# **FET Phase — Grades 10–12**

1. Motivation & Self-Awareness

*Trauma-Informed Learning Environment →*

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Begins to feel safe, follows routines, and identifies emotions.* | *Demonstrates motivation, supports classmates, and reflects on behaviour.* | *Leads or contributes to group interactions, reflects, and feels a sense of belonging.* |
| 1. **[Routine Participation] – Does the learner respect and contribute to class rules and routines when guided?** *Hint: Look for steady adherence and constructive support of peers (modelling, gentle reminders).* 2. **[Emotion Identification] – Can the learner identify and express emotions appropriately?** *Hint: Look for calm, clear expression of feelings (appropriate words, tone, and body language that match the situation).* | 1. **Motivation Persistence] – Does the learner sustain motivation in tasks, even when challenged?** *Hint: Persists through difficulty, uses strategies, seeks help appropriately, and resumes work after setbacks.* 2. **[Behaviour Reflection] – Do they reflect on their behaviour and recognise its impact on peers and learning?** *Hint: Names the effect (“I distracted others…”) and suggests a concrete corrective action.* 3. **[Peer Support] – Do they actively encourage or assist peers in maintaining a positive environment?** *Hint: Offers help, de-escalates tension, uses inclusive language, and notices when someone needs support.* | 1. **[Ownership Community] – Does the learner take ownership of building a safe, respectful, and inclusive class culture?** *Hint: Initiates or upholds norms, addresses disrespect appropriately, and champions inclusion.* 2. **[Self-Regulation] – Do they independently manage stress, conflict, or negative emotions in complex situations?** *Hint: Applies mature coping strategies (pause, reframing, brief reset) and returns to task without prompting.* 3. **[Wellbeing Influence] – Do they model care for the wellbeing of others and guide peers in regulating themselves?** *Hint: Notices distress, responds appropriately, and coaches’ peers toward calm and focus.* |

1. Teamwork

Project-Based Learner Engagement →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Participates in pair or group tasks; begins to follow group norms and share ideas with guidance .* | *Collaborates actively in peer discussions; contributes to shared problem-solving and clarifies ideas through questioning.* | *Leads or contributes to teams, coordinates peer roles, and manages group levels outcomes.* |
| * **[Group Participation] – Does the learner join group tasks willingly and contribute when prompted?**  ***Hint:*** *Moves to the group promptly, brings materials, and offers a relevant contribution when asked.* * **[Sharing Ideas] – Do they share ideas when asked and listen to peers respectfully?**  ***Hint:*** *Provides short, on-task suggestions and shows active listening (eye contact, paraphrasing).* * **[Norms Following] – Do they follow group norms (time management, listening, respect) with reminders?** ***Hint:*** *Meets basic expectations after a cue; reduces interruptions and side talk.*   . | 1. **[Collaboration] – Do they collaborate actively and responsibly in group projects without constant prompting?** ***Hint:*** *Divides work fairly, meets interim commitments, and integrates outputs into the group product.* 2. **[problem-solving] – Do they contribute constructively to shared problem-solving?** ***Hint:*** *Proposes options, weighs pros/cons, and aligns choices with task criteria.* 3. **[Clarification] – Do they ask clarifying questions to deepen group understanding?** **Hint:** Uses “What do you mean by…?”, “How does this meet the rubric?”, or “Can you show evidence?” | 1. **• [Team Leadership] – Do they coordinate roles and responsibilities effectively in group tasks? Hint: Assigns/rotates roles, sets mini-deadlines, and tracks progress with a simple plan.** 2. **[Accountability] – Do they take responsibility for group deadlines and outcomes? Hint: Not limited to group timelines—also demonstrates strong overall time management (arrives on time, meets class deadlines, submits work as agreed).** 3. **[Mentorship] – Do they mentor or guide younger/less experienced peers in team settings? Hint: Models skills, gives constructive feedback, and supports peers to improve.** |

1. Analytical Thinking

Design-Based Knowledge Progression →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *begins to recognise patterns and links between past and current knowledge.* | *Demonstrates motivation, supports classmates, and reflects on behaviour.* | *participates in co-design of lesson objectives and shows ability to problem solve, test thinking, and adapt strategies.* |
| * **[Pattern Recognition] – Does the learner recognise patterns and make simple links between past and current knowledge?**  **Hint:** Identifies repeated structures, familiar processes, or similar cases from earlier learning. * **[Recall Application] – Do they recall and apply prior learning with guidance?**  **Hint:** Uses prompted formulas, rules, or examples to attempt the current task. | * **[Concept Integration] – Do they connect multiple concepts across subjects and apply them in new contexts?**  **Hint:** Explains relationships (cause–effect, compare–contrast, part–whole) using correct terminology. * **[Clarifying Questions] – Do they ask questions that deepen or test understanding?**  **Hint:** Probes assumptions, exceptions, boundary conditions, or underlying reasons. * **[Sensemaking] – Do they explain processes and reasoning with independence?**  **Hint:** Outlines steps clearly, justifies choices, and checks whether results are reasonable. | * **[Complex Problem Solving] – Do they apply analytical thinking to complex or real-world problems?**  **Hint:** Plans approach, selects methods/tools, evaluates outcomes, and iterates when needed. * **[Critical Adaptation] – Do they test, evaluate, and adapt strategies independently, demonstrating strong reasoning?**  **Hint:** Tries alternatives, shifts representations (model/table/graph/text), and explains the rationale. |

1. Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| begins to reflect on feedback, ask questions, and try’s new ways to improve | *Demonstrates motivation, supports classmates, and reflects on behaviour.* | curious about problems, proposes solutions, and adapts creatively to solve complex problems. |
| * **[Feedback Use] – Does the learner use feedback to improve their work when guided?**  **Hint:** Edits against comments or rubric indicators and resubmits a clearer version. * **[Curiosity Basic] – Do they ask basic questions to show interest in a topic?**  **Hint:** Seeks meanings of terms, steps, or expectations to proceed confidently. * **[Experimentation] – Do they try new approaches or ideas when prompted?**  **Hint:** Applies a modelled method, layout, or tool after demonstration.   . | * **[Idea Connections] – Do they explore meaningful connections across ideas, subjects, or experiences?**  **Hint:** Draws links to real-world contexts or other subjects with a brief explanation. * **[Idea Sharing] – Do they contribute creative ideas in class or group discussions?**  **Hint:** Suggests original examples/designs that still meet the task criteria. * **[Exploration] – Do they explore “what if” questions or alternatives independently?**  **Hint:** Tests variations, asks about implications, or tries optional extensions. | * **[Innovation] – Do they propose innovative, original solutions to real-world or community problems?**  **Hint:** Presents a feasible plan with steps, required resources, and success measures. * **[Creative Adaptation] – Do they adapt and refine ideas creatively in response to feedback or challenges?**  **Hint:** Iterates to overcome limits (time, data, materials) while improving quality. * **[Independent Inquiry] – Do they independently pursue research, projects, or inquiry beyond requirements?**  **Hint:** Designs self-directed tasks, gathers evidence, and produces extended outputs. |

1. Leadership & Social Influence

Leadership-Centred Instructional Approach →

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Practises new skills with support and begins engaging with peers.* | *Collaborates to explore, discuss, and apply ideas, showing growing independence* | *explores new ideas and understands meaning. Applies learning in groups, takes initiative in tasks, and leads peer collaboration* |
| * **[Skill Practice] – Does the learner practise leadership and social skills with teacher/peer support?**  **Hint:** Follows models, uses checklists, and seeks help appropriately. * **[Peer Engagement] – Do they begin to engage peers in activities or discussions when prompted?**  **Hint:** Invites participation, responds to peers, and stays on task after cues.   . | * **[Collaboration] – Do they collaborate actively and share ideas confidently in groups?**  **Hint:** Contributes regularly, integrates perspectives, and helps shape group decisions. * **[Independence] – Do they take increasing responsibility for group participation and decision-making?**  **Hint:** Volunteers for roles, meets commitments, and explains choices to the group. * **[Encouragement] – Do they encourage peers to participate and respect diverse views?**  **Hint:** Invites quieter voices, acknowledges different viewpoints, and keeps tone respectful. | * **[Initiative] – Do they take initiative in projects, leading peers without waiting for instruction?**  **Hint:** Organises resources, drafts plans, and launches first steps proactively. * **[Mentorship] – Do they mentor peers or younger learners, building their skills and confidence?**  **Hint:** Demonstrates techniques, gives constructive feedback, and tracks growth. * **[Positive] – Do they demonstrate positive leadership by influencing others positively, making fair decisions, and fostering inclusion?**  **Hint:** Uses transparent reasoning, applies agreed rules fairly, and ensures everyone can contribute. |