

# Communication Deep Learning Progression

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Coherent communication using a range of communication modes</b>	Learners' skills in communication require significant development. They may struggle with incoherence and/or tend to restrict their communication to one particular mode (e.g., written, texting, verbal, visual).	Learners are starting to understand, select and use a range of communication modes and tools, but still need significant guidance in this area. Their communication makes reasonable sense and uses more than one mode, but some of the ideas may still be lacking in coherence.	Learners understand, select and use a range of communication modes and tools to produce coherent communication i.e. communication that makes sense and reflects coherent and connected ideas, not a single simple thought.	Learners are becoming skilled choosing a range of communication modes and tools to get their messages across. Connected and coherent thought is evident across the full range of communication modes used.	Learners are able to clearly articulate how and why they make smart choices about communication modes and tools to get their message across. They are highly skilled in communicating in a coherent and connected way.
<b>Communication designed for particular audiences</b>	Learners still struggle to put themselves in the shoes of the intended audience. They tend to use styles, modes and tools of communication that are most familiar and comfortable to themselves.	Learners are starting to develop the skills to select the content, communication style, language, modes and tools they will use to tailor their communication to the needs, preferences and context of that specific audience. At this level a lot of guidance is still required, and the design process is quite formalized.	Learners are building a better understanding of the different types of audiences they need to reach. They have good skills to compose and produce communication for a particular audience, designing it appropriately to achieve maximum understanding, relevance and meaning for that audience.	Learners take the time to get to know the audience prior to designing their communication. Learners understand that messages are 'heard' differently depending on the life experiences people bring to the message. They have a good understanding of how to tailor communication for a range of audiences so that it is heard, understood, and adds value to each audience. They seek feedback, alter and tailor their communication.	Learners are highly skilled at identifying what excites, motivates, or worries a particular audience, so that they can make the audience care about the message. At this level, they use their knowledge and intuition to work out when and how to challenge the audience to think beyond the status quo. Learners have a range of strategies to create memorable messages that will 'stick' in the minds of the audience and change the way they think and/or act.
<b>Substantive, multi-modal communication</b>	Learners are struggling to effectively communicate the findings and implications of their tasks. Communications are likely to be fragmented rather than woven, coherent, and substantive.	Learners are beginning to weave different elements of their thinking and turn them into a more coherent message. They are starting to use more than one mode of communication, such as visual images, soundtracks and spoken word, for example, in film or digital presentations.	Learners are considering and integrating multiple issues, components or perspectives into their content. Their thinking is becoming more substantive because they have to analyze, synthesize and integrate multiple ideas into a coherent whole. They regularly use several modes of communication to get the messages across in the best way.	Learners are skilled at using multiple strategies to weave diverse threads of information together to create an integrated whole that makes sense to their audiences. They leverage the right mix of appropriate tools that will best communicate each kind of idea, designed in ways that will connect with their audience, capture their attention, and leave them with the important messages.	Learners understand the communication task as a synthesis and weaving of interconnected ideas into a coherent and integrated whole. They know what the big idea is and the best way to convey it, utilizing the right mix of tools and ways of communicating. They skilfully blend a mix of surprise, intrigue, fact, humor, and practical elements to connect with, hook, and retain the audience's attention, and deliver a clear and compelling call to action.
<b>Leveraging Digital</b>	Although learners used some digital elements for communication during the learning process or to present findings, these were very 'surface level' and did not substantially contribute to the quality, reach or speed of communication either within the team or with the audience.	Learners used digital opportunities for communication during the learning process and/or to deliver the key messages to intended audiences in ways that could not have been done otherwise. They may have made communication more efficient, broader or faster, but are unlikely to have significantly enhanced the <i>quality</i> of communication.	Learners used digital aspects effectively to improve both the efficiency and quality of communication during the learning process. Digital opportunities were also used to tailor communication of key concepts to different audiences, in ways that enhanced their understanding and retention of key ideas and concepts.	Learners can clearly articulate how infusing a digital element has enhanced the communication aspects of the learning process as well as the quality and value of how key learnings were communicated to specific audiences. Digital was used to create a more memorable message likely to 'stick' in the minds of the audience and lead them to take action.	Learners used digital elements ubiquitously throughout the task in powerful ways to deepen the efficiency, reach, quality and value of communication throughout the learning process, both within the team and with other audiences. Learners can articulate in detail how each digital element has enhanced communication in ways that increase the likelihood that the audience would take action and apply the team's learnings, and be able to apply that understanding to new and different contexts.
<b>Reflection on and use of the process of learning to further develop and improve communication</b>	Learners work together with little or no conscious reflection about their communication and how well it is working. At this level, they are unlikely to use clear protocols for communicating with each other, but rather let the communication process emerge naturally.	Learners are starting to establish and follow good communication protocols for working together. With guidance, they are learning to reflect on their communication processes, learn from what worked well and what didn't, and make improvements.	Learners are developing the ability to monitor, manage, and improve their communication throughout each task. These learnings result in better and more effective communication as tasks progress, and in successive tasks.	Learners are skilled at monitoring, managing, reflecting on and improving their communication capabilities and skills. At this level, they are able to use multiple perspectives to anticipate and manage for communication challenges before they occur and finding ways to improve the team's functioning, including diverse and multidisciplinary teams.	Learners are highly skilled and reflective communicators who proactively monitor the effectiveness of communication and reflect on it carefully from multiple perspectives. They find powerful ways to maximize the effectiveness of their communication, especially in diverse and multidisciplinary teams. At this level, teams are skilled and intuitive in finding a synergistic way of working together that helps ideas flow and minimizes communication-related disruptions.