**Meaning Making**

This dimension is about your ability to make sense of everything by ‘relating’ to it: relating to facts and ideas, linking them up, seeing patterns and connections and constructing a ‘map’ of your learning, so you can see how it all fits together and ‘know your way around’.  The personal nature of Meaning Making is important: it includes feeling that ‘learning matters to you and ‘connects with your story’ and so helps you to become engaged, linking new ideas to more familiar ones, connecting the present with the past and the here-and-now to more remote ideas and experiences.  Without this, everything seems fragmented and nothing really makes sense.

**Critical Curiosity**

This dimension is about your desire to delve into topics and get beneath the surface, find things out and ask questions, especially ‘Why?’  If you are a critically curious learner, you will be unlikely simply to accept what you are told without the reasoning behind it.  You might challenge what a teacher says, rather than take it at face value.  Learners who lack Critical Curiosity might generally turn up and expect to be taught, rather than expect to do the work themselves, seeing themselves as passive recipients of their learning, rather than active agents in it.

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| This dimension is about being able to learn differently sometimes, by using your imagination and intuition rather than just logic and reasoning; being playful and ‘dreaming’, rather than just ‘racking your brains’ or looking things up; going ‘off the beaten track’ and exploring ideas that might seem ‘wacky’ at first, trusting that they will lead to an unexpected train of thought that starts to resolve the problem for you.  It recognises that learning is sometimes about surprise, wonder, inspiration, ‘dawning moments’, and not just about following rules, routines and procedures. |

**Changing and Learning**

This dimension is about your sense of yourself as someone who can and will change and learn and get better over time.  It is having a positive learning story or journey to reflect upon.  This gives you a layer of confidence, helping you to cope with obstacles and difficulties by putting them in perspective.  Learners without much of this are likely to feel ‘stuck and static’ instead of having a ‘trajectory’: a sense of having ‘come a long way’ and of being able to ‘go places’ with their learning.

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| This dimension is about your readiness and capacity to take responsibility for your learning, manage yourself and the processes involved, have a sense of purpose and direction, plan ahead and accomplish your intentions.  It is about seeing how this task in front of you - and this moment - fit into a bigger picture.  It will help you to fulfil your potential and develop the self-belief and responsibility you need to survive changes in your life and learning, such as moving school or going to university, where there is less structure, support and guidance.  Learners with very little of this can be a bit like robots, living in the moment and ‘waiting till their buttons are pressed’ before they decide anything. |

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| This dimension is about how you develop and use your relationships, or the ‘social resources’ available to support your learning, whether in the family, in school, at work or at play.  It involves learning from and with others, collaborating well and being a good ‘team player’, but also managing without them when necessary, rather than being either dependent, or withdrawn and isolated.  If you are strong in this dimension you can move easily between the group situation and learning on your own. |

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| This dimension is about keeping going when things get tough.  When you have this ‘inner strength’ to draw on, you are less likely to give up; you know that obstacles can be overcome with persistence, help, creativity, steadiness of purpose…  You have the self-belief you need to cope with feelings of failure or uselessness and you know from experience that these feelings are temporary and also a natural part of the learning journey.  Learners who lack this quality are fragile and dependent, whether through anxiety about maintaining high standards or by having had their self-concept damaged by negativity, especially in close relationships such as with their parents. |