they believe help them learn most effectively. Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.

Students develop strategies to use when they are feeling uncertain about their learning, such as seeking assistance from their teachers. They begin to recognise that learning from mistakes is an important attribute of being a good learner.

With teacher support, students develop simple protocols to assist them to learn effectively such as listening attentively. They begin to recognise their contribution to the achievement of a positive learning environment in the classroom.

Students begin to take responsibility for managing their time and resources within the context of structured tasks that have clear outcomes and a set timeframe. They begin to set short-term goals related to specific tasks, such as setting a time limit for a particular activity, and to reflect on their achievements.

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Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3.

The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.
Level 3
Learning focus

As students work towards the achievement of Level 3 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals.

Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers.

Students learn to recognise the various positive and negative emotions that may be associated with their learning, and that feelings of uncertainty do not equate with an inability to complete a task. They explore the implications of impulsive behaviour and identify strategies they can use to manage impulsiveness, such as taking time to think about their opinions before giving them and considering alternative viewpoints before making a value judgment about an idea. They develop an awareness of their emotions and the capacity to use positive self-talk; for example, by compiling a list of strategies they can implement when they are feeling uncertain. Through reflection on their achievements across a range of tasks, they begin to understand the roles of persistence and effort in completing tasks.

Students reflect on their own behaviour in the classroom and the personal values that inform those behaviours. They develop and respect protocols, such as codes of cooperation, that promote learning with peers. They begin to compare their own values with those agreed to by the class. Students reflect on their contribution to the creation of a positive learning culture in the classroom and recognise that they may learn with and from peers.

With support, students develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks. They begin to use various tools, such as personal diaries and portfolios, to help them reflect on the effectiveness of the strategies they use in learning and in recording and commenting on task outcomes. They learn to set simple goals for future learning such as ‘to practise a specific skill’. They begin to review their work to check for accuracy.

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Standards
The individual learner
At Level 3, students:-

<table>
<thead>
<tr>
<th>Standards</th>
<th>At Level 3, students:-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the factors that affect learning and identify strategies that will enhance their own learning.</td>
<td></td>
</tr>
<tr>
<td>With support, they identify their learning strengths and weaknesses and learning habits that improve learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>They seek teacher feedback to develop their content knowledge and understanding.</td>
<td></td>
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<tr>
<td>They make and justify some decisions about their learning and, with support, set learning improvement goals.</td>
<td></td>
</tr>
<tr>
<td>They contribute to the development of protocols that create a positive learning environment in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

Managing personal learning
At Level 3, students:-

<table>
<thead>
<tr>
<th>Standards</th>
<th>At Level 3, students:-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set short-term, achievable goals in relation to specific tasks.</td>
<td></td>
</tr>
<tr>
<td>They complete short tasks by planning and allocating appropriate time and resources.</td>
<td></td>
</tr>
<tr>
<td>They undertake some multi-step, extended tasks independently.</td>
<td></td>
</tr>
<tr>
<td>They comment on task progress and achievements.</td>
<td></td>
</tr>
<tr>
<td>They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.</td>
<td></td>
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</tbody>
</table>
Level 4
Learning focus
As students work towards the achievement of Level 4 standards in Personal Learning, they explore individual strategies and skills that assist in their learning, such as the use of T charts to develop effective listening skills and concept webs to link ideas. With support, they consider a range of approaches to learning and reflect on how the approaches they use influence the quality of their learning. They explore learning styles which may not be their preferred style and consider why such experimentation is an important aspect of their learning.

Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed. They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding.

They identify the many contexts in which learning occurs both within school (such as learning activities in the classroom, and developing physical skills in the playground or through extracurricular sporting activities) and beyond school (such as reading a book at home, visiting an aquarium or exploring natural features of local environments).

In selected reflective activities, students explore the impact of various emotions on their learning and they learn to maintain a positive attitude. They consider the impact of impulsive behaviour in themselves and others on their learning and implement strategies for managing their own impulsive behaviour: for example, ensuring they understand directions fully, and developing a plan or strategy for addressing issues that arise. They discuss the value of persistence and effort, and reflect on how these qualities affect their learning. As a class or in groups, students recognise their responsibilities for managing their learning, such as staying focused and on task.

Through participation in a variety of group and whole-class activities, students begin to articulate the advantages of learning effectively with, and from, their peers. They seek feedback from peers and consider the validity of the feedback they receive. They identify the values that underpin the creation of a classroom environment that will support the learning of all students such as respect, equity and inclusion.

Students develop, justify and monitor their own learning goals. They learn to apply strategies for managing the completion of both short and extended tasks within timeframes set by the teacher and they reflect on how effectively they were able to use these strategies. They are provided with opportunities to manage and monitor progress of some tasks independently, and they compare how they undertake independent tasks and teacher-directed tasks. They review their work for accuracy before presenting it for assessment.

As students prepare for the transition to secondary school, they reflect on the progress they have made with their learning and set goals for the future focusing on their attitudes towards and management of their learning.

Standards
The individual learner
At Level 4, students:-

- Identify, with support, their preferred learning styles and use strategies that promote learning.
- They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs.
- They seek and respond to teacher feedback to develop their content knowledge and understanding.
- They identify and explain how different perspectives and attitudes can affect learning.
- They negotiate learning improvement goals and justify the choices they make about their own learning.
- Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Managing personal learning
At Level 4, students:-

- Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
- They undertake some set tasks independently, identifying stages for completion.
- They describe task progress and achievements, suggesting how outcomes may have been improved.
- They persist when experiencing difficulty with learning tasks.
- They seek and use learning support when needed from peers, teachers and other adults.
- They practise positive self talk.
- They demonstrate a positive attitude to learning within and outside the classroom.
Level 5
Learning focus

As students work towards the achievement of Level 5 standards in Personal Learning, they explore a range of preferred and non-preferred learning strategies and reflect on how various strategies contribute to their learning, recognising that particular learning tasks may require different strategies. They take greater responsibility for their own learning, making choices and decisions about their learning and considering their strengths and weaknesses.

With support, students identify difficulties in their understanding of new material and develop a range of strategies to aid comprehension and understanding. They use feedback from teachers and other adults beyond the school context to expand their content knowledge, making use of learning opportunities within the school such as specialist music or technology facilities and guest speakers, and outside the school such as experimental workshops and specialist laboratories. Students monitor their learning and study habits and use this information to work with the teacher to set learning goals. They identify the attributes of effective learners, such as risk-taking, persistence and flexibility, and use these criteria to evaluate their growth as learners.

Students understand, appreciate and monitor the impact of differing emotions on their learning. They manage impulsive behaviour by considering alternative courses of action in response to an idea or problem and possible consequences. They develop their understanding of the value of persistence, by exploring the relationship between effort and performance, using both their own experiences and those of others including their peers and people who have made significant contributions to society. They identify and employ strategies for maintaining a positive attitude.

Students reflect on the ethical aspects of dealing with others such as being honest and encouraging freedom of choice, and the advantages of acting responsibly in social and learning situations. They develop their skills in learning with and from their peers. They begin to take responsibility for the development and maintenance of a positive learning environment within and outside the classroom, recognising that individuals have different needs, opinions and goals and that compromises must be reached in determining acceptable group behaviours.

Students practice setting short-term and long-term goals, prioritising their available time and developing strategies for monitoring their progress towards goal achievement. They undertake a range of tasks and monitor, evaluate and refine their management strategies. They reflect on their study and revision strategies and develop and use criteria to evaluate their work.

Standards
The individual learner
At Level 5, students:

- Monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses.
- They identify a variety of learning habits and adopt those which assist their learning.
- They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks.
- They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.
- Students demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others.
- With support, students determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary.
- They consider both their own and others’ needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.

Managing personal learning
At Level 5, students:

- They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.
- They initiate and undertake some tasks independently, within negotiated timeframes.
- They review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes.
- They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements.
- They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.
- Set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these.
**Level 6 Learning focus**

As students work towards the achievement of Level 6 standards in Personal Learning, they demonstrate increasing independence in the completion of tasks as they work towards becoming autonomous learners. They participate in reflective activities that enable them to consider the progress they are making with their learning and to acknowledge their potential for learning beyond the post-compulsory school years.

Students are encouraged to use appropriate strategies to maximise their learning in a range of contexts and to review and refine their study habits. They complete projects that require them to work both independently and as part of a team, and are actively encouraged by their teachers to initiate learner directed projects.

Using an ethical framework, students address ambiguous and hypothetical situations and gain insights and skills for exploring conflicts and dilemmas. They control their emotions, understanding the negative impact of mood swings and impulsive behaviour on learning and behaviour. They participate in activities that require them to make informed and responsible choices, considering the impact on themselves and others: they may, for example, explore choices for their future pathways. They are proactive in contributing to the creation of positive learning environments, with the expectation that learning continues beyond the post-compulsory school years.

Students initiate and negotiate long-term goals, recognising the constraints of competing needs and priorities, and acknowledging the need for responsible risk-taking in some situations. They work with their teacher or a mentor to develop measures for evaluating achievement of goals. They select from the range of planning and organisational skills and processes they have developed, and use those which best meet the needs of particular tasks. They develop their time-management, resource management and task-completion strategies, by undertaking learner-directed projects which are related to their areas of interest and future pathways. They use, evaluate and modify the criteria they use to check that their work is relevant, accurate and meets task objectives. Students review and amend, as appropriate, their study and revision strategies.

<table>
<thead>
<tr>
<th>Standards</th>
<th>The individual learner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At Level 6, students:</td>
</tr>
<tr>
<td></td>
<td>Work independently to implement a range of strategies, as appropriate, to maximise their learning.</td>
</tr>
<tr>
<td></td>
<td>They monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them.</td>
</tr>
<tr>
<td></td>
<td>Students seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation.</td>
</tr>
<tr>
<td></td>
<td>They evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications.</td>
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<tr>
<td></td>
<td>They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.</td>
</tr>
<tr>
<td></td>
<td>Students identify the ethical frameworks that underpin their own and others’ beliefs and values and describe how the conflicts and dilemmas they identify may affect learning.</td>
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<tr>
<td></td>
<td>They determine, monitor and modify learning improvement goals, taking into account current and future learning needs.</td>
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<tr>
<td></td>
<td>They determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.</td>
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</tbody>
</table>

**Managing personal learning**

At Level 6, students:

| Initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. |
| Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes. |
| They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders. |
| They monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. |
| They take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions. |
| They demonstrate control of impulses and mood modulation. |
| Students review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria. |
| They identify and refine the strategies they use to study, organise and revise their work, both at school and at home. |
Eight Styles of Learning

**Linguistic Learner**
- likes to: read, write and tell stories.
- is good at: memorizing names, places, dates and trivia.
- learns best by: saying, hearing and seeing words.

**Logical/Mathematical Learner**
- likes to: do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships.
- is good at: math, reasoning, logic and problem solving.
- learns best by: categorizing, classifying and working with abstract patterns/relationships.

**Spatial Learner**
- likes to: draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.
- is good at: imagining things, sensing changes, mazes/puzzles and reading maps, charts.
- learns best by: visualizing, dreaming, using the mind’s eye and working with colors/pictures.

**Musical Learner**
- likes to: sing, hum tunes, listen to music, play an instrument and respond to music.
- is good at: picking up sounds, remembering melodies, noticing pitches/rhythms and keeping time.
- learns best by: rhythm, melody and music.

**Bodily/Kinesthetic Learner**
- likes to: move around, touch and talk and use body language.
- is good at: physical activities (sports/dance/acting) and crafts.
- learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations.

**Naturalistic Learner**
- likes to: be outside, with animals, geography, and weather; interacting with the surroundings.
- is good at: categorizing, organizing a living area, planning a trip, preservation, and conservation.
- learns best by: studying natural phenomenon, in a natural setting, learning about how things work.

**Interpersonal Learner**
- likes to: have lots of friends, talk to people and join groups.
- is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts.
- learns best by: sharing, comparing, relating, cooperating and interviewing.

**Intrapersonal Learner**
- likes to: work alone and pursue own interests.
- is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original.
- learns best by: working alone, individualized projects, self-paced instruction and having own space.
Multiple Intelligence Test

Linguistic
☒ You enjoy word play; making puns, tongue-twisters, limericks.
☒ You read everything - books, magazines, newspapers, even product labels.
☒ You can easily express yourself either orally or in writing, i.e. you're a good story-teller or writer.
☒ You pepper your conversation with frequent allusions to things you've read or heard.
☒ You like to do crosswords, play Scrabble or have a go at other word puzzles.
☒ People sometimes have to ask you to explain a word you've used.
☒ In school you preferred subjects such as English, history and social studies.
☒ You can hold your own in verbal arguments or debates.
☒ You like to talk through problems, explain solutions, ask questions.
☒ You can readily absorb information from the radio or audio cassettes.

Logical-Mathematical
☒ You enjoy working with numbers and can do mental calculations.
☒ You're interested in new scientific advances.
☒ You can easily balance your cheque book, do the household budget.
☒ You like to put together a detailed itinerary for vacations or business trips.
☒ You enjoy the challenge of brain teasers or other puzzles that require logical thinking.
☒ You tend to find the logical flaws in things people say and do.
☒ Maths and science were among your favourite subjects in school.
☒ You can find specific examples to support a general point of view.
☒ You need to categorise, group or quantify things to properly appreciate their relevance.

Visual-Spatial
☒ You have an appreciation of the arts.
☒ You tend to make a visual record of events with a camera or camcorder.
☒ You find yourself doodling when taking notes or thinking through something.
☒ You have no problem reading maps and navigating.
☒ You enjoy visual games such as jigsaw puzzles and mazes.
☒ You're quite adept at taking things apart and putting them back together.
☒ In school you liked lessons in art and preferred geometry to algebra.
☒ You often make your point by providing a diagram or drawing.
☒ You can visualize how things look from a different perspective.
☒ You prefer reading material that is heavily illustrated.

Musical
☒ You can play a musical instrument.
☒ You can manage to sing on key.
☒ Usually, you can remember a tune after hearing it just a couple of times.
☒ You often listen to music at home and in your car.
☒ You find yourself tapping in time to music.
☒ You can identify different musical instruments.
☒ Theme music or commercial jingles often pop into your head.
☒ You can't imagine life without music.
☒ You often whistle or hum a tune.
☒ You like a musical background when you're working.
Bodily-Kinesthetic
- You take part in a sport or regularly perform some kind of physical exercise.
- You’re quite adept at ‘do-it-yourself.’
- You like to think through problems while engaged in a physical pursuit such as walking or running.
- You don’t mind getting up on the dance floor.
- You like the most thrilling rides at the fun fair.
- You need to physically handle something to fully understand it.
- The most enjoyable classes in school were PE and any handicrafts lessons.
- You use hand gestures or other kinds of body language to express yourself.
- You like rough and tumble play with children.
- You need to tackle a new learning experience ‘hands on’ rather than reading a manual or watching a video.

Interpersonal
- You enjoy working with other people as part of a group or committee.
- You take great pride in being a mentor to someone else.
- People tend to come to you for advice.
- You prefer team sports - such as basketball, softball, soccer, football - to individual sports such as swimming and running.
- You like games involving other people - Bridge, Monopoly, Trivial Pursuit.
- You’re a social butterfly. You would much prefer to be at a party rather than home alone watching television.
- You have several very close personal friends.
- You communicate well with people and can help resolve disputes.
- You have no hesitation in taking the lead; showing other people how to get things done.
- You talk over problems with others rather than trying to resolve them by yourself.

Intrapersonal
- You keep a personal diary or log to record your innermost thoughts.
- You often spend ‘quiet time’ reflecting on the important issues in your life.
- You have set your own goals - you know where you’re going.
- You are an independent thinker, you know your own mind, make up your own mind.
- You have a private hobby or interest which you don’t really share with anyone else.
- You like to go fishing by yourself or take a solitary hike. You’re happy with your own company.
- Your idea of a good vacation is an isolated hilltop cabin rather than a five - star resort and lots of people.
- You have a realistic idea of your own strengths and weaknesses.
- You have attended self-improvement workshops or been through some kind of counselling to learn more about yourself.
- You work for yourself or have seriously contemplated ‘doing your own thing.’

Naturalist
- You keep or like pets.
- You can recognize and name many different types of trees, flowers and plants.
- You have an interest in and good knowledge of how the body works - where the main internal organs are, for example, and you keep abreast on health issues.
- You are conscious of tracks, nests and wildlife while on a walk and can ‘read’ weather signs.
- You could envision yourself as a farmer or maybe you like to fish.
- You are a keen gardener.
- You have an understanding of, and interest in, the main global environmental issues.
- You keep reasonably informed about developments in astronomy, the origins of the universe and the evolution of life.
- You are interested in social issues, psychology and human motivations.
- You consider that conservation of resources and achieving sustainable growth are two of the biggest issues of our times.
Learning styles

- **Visual Learners:**
  *learn through seeing...*

  These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

- **Auditory Learners:**
  *learn through listening...*

  They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

- **Tactile/Kinesthetic Learners:**
  *learn through , moving, doing and touching...*

  Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.
# Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. **HIGHLIGHT THE BOX WHICH BEST DESCRIBES THE WAY YOU LEARN.** Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<table>
<thead>
<tr>
<th>When you:</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic &amp; Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
</tr>
<tr>
<td>Talk</td>
<td>Do you sparingly but dislike listening for too long? Do you favour words such as see, picture, and imagine?</td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td>Meet someone again</td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td>Contact people on business</td>
<td>Do you prefer direct, face-to-face, personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
</tr>
<tr>
<td>Read</td>
<td>Do you like descriptive scenes or pause to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or hear the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
</tr>
<tr>
<td>Do something new at work</td>
<td>Do you like to see demonstrations, diagrams, slides, or posters?</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td>Put something together</td>
<td>Do you look at the directions and the picture?</td>
<td></td>
<td>Do you ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td>Need help with a computer application</td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you call the help desk, ask a neighbour, or growl at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
</tr>
</tbody>
</table>

Score:
This semester I would like to learn more about

I learn best when

I am really good at

What I think I could do to help me improve/extend my skills

What I think my teachers could do to help me improve/extend my skills

What I think my parents could do to help me improve/extend my skills

My personal learning goals for this semester include

Which of these areas would you like to improve?

<table>
<thead>
<tr>
<th>IT skills</th>
<th>Organization</th>
<th>Be more confident</th>
<th>Concentration</th>
<th>Time tables</th>
<th>PS/sport/fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
<td>Drawing</td>
<td>Behaviour</td>
<td>Work habits</td>
<td>Spelling</td>
<td>Being honest</td>
</tr>
<tr>
<td>Presentation</td>
<td>Problem solving</td>
<td>Friendships</td>
<td>Homework</td>
<td>Be a positive role model</td>
<td>Develop writing ideas</td>
</tr>
<tr>
<td>Giving fewer put downs</td>
<td>Read more challenging books</td>
<td>Thinking skills</td>
<td>Health</td>
<td>Eating habits</td>
<td>Initiative</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>
Examples of some Personal Learning Goals

You may wish to use some of the following Personal Learning Goals from the extensive list below. They include goals on ‘How I learn’, ‘How I treat others’, ‘How I use my time’ and ‘How I behave’.

- HOW I LEARN
- HOW I TREAT OTHERS
- HOW I USE MY TIME
- HOW I BEHAVE

I need to find out how I learn best.
I need to find out the different styles of learning.
I need to use/try different ways of learning.
I need to be responsible for my own learning.
I need to think about learning and how I learn, and make choices to help me learn.
I need to be responsible for the choices I make about my learning.
I need to think about different tasks and try different ways of working on them.
I need to think about the best way to work on each task.
I need to think of more than one way to do some tasks.
I need to experiment with different ways of completing tasks.
I need to make sure the work and effort I give to tasks results in improvements in learning.
I need to remember to ask for assistance from when I need it.
I need to treat others with care and respect.
I need to allow others to have their say in group work.
I need to make more contributions to group work.
I need to be more independent, such as reading instructions carefully before asking for help.
I need to respect others’ thoughts, feelings, ideas and opinions.
I need to include peers in my learning activities, when appropriate.
I need to help my peers and allow them to help me, when appropriate.
I need to be prepared to repeat tasks if I have not done them well the first time.
I need to work on learning styles I am not strong in or haven’t used before.
I need to get have my say in class discussions more often.
I need to ask more questions if the work is new to me.
I need to allow others to have their say in class discussions.
I need to be respectful and considerate of everyone, not just my friends.
I need to consider others' feelings on sensitive topics.
I need to remember to treat others as I would like to be treated.
I am entitled to my share of the teacher's time to assist my learning.
I need to allow others to have their share of the teacher's time to assist their learning.
I need to improve my ability to behave appropriately outside the classroom.
I need to improve my ability to behave appropriately during learning time.
I need to spend my learning time more effectively, in class and at home.
I need to spend more time learning in class and at home.
I need to make sure I do the most important or urgent tasks first.
I need to make sure I have enough time to complete all my tasks.
I need to make sure I have the resources I need to complete tasks.
I need to keep track of where I am up to with each task.
I need to spend more time catching up when I get behind with work.
I need to make sure I keep learning.
I need to make sure I spend the right amount of time on each task.
I need to use my time more wisely.
I need to think about all of my work and decide which tasks should be done first.
I need sometimes to check my progress with my peers to see how I am going.
I need to allow others to give helpful comments to assist my learning.
I need to think about and sometimes follow advice from others to improve my learning.
I need to know what I am good at.
I should not rely on my strengths all of the time.
I need to know what I am not as good at.
I need to work on the areas in which I am not as strong.
I need to think about my areas of weakness and find ways to improve.
I need to identify difficulties I have in understanding new material.
I need to work effectively as part of a team.
I need to take on different roles within teams.
I need to complete tasks on time and submit them on time.
I need to complete tasks on time.
I need to submit tasks on time.
I need to work without distracting others during learning time.
I need to stop myself from being distracted by others in learning time.
I need to think about how I study and do revision.
I need to make sure I do home study in a suitable location.
I need to find ways to help me study and do revision.

You may like to REPLACE “I need to” WITH “I will”, “I should learn to”, “I would like to”, “I will try to”, “I will work on”, “My goal is”, “I need to improve”, “I can improve my learning by” AND MANY OTHERS.