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Learn, Respect, Achieve

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| **Learn**  |
| **What we want to see you doing** | **What we don’t want to see you doing** |
| * Creating a fun and happy learning environment
* Recognising that one size does not fit all, differentiating learning to meet different needs
* Taking risks and being innovative and adaptable
* Bringing ideas to the team and encouraging them to be creative
* Encouraging children to be active, independent learners
* Going the extra mile to help get the best out of others
* Working towards the same ethos and goal as everyone in the school
* Working collaboratively with others, sharing your ideas and resources with them
* Having a positive attitude
* Being passionate about learning and what you do
* Creating a passion for learning in others, encouraging them to discover what they love
* Having a calm, reflective approach to all you do, putting others at ease
* Making time to be reflective and identify learning for yourself
 | * Delivering boring lessons that get the job done but which don’t inspire learning
* Adopting a one size fits all approach, not adapting to meet others needs
* Playing it safe, not taking risks or trying new things
* Keeping ideas to yourself, not contributing to team discussions
* Telling children what to do all the time, not empowering them
* Regurgitating the same work because it is easier, not putting yourself out to think about how to inspire others
* Working towards your own agenda and priorities
* Keeping your ideas, talents and resources to yourself
* Having a negative attitude, being a mood hoover
* Lacking in motivation, not showing passion or interest in learning or what you do
* Not trying to create a spark of passion and a love of learning in others
* Having an uptight, reactive approach to what you do
* Not making time to reflect on or learn from what you do

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| **Respect** |
| **What we want to see you doing** | **What we don’t want to see you doing** |
| * Showing acceptance and tolerance of everyone from different cultures and communities
* Respecting everyone in the school community
* Caring about everyone and taking time out to look out for others
* Being kind and compassionate towards others
* Valuing teamwork; Working together with others as part of the school family
* Making time to listen to people’s ideas and giving people an equal voice
* Being professional and genuine in all you do
* Contributing to the wider school community, feeling part of something more
* Being approachable and positive when working with others
* Thinking through and being aware of the impact of your actions on others
* Having high expectations of yourself and others
* Communicating openly and honestly with others
* Doing what you say you will do
 | * Not being tolerant or accepting of difference
* Respecting some people more than others
* Focussing more on your own needs than those of others, not supporting others
* Lacking empathy and kindness, not seeking to understand others reasons or situations
* Working in a silo, not being willing to work in a team
* Being dismissive of other others views and ideas, believing you know what is best
* Acting in an unprofessional and untrustworthy manner
* Getting your own job done, not contributing to the wider school
* Being unfriendly and cold when working with others
* Being unaware of or not considering the impact of your actions on others
* Having low or not high enough expectations of yourself and others
* Telling people what you think they want to hear, not communicating openly and honestly
* Making promises and pledges but not delivering on them
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| **Achieve**  |
| **What we want to see you doing** | **What we don’t want to see you doing** |
| * Nurturing talent and giving children every chance to achieve
* Developing the skills for life and giving children a holistic education
* Being enthusiastic about achieving common goals
* Using your creativity to create a sense of awe and wonder in children
* Encouraging children to have inquisitive minds
* Celebrating achievements, big and small
* Aiming high and being ambitious for what you and others can achieve
* Encouraging others to keep going and not give up when things are challenging
* Encouraging others to aim high and be the best they can be
* Being proactive and taking the initiative
* Investing in and prioritising your own ongoing development and learning
* Communicating clearly to others what they need to achieve and why
* Being organised and efficient
* Doing what is expected of you and being motivated to get things done well
* Having confidence in your own abilities and in what you can achieve for children
 | * Not identifying or developing children’s different talents
* Focussing on academic skills not on life skills
* Being more enthusiastic about achieving your own rather than common goals
* Under-utilising your creative skills, not inspiring wonder and awe in children
* Encouraging children to accept what is said and not to question or enquire enough
* Celebrating big achievements, missing opportunities to recognise small but important achievements
* Not being ambitious enough; Abandoning hope for what you and others can achieve
* Allowing children and others to give up when things feel challenging
* Lowering other’s expectations and ambitions for what they can achieve
* Being reactive, waiting for things to be done to and for you
* Thinking you have nothing left to achieve or develop personally
* Leaving others unclear about what they need to achieve or why they are learning
* Being disorganised and inefficient
* Having a “so what” attitude, not being motivated to do what is expected of you
* Having low self-esteem and a lack of confidence in your abilities
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