



St Leonard's College

An education for life.

Towards a Self-Managing Student

Years 3 and 4



Attitudes to Learning

International Baccalaureate learner profile: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> • Have a positive attitude • Concentrate on tasks • Challenge yourself • Give your best effort • Be prepared for learning • Ask questions for clarity • Complete set tasks • Work effectively in a variety of learning situations 	<ul style="list-style-type: none"> • Provide an atmosphere conducive to learning • Provide the resources to support student learning • Provide a range of experiences to cater for different learning styles and ability levels • Establish realistic goals that challenge students at their level • Provide assistance and offer encouragement • Provide constructive and positive feedback to students and parents 	<ul style="list-style-type: none"> • Provide support for your child, the teacher and the College community • Show an interest in the learning occurring at school • Encourage and foster good habits • Model positive attitudes towards learning

Reading

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> • Spend time reading a broad range of texts each day • Share your reading experiences with others • Ideally enjoy reading for pleasure • Use the library and classroom resources to borrow appropriately • Be responsible for taking home and returning library books • Record nightly reading 	<ul style="list-style-type: none"> • Model showing the value of reading and provide a rich variety of material • Read to and with students ensuring daily opportunity for them to read independently • Explicitly teach and develop reading skills (fluency and comprehension) • Provide stimulating and challenging tasks, including discussion of texts • Monitor students' books borrowed from MRC • Monitor children's individual reading through listening and variety of formal and informal assessments 	<ul style="list-style-type: none"> • Model the value of reading • Read to and with your child regularly • Talk about reading, discuss books with your child and support them with their reading • Establish regular routines to enable daily reading • Assist your child with completion of the daily reading record • Assist in finding stimulating reading material through membership of the local library and other resources

Home Learning

Development of active learning and routines; opportunities for consolidation of material introduced at school; opportunity for children to share their learning with their family; planning task completion; awareness of quality of presentation.

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> • Complete set tasks and be accountable for incomplete work • Ask for clarification prior to the due date if unsure • Give your best effort in all tasks • Take home necessary resources 	<ul style="list-style-type: none"> • Give clear home learning explanations • Check home learning is completed to a satisfactory standard • Give scaffolds for long term tasks and check progress regularly • Ensure suitability of home learning tasks for individual students • Follow-up with children who have encountered difficulty with tasks (including incomplete work) • Assign consequences for incomplete/unsatisfactory home learning 	<ul style="list-style-type: none"> • Assist with problem areas including organisation and establishment of routines (time management) • Provide a suitable learning environment • Inform staff of any issues with home learning • Encourage your child to work towards independent completion of tasks • Limit the amount of screen time • Monitor any use of ICT-based home learning tasks

Personal Development

Developing appropriate social skills, taking responsibility for personal behaviour, using problem solving and conflict resolution skills, growing resilience.

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> • Support the Junior School Statement of Commitment • Be friendly and welcoming • Try your best to develop the ability to relate to others, support them and be a good friend • Be an active listener • Try to solve friendship fires and seek help if you need to • Be tolerant, patient and kind • Show respect for all • Have trust in others • Help others to do their best too • Tell an adult if you have any worries about your personal safety 	<ul style="list-style-type: none"> • Discuss the Junior School Statement of Commitment • Set up a class essential agreement • Model social skills such as manners and greetings and reinforce at school • Promote the UR Strong framework and language • Explicitly teach and model appropriate social skills • Discuss personal safety and the importance of sharing concerns with an adult 	<ul style="list-style-type: none"> • Be familiar with the Junior School Statement of Commitment • Set up realistic expectations at home, model communication and social skills • Understand the UR Strong framework and support it at home • Reinforce and support College expectations • Give your child opportunities to solve problems themselves • Build your child's resilience • Provide opportunities for your child to mix with a broad range of children • Discuss personal safety and the importance of sharing concerns with an adult • Attend parent seminars where possible

Responsibility and Self-organisation

Organisational system; home learning timetable; age-appropriate steps towards autonomy.

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> Wear your uniform correctly and take responsibility for your personal appearance Follow the College behaviour policies Complete weekly home learning tasks Pack and unpack your own school bag and bring necessary things for school Follow instructions and routines Take ownership and responsibility for behaviour and learning at school and at home 	<ul style="list-style-type: none"> Explain responsibilities Clearly state expectations and use App4 to assist children Set clear, regular routines Give clear, concise instructions Explicitly teach and model organisation skills using timetables and weekly planners Follow up any concerns Offer assistance, scaffolding and prompts for organisation when necessary Use class weekly email to inform school community of learning experiences 	<ul style="list-style-type: none"> Reinforce College expectations and support College policies Assist your child to develop responsibility, referring to App4 Set up home routines Give verbal, visual reminders to support your child's organisation Discuss, model and display timetables Help your child to be prepared for each school day through prompts, routines and expectations Establish age appropriate responsibilities for your child Check class weekly email for class information

Use of Technology

Responsible, balanced, purposeful and safe.

Student Responsibility	Teacher or Mentor Responsibility	Parent Responsibility
<ul style="list-style-type: none"> Use iPads responsibly and purposefully Comply with Agreed Standards for Student Use of Technology and iPad Agreement Ensure you use safety strategies when online Act responsibly and communicate respectfully online Balance screen time with other activities Share any concerning online content with an adult 	<ul style="list-style-type: none"> Use iPad and other technology resources to enhance learning opportunities Discuss the Agreed Standards for Student Use of Technology and iPad Agreement Reinforce online safety Teach that the same standards for behaviour occur online as offline 	<ul style="list-style-type: none"> Discuss and support Agreed Standards for Student Use of Technology and iPad Agreement Implement technology free bedrooms Monitor your child's online security and activity Balance online time with other activities Develop a family technology plan