

LORIC Skills

Leadership	role model, equality . Students lead on activities. They direct and contribute through roles such as student council, sports groups and prefects. They run events, tours and assemblies and positively influence the life of the school.
Organisation	excellence , efficient, structured and prepared. Students are expected to prepare well, structure their own time and to manage their work. They help with events such as parents' evenings and taster days.
Resilience	gumption, integrity and determination, can do attitude. Students are focussed and driven towards a successful future. They know when to persevere and when to seek support. They have strategies for managing failure.
Initiative	forward thinking, independence. Students lead learning and self direct to find creative solutions at school and beyond. They think for themselves and see what has to be done and do it.
Communication	clarity of verbal and non verbal interaction. Students have opportunities to speak in public to a range of audiences. They have opportunities to present aural, written, graphical and digital information to a range of audiences with empathy .



L O R I C

LORIC is about the language we use as a body of staff to inculcate the culture and traits we want our students to develop and demonstrate.

It's about us training students to think and act in a way which will support them to fulfil their potential academically and prepare themselves for the world of work.

Is very much tied in with Growth Mind-set.

Will have the most impact if we ALL use the same terminology and have a clear common understanding of what we mean.

Will have the most impact if these words and phrases permeate our lessons and interactions with learners and their parents.

LORIC

Leadership



- **What makes a good leader? (old Germanic word "Iceden"- showing the way)**
- **Action Changes Things** - All too often, learners bemoan the situation they find themselves or their group in. Leaders get things done and set the right example.
- **No Excuses** - Whether leading a team or their own learning, when reflecting on progress, learners need to watch their vocabulary; Learners need to move away from apportioning blame, they need to look for reasons that were within their control and that they can learn from for future learning and work.
- **Leaders listen** - whether that be to their classmates or to the teacher, leaders listen. That doesn't mean that decisions are not theirs to make, but before decisions are made all voices must be heard. It's important that team-members have the chance to voice opinions and leaders are fully informed.
- **Leaders take control** - Leaders are aware of what is going on around them and take control of it. They listen, they ask questions, they delegate tasks and responsibility, they make decisions based on all the available information and when the going gets tough, they take control of the situation.
- **Leadership cycle** - A good exercise for group work before a task is given to them is to invest 2 minutes into reviewing this cycle. Two minutes spent reminding students what makes for an effective team will result in a much improved outcome for the team.

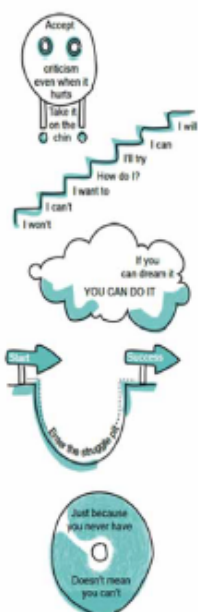
Organisation



- **What makes for good organisation? (Latin; "organum" - system, organ - being organised is being systematic)**
- **Prepare-Plan-Perform** - Get your learning space ready, pack your bags the night before, check you have the right books and equipment. Take a moment to think through the task ahead - do you have everything you need? Do you remember the techniques/skills/knowledge/understanding? Or do you need to review? If learners prepare and plan correctly, the performance will take care of itself.
- **Equip yourself** - Time lost to furnishing learners with basic equipment can mount up and precious momentum at the start of a lesson can be lost, all to the detriment of the learning of the class. Infuriating. It's down to all of us to be consistent in our approach.
- **Don't miss a deadline** - Learners have planners and MILK to help them stay on top of their deadlines. Provided we have set fair deadlines, there can be few legitimate excuses for not hitting a deadline.
- **Plan your future** - This is probably the single most important factor in staying motivated. It's important for learners (and the rest of us) to bear in mind why we are doing what we are doing.
- **Failing to plan** - planning to fail - This is about training learners to approach their work in a methodical way. Not rushing into their work before taking the time to review how the subject requires for work to be done.

LORIC

Resilience



- **What makes for a good, resilient learner? (Latin; resilient -to bounce back)**
- **Accept criticism** - Nobody likes criticism of them or their work but good quality feedback is essential for making progress. In terms of behaviour, always criticise the behaviour, never the child.
- **7 steps** - When faced with a daunting task, learners will start at one of those steps, dependent on where they lie on the fixed - growth mind-set spectrum. Use this graphic to frame your conversations and encouragement.
- **You CAN do it** - Most learners under-estimate their potential and ability. It's down to us to consistently show our belief in them and what they can achieve with our support and their own hard-work.
- **The struggle pit** - James Nottingham, author of Challenging Learners uses the metaphor of the learning Pit to describe the challenge that learners have to overcome. It's a brilliant metaphor which helps to sell challenge to learners. The struggle may make learners feel anxious, or frustrated, or even confused but with effort and support they'll be able to get out of the Pit.
- **Just because...** - Share your own stories about overcoming difficulty, it can really help learners to appreciate that struggle is a necessary part of learning. When teachers talk about the steps they took to move from confusion to clarity, and from mediocrity to excellence, students learn that struggle, discipline, and even mistake-making are a normal part of the learning process.

Initiative



- **How can students develop initiative? The power or attitude to get something started.**
- **Show your spark** - Learners all too often wait for their teacher, tutor or classmate to tell them what to do next. We need to train learners to have the internal questioning "What are my options? What could I do next?" Time is our most precious resource, learners need to be trained to make the most of it.
- **Use your brain** - Encourage learners to get creative with their solutions or approaches to challenges they are facing.
- **C3B4ME** - (otherwise known as Brain, Book, Buddy). Establishing clear 'stuckness' routines ensures learners know what to do when they don't know what to do. When learners are trained in stuckness routines they become much more resourceful in solving their own problems. Instead of waiting for help from the teacher or other adults, they are able to continue with their learning.
- **Make things happen & Take the initiative** - If learners see something that needs to be done or simply an opportunity, encourage them to do it NOW! (No Opportunity Wasted). Carpe diem!
- **Active vs. Passive** - When it comes to group work, or indeed individual work, learners must be encouraged to contribute their ideas and understanding for the benefit of everyone (including themselves).

LORIC

Communication



➤ **What makes for good communication? Communicate - to make something common.**



➤ **Good communication is listening AND speaking** - Many of us forget about the listening part of communication, but God (or evolution) gave us two ears and one mouth for a reason.



➤ **Understand what you're hearing** - There's a difference between hearing and listening. Encourage students to actively listen to you and their peers. A good way to check understanding is for learners to paraphrase what they've heard or to ask for further clarification.



➤ **Eye-contact** - Eye contact is a form of body language which is important during communication. When you keep eye contact with the person you are talking to it indicates that you are focused and paying attention. It means that you are actually listening to what the person has to say. Part of quality audience.



➤ **Don't interrupt & Know when to speak** - Occasionally, learners will be literally bursting with what they feel is the best idea since sliced bread or a critique of what someone else is saying, which they will forget if they don't spit it out straight away. Encourage them to jot down their ideas and questions for the right moment. It's about developing learners with respect for others and self-discipline.