



# Work Practices

The **Brunswick Secondary College Work Practices Rubric** describes the Work Practices that BSC students are expected to demonstrate in order to advance their learning.

Progress in each work practice is achieved when a student's observable behaviours provide evidence of developing independence and responsibility for learning.

Work practices are described in a rubric so that positive practices are known by students and their parents, and so the next standard of practice to work towards is clear.

<b>1.4</b>	Revises key concepts at <b>home</b> by creating study notes	<b>2.4</b>	Seeks and applies feedback from various sources to improve	<b>3.4</b>	Works with others to improve knowledge and skills	<b>4.4</b>	Models positive classroom behaviours for other students
<b>1.3</b>	Completes homework and submits on time	<b>2.3</b>	Participates in learning activities and applies feedback with support of the teacher	<b>3.3</b>	Asks questions and seeks support from teacher and peers when assistance is needed	<b>4.3</b>	Shows respect for their own and other students' learning and their environment
<b>1.2</b>	Submits homework, some pieces may be incomplete or submitted late	<b>2.2</b>	Participates in learning tasks when prompted by the teacher	<b>3.2</b>	Offers ideas or answers to questions when prompted	<b>4.2</b>	Identifies when being disruptive and adjusts behaviour
<b>1.1</b>	Submits homework tasks some of the time	<b>2.1</b>	Prepares for class by bringing materials required for the subject	<b>3.1</b>	Listens to discussions in class or small groups	<b>4.1</b>	Adjusts behaviour when prompted by teacher
<b>1.0</b>	No evidence	<b>2.0</b>	No evidence	<b>3.0</b>	No evidence	<b>4.0</b>	No evidence
<b>Homework</b>		<b>Engagement in Learning</b>		<b>Collaboration</b>		<b>Behaviour</b>	

<b>Homework</b>	The student moves from inconsistent homework practices requiring prompting, to taking initiative to revise learning and embed revision as a learning routine.
<b>Engagement in Learning</b>	The student exhibits behaviours that show preparedness for class, increasingly self-starting participation and a growth mindset.
<b>Collaboration</b>	This work practice enables introverted and extroverted students to develop increasing collaborative behaviours with teachers and peers to improve learning and performance.
<b>Behaviour</b>	The student develops skills in self-regulation and ultimately takes responsibility for contributing to a positive learning environment for peers.
<b>No Evidence</b>	It is assumed that if students are showing some evidence of a work practice, their practice can be recognised in the rubric. <i>No Evidence</i> is only be applied in the rare circumstance in which a student has on no occasion provided observable evidence of a work practice.