

# Characteristics of Effective Learning: Supporting Children's Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p><b><u>Finding out and exploring</u></b></p> <ul style="list-style-type: none"> <li>• What areas / activities are they drawn to?</li> <li>• Do they prefer to work in a group / alone?</li> <li>• Do they initiate activities themselves or join in an existing one with a group?</li> <li>• Do they think aloud describing what they do?</li> </ul>	<p><b><u>Being involved and concentrating</u></b></p> <ul style="list-style-type: none"> <li>• Do the children keep focused on a self-initiated activity for a long period of time?</li> <li>• Are they concentrating and involved in the activity without being distracted?</li> <li>• Do they show care with what they're doing?</li> <li>• Do they demonstrate concentration through silence or thinking aloud?</li> </ul>	<p><b><u>Having their own ideas</u></b></p> <ul style="list-style-type: none"> <li>• Do they try something different rather than follow what someone else has done?</li> <li>• Do they address a problem with a strategy?</li> <li>• Retaining independence – not asking for support even if it takes longer to achieve the outcome</li> </ul>
<p><b><u>Using what they know in their play</u></b></p> <ul style="list-style-type: none"> <li>• In play do they draw on experiences from home / outside school?</li> <li>• Do they act out situations in the role play area?</li> <li>• Are they confident in finding tools, materials and resources they need for a particular project or idea?</li> </ul>	<p><b><u>Keeping on trying</u></b></p> <ul style="list-style-type: none"> <li>• Do children show persistence – not giving up even if it means starting again?</li> <li>• Do they ask for help / support if they need it?</li> <li>• Do they discuss solutions for challenges with peers / adults or work things through themselves?</li> </ul>	<p><b><u>Using what they already know to learn new things</u></b></p> <ul style="list-style-type: none"> <li>• Do they understand patterns and predictability of events?</li> <li>• Talks about / explains how their process links to a previous experience</li> <li>• Do they draw upon knowledge or experiences not immediately related to their activity?</li> </ul>
<p><b><u>Being willing to have a go</u></b></p> <ul style="list-style-type: none"> <li>• Levels of persistence – do they give up at first hurdle or keep trying?</li> <li>• Are they eager to try new ideas or do they stay with what they are familiar with?</li> <li>• Are they able to talk about / review what they've done if things haven't worked?</li> <li>• Do they work best with continual support or prefer to get on with activities themselves?</li> </ul>	<p><b><u>Enjoying achieving what they set out to do</u></b></p> <ul style="list-style-type: none"> <li>• Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people?</li> <li>• Do they relish challenges and continually try to make things better?</li> <li>• Do they evaluate themselves and try different things as a result?</li> <li>• Are they 'intrinsically motivated' - achieving things for themselves as opposed to adult praise?</li> </ul>	<p><b><u>Choosing ways to do things and finding new ways</u></b></p> <ul style="list-style-type: none"> <li>• Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work</li> <li>• Choosing different ways of approaching activities and adapting if it doesn't work</li> </ul>