➡️ DIRECTIONS

Use these tools regularly to:

- discuss AUTONOMY
- develop a shared understanding of AUTONOMY
- reflect on pupil's skills for AUTONOMY
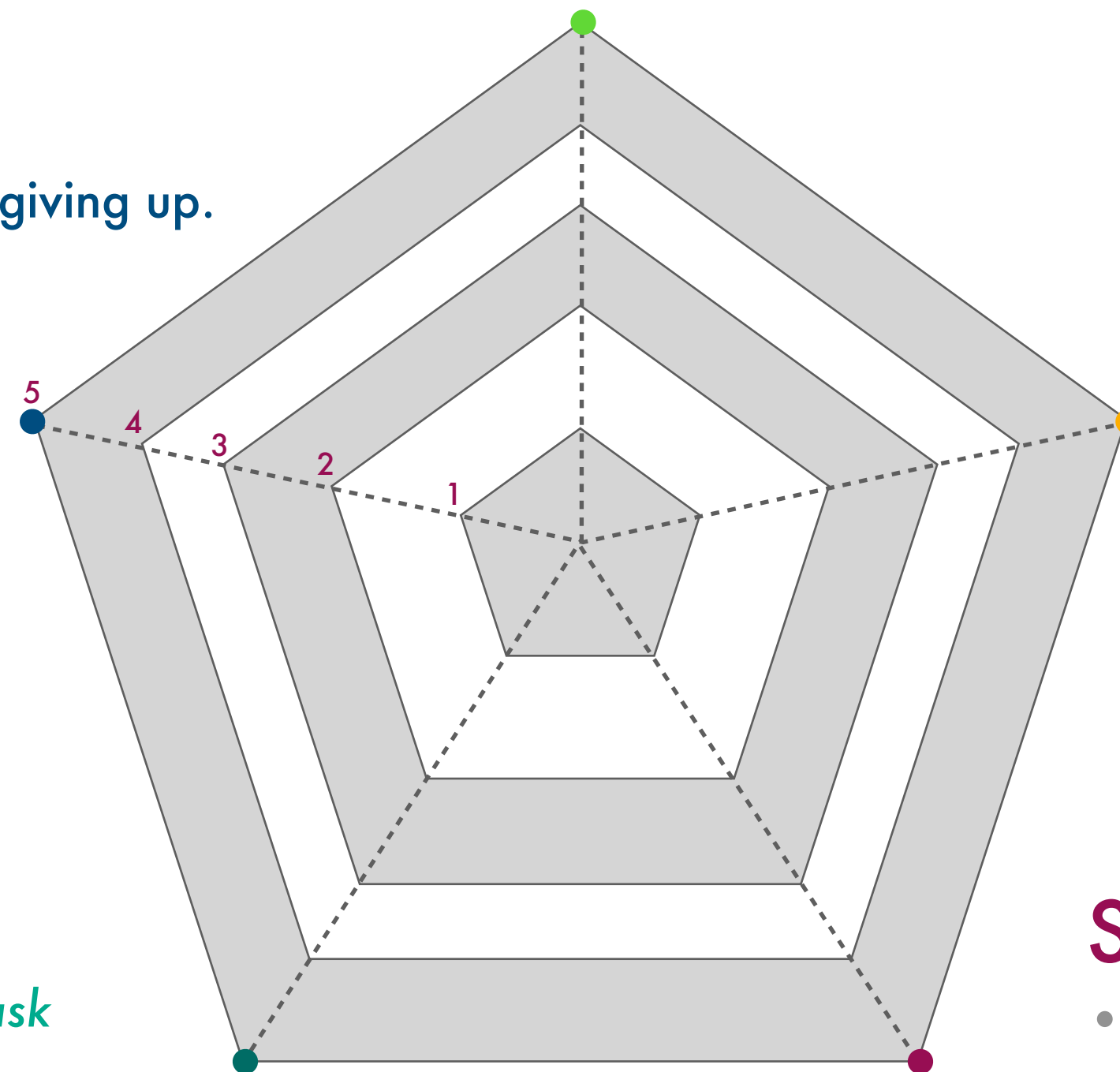*- reflect on environmental opportunity for AUTONOMY*

Initiative
- I notice opportunities that I can take part in and will get involved if I can.
- I take action on the things I feel need changed.
- I can inspire others to take action on things that are important to me.
- I do things without anyone else telling me to.

Determination/GRIT
- I enjoy and often choose a challenging task.
- I show resilience when faced with something tricky by not giving up.
- I am determined to finish tasks I know I have to complete.
- I know that failure is something I can learn from.
- When I fail, I can be positive about it.
- I continue practicing skills to get better at them.

Responsibility
- I am good at time-management.
- I stick to my word when I say I am going to do something.
- I am willing to take on important roles.
- I take on opportunities to be a leader.
- I set myself goals and work hard to achieve them.
- People around me can rely on me to get things done.

Organisation
- I can use different tools to organize myself. (*timetables, task boards, Kanban, target setting, journals*)
- I know what is more important and can put 'first things first'.
- I use my time wisely.
- I know what I need to be prepared for my day.

Self-Direction
- I set myself realistic goals and work hard to achieve them.
- I have a positive impact on my friends, classroom and community.
- I understand my values and try to live by them.

AUTONOMY & ENVIRONMENT
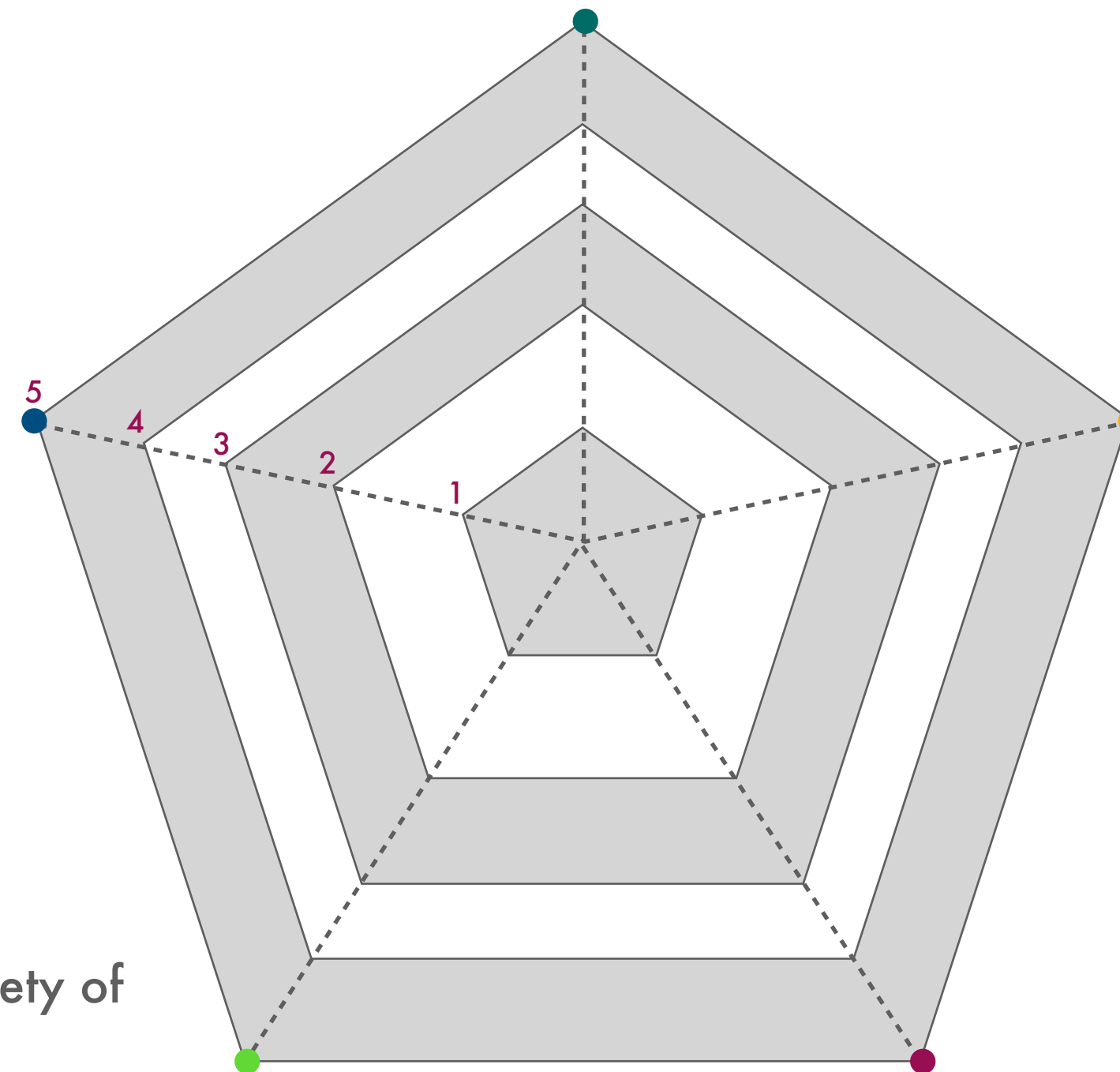
PROTOTYPE
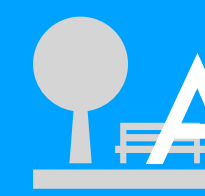
Initiative

- Environment creates varied **opportunities** for pupils to **opt into**
- Ownership of environment allows **pupils to propose/action changes** if necessary
- Practices within environment allow pupils to **follow interests** and propose/action desired changes
- Environment **recognises** and **celebrates** acts of **initiative**

Determination/GRIT

- Environment encourages pupils to **take on challenging tasks**
- Environment enables pupils to **encounter difficulty persist**
- Environment allows pupils to **value** and **learn** from **failure**
- Environment provides opportunities for pupils to choose to **exercise and refine skills**

Responsibility

- Environment necessitates and nurtures **effective time-management skills**
- Environment necessitates and nurtures **pupils to take on important roles** (including **leadership**)
- Environment sets high expectations that pupils **follow through** with commitments
- Environment encourages pupils to rely on one another

Organisation

- Environment necessitates and nurtures use of a variety of **organisational tools**
- Environment necessitates and nurtures the **ability to prioritise** tasks
- Environment necessitates and nurtures **effective preparation skills** (short term & long term)

Self-Direction

- Environment necessitates and nurtures pupils to set **personal goals** and work to achieve them
- Environment encourages pupils to **make a positive impact** on friends, school, and wider community
- Environment has clear **values** which EVERYONE is **held accountable to**

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