

Character Deep Learning Progression

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Learning to deep learn	Learners are not yet able to articulate what it is they need to learn and why, and therefore need to rely on teachers to explore with them and design appropriate learning tasks. At this level, they need significant teacher guidance in order to reflect on their own learning processes and understand what is working well for them and what is not.	With appropriate guidance, learners are able to identify their own interests, their current knowledge and skill base, what they need to learn next, and why. They are able to work with a teacher to choose a topic and find or create an opportunity that will allow them to learn what they need. They are learning to see errors and feedback as opportunities to learn.	Learners have a good basic ability to identify their own interests, their current knowledge and skill base, what they need to learn next, and why. With minimal guidance, they can choose a topic of their own and create/design a project that will provide good opportunities for them to learn what they need. They welcome feedback as an opportunity to learn, and use it to improve how they approach their learning.	Learners are skilled at working out what they need to learn next and finding or creating the kind of opportunity that will allow them to do so. During the learning process, they reflect on how well they are building needed knowledge and skills, seeking feedback as needed, and can either rework the current learning experience or better design the next one to ensure that effective learning occurs.	Learners are highly skilled at finding and creating their own learning opportunities in ways that help them build the knowledge and skills they will need to succeed in life – and to create worthwhile solutions that impact life, work, and the world. They actively seek out feedback and use it to better understand how well their thinking patterns and approaches to learning are helping them grow.
Leveraging Digital	Although learners used some digital elements during the learning process or to present findings, these were very ‘surface level’ and did not substantially contribute to either feedback loops or the team’s ability to reflect on the learning process.	Learners used digital opportunities to capture feedback and encourage reflection on the learning process in ways that could not have been done otherwise. They may have made feedback loops more efficient or faster, but are unlikely to have significantly enhanced the value of what was learned from this reflection.	Learners used digital aspects effectively to improve feedback loops and opportunities to reflect on the learning process. At this level they may not be able to articulate clearly how or why this helped, but the benefits are evident in the work outputs.	Learners can clearly articulate how infusing digital elements enhanced their ability to learn from and reflect on the learning process. They also have reflections about how they might do this even better in future contexts.	Learners used digital elements ubiquitously throughout the task in powerful ways to provide timely feedback and deepen the efficiency, quality, and value of the learning process. Learners can articulate in detail about how each digital element has helped them reflect on the learning process in ways that could not have been achieved otherwise, and apply that understanding to new and different contexts.
Grit, tenacity, perseverance, and resilience	Learners tend to become discouraged or give up when faced with challenges, unexpected problems, or negative feedback when trying to complete a task, experience or action. This seriously impacts their ability to work through the challenge and find a solution.	Learners still need significant support and encouragement to deal with setbacks, negative feedback, and difficult challenges on deep learning experiences, task or action. They are starting to show some grit and resilience, but tend to lose momentum unless supported through these points.	Grit, tenacity, perseverance, and resilience are developing in the way learners approach and complete their deep learning or experience and deal with challenges. Although a major setback or some negative feedback may ‘throw’ them at times, they deal well with small to moderate challenges pausing, reflecting, thinking of new solutions, and persisting until they find a breakthrough.	Grit, tenacity, perseverance are clearly evident in the way learners approach and complete their deep learning experience tasks. When faced with even a major setback or unexpected negative feedback, they pause, reflect, and approach the issue with determination, pushing until they find a breakthrough. Learners are able to articulate how and why these character qualities are essential for life and work.	Learners have highly developed grit, tenacity, perseverance, and resilience. This allows them to work – and support others to work – through challenges, experiences and setbacks effectively. Feedback is sought out and used as an opportunity to learn. Learners at this level understand the importance of these character qualities as essential for creating meaningful change in life, work, and the world.
Self-regulation and responsibility for learning	When given a deep learning experience, learners look for a lot of direction and structure, expecting to be given rather than create a plan. They look to the teacher for guidance at almost every major decision point.	Learners are starting to build their skills in planning and making choices and decisions about their work, including the what, how, when, who, and where of how they will approach their learning. At this level learners need significant guidance to get started and work through major decisions.	Learners are increasingly taking responsibility for their own learning, both as individuals and in groups. With occasional support, they are able to plan their approach to tasks, monitor their own progress, reflect on and improve the quality of their work as they do it.	Learners have strong capabilities in self-regulation and taking responsibility for their own learning. They are able to think effectively, make decisions for themselves, and take ownership of their learning.	Learners are highly capable in self-regulation, and proactively take responsibility for their own learning. They can clearly articulate how self-regulation and responsibility affect how well they are able to create worthwhile solutions that impact life, work, and the world. They see learning as an integral part of life.