

Citizenship Deep Learning Progression

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
A global perspective	Learners have a primarily local or national view of the world, and show little interest in or understanding issues and perspectives of people beyond their own region or country.	Learners are starting to explore or show interest in global issues, considering them from different viewpoints as they try to understand causes and consequences.	Learners show an interest in actively engaging with the world and the problems it faces, and to help improve social justice and sustainability. They have a clearer sense of peace and conflict, global interdependence, and the inequities and injustices that exist in the world.	Learners actively engage in thinking about and taking action, both individually and collectively, on issues with global implications. They understand their place in the world and that a global perspective is part of everyday local life in small villages and large cities all over the world.	At this level, learners think and act as global citizens. They have a belief that people can make a difference in the world, and they actively engage in making this happen.
Understanding of diverse values and worldviews	Learners have considerable difficulty understanding, accepting, and appreciating the perspectives-including political, economic, religious etc., of people in cultures different from their own. They tend to see the world from their own perspective.	Learners are starting to show some awareness of their own identities and cultures, and understand a few of the differences from cultures other than their own. At this level they still need significant guidance to understand and accept other ways of thinking.	Learners are developing a sense of their individual and cultural identities, and know how this affects the way they see the world. With guidance, they are learning to understand and respect other worldviews through this lens.	Learners genuinely care about the planet and its people, and show active concern for the other people they share it with. They have an open-minded curiosity about different cultures and worldviews that is rooted in a strong awareness of their own.	Learners use their understanding of their own and others' cultures to consider global issues in relation to diverse values and worldviews.
Genuine interest in human and environmental sustainability	Learners have a low level of awareness and caring about environmental issues, and tend to see them as someone else's problem.	Learners are starting to recognize how each person's actions impact the environment. With guidance they are able to design solutions that incorporate this concept. At this level learners are likely to be interested their local environment.	Learners have a good appreciation of the importance of the environment in our very survival as human beings in the wider world and are starting to build these concepts into their inquiry and the solutions they generate.	Learners have a sound appreciation of the importance of the environment for human survival, and are skilled at generating environmentally sustainable solutions that affect the planet and its inhabitants.	Learners have a strong view of environmental issues and their importance. They infuse this perspective into their work, culminating in positive action for human and environmental sustainability.
Leveraging Digital	Although learners may have used some digital elements for exploring global issues, these were very 'surface level' and did not substantially contribute to understanding or to the quality of what was produced.	Learners used digital opportunities to understand the global and multicultural nature of the issues in ways that could not have been done otherwise. They may have provided access to useful content, but are unlikely to have significantly enhanced the quality of the solutions developed.	Learners used digital aspects effectively to improve global, cultural, and environmental elements of the learning process. Digital opportunities were also used to tailor solutions for a global and multicultural audience in ways that contributed to sustainability and social justice in their parts of the globe.	Learners can clearly articulate how infusing a digital element has enhanced the global, cultural, and environmental elements of the learning process. Digital was used to create a more global, culturally relevant, equitable, just, and environmentally sustainable solution that will benefit humans and the planet.	Digital elements are ubiquitous throughout the task and used in powerful ways to deepen the global, cultural, and environmental elements of the learning process. Learners can articulate in detail about how each digital element has enhanced the quality of the product or solution and its contribution to equity, justice, and sustainability in different cultures and parts of the globe, and apply that understanding to new and different contexts.
Solving ambiguous and complex problems in the real world to benefit citizens	Learners still have a low level of comfort working with real-world issues, opportunities, challenges and problems. They have a strong preference for tasks that have been framed and structured for them, rather than the open-ended or ambiguous.	Learners are starting to develop some comfort with open-ended, real-world challenges. They still need some guidance to work out where to start, but a level of comfort with ambiguity is definitely emerging.	Learners have developed a moderate level of comfort with open-ended, real-world challenges. They require only some very broad parameters to get started on the task, and have a good but developing ability to work with ambiguity.	Learners are comfortable with and interested in real-world challenges that affect local and global citizens, and where there are high levels of ambiguity and no predetermined solution.	Learners have a high level of comfort and interest in tackling real-world problems that are open-ended and unstructured, in which they have to create a perspective or way of looking at the issue rather than have one framed for them.