

## Creativity Deep Learning Progression

Having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Economic and social entrepreneurialism</b>	Learners have not yet developed an ‘entrepreneurial eye’ for spotting opportunities to create value or meet needs, whether social or economic.	With guidance, learners are beginning to develop an entrepreneurial way of looking for a need, problem, or opportunity in the world that they might be able to solve in a way that generates economic and/or social benefits.	With practice, learners have developed a keener ‘entrepreneurial eye’, and are now able to find opportunities to solve real problems in ways that deliver both social and economic benefits. They are becoming more skilled at bringing together a team of like-minded individuals to bring their ideas to life.	Learners have a strong entrepreneurial drive to find worthwhile solutions that meet social needs and are economically viable. They can visualize what the future could be like and are skilled at finding ways to bring talents together to create something to fulfil real needs or create opportunities for a better life. Their entrepreneurial spirit embodies innovation, risk taking, vision, and a can-do attitude.	Learners at this level have a real talent for identifying opportunities to create economic and social value by solving important real-world problems or finding unrealized opportunities. They have a relentless drive to question the status quo and imagine completely new futures where lives are better and the world is changed. They are able to look across the talents and resources around them to see who and what they need to bring together to make it happen. And they do.
<b>Asking the right inquiry questions</b>	<ul style="list-style-type: none"> <li>Learners will engage with a topic, but still struggle to generate significant questions that would inspire deep exploration of real-world issues or problems.</li> <li>They may be able to design an inquiry process if questions are defined for them, but are not yet at the point where they can create the questions themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are beginning to generate important inquiry questions to identify authentic needs and opportunities, define real-world problems, and design ways for inquiring into them.</li> <li>At this level, they still need significant guidance and support (e.g. co-constructing questions with a teacher), although the skills are clearly emerging.</li> </ul>	<ul style="list-style-type: none"> <li>Learners have skills in identifying authentic real-life issues and problems and can pose good inquiry questions for authentic purposes.</li> <li>Problem definition or inquiry design/ approach is still developing at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>Learners’ skills in inquiry are well established. They are able to identify real-world and controversial issues; define the challenge; seek out multiple perspectives; and generate essential questions, provocations, and wonderings.</li> <li>They have acquired important thinking and learning-how-to-learn processes and skills; significant human values, dispositions and attitudes; and the ability to design an inquiry process to understand the issue in its real-world context.</li> </ul>	<ul style="list-style-type: none"> <li>Learners have developed a high level of skill in framing problems and posing questions and wonderings that open up thinking and possibilities. They actively generate, work with, and grapple to understand ‘big ideas’ using a range of important thinking processes and skills.</li> <li>They ask questions that challenge and disrupt the ‘status quo’ and have a genuinely curious and open-minded approach to defining and exploring real-world issues.</li> </ul>
<b>Leveraging Digital</b>	Although learners used some digital elements during the creative process or to present findings, these were very ‘surface level’ and did not substantially contribute to the efficiency of the process or the quality of the creative products produced.	Learners used digital opportunities to identify and pursue creative ideas in ways that could not have been done otherwise. They may have made the creative process more efficient or faster, but are unlikely to have significantly enhanced the value of what was created as a result.	Learners used digital aspects effectively to improve the creative elements of 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 their work.	Learners can clearly articulate how infusing digital elements enhanced their ability to develop creative ideas and to lead the work more effectively to create action. They also have reflections about how they might do this even better in future work.	Learners used digital elements ubiquitously throughout the task in powerful ways to find and develop creative ideas and support effective leadership for action. Learners can articulate in detail about how each digital element has helped them build more creativity into their work in ways that could not have been achieved otherwise, and can apply that understanding to new and different contexts.
<b>Considering and pursuing novel ideas and solutions</b>	Learners are still in the mindset of looking for a pre-determined or existing solution rather than coming up with original approaches or designs and testing them out to see what works. They may also inappropriately dismiss others’ ideas.	<ul style="list-style-type: none"> <li>Although learners’ thinking is grounded in knowledge of existing solutions, they are not fixed to one particular way of thinking, and are learning to be more innovative with some guidance and prompting.</li> <li>Learners are using a limited range of thinking and creativity strategies (such as brainstorming) to generate some innovative solutions that look outside the box, e.g., finding a new application for something that exists in another space. They may still be working to find genuine value-adding innovations.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are starting to move out of their comfort zones to use divergent and outside-the-box thinking to identify and evaluate promising ideas.</li> <li>They are developing good skills in a range of thinking and creativity strategies, e.g., brainstorming, SCAMPER, Synectics, cognitive organizers, attribute listing, and ‘What if’ possibility thinking. They use these to create innovative solutions that are original and that create or add value.</li> </ul>	<ul style="list-style-type: none"> <li>Learners’ exhibit good divergent thinking that questions the status quo. They are skilled in a wide range of thinking and creativity strategies, which they use to generate innovative possibilities. They actively consider and pursue ideas that are innovative, maverick, and/or risky, including long shots.</li> <li>They are good at encouraging and considering other people’s ideas; finding the gems in even really unusual solutions. An increasing sense of the practical, real-world dimension ensures that solutions clearly address the root causes of the problem and add genuine value.</li> </ul>	<ul style="list-style-type: none"> <li>Learners at this level have an eye not just for novel ideas but for solutions and ways of thinking that could be game changers. They have good instincts for how to pursue these ideas all the way to fruition.</li> <li>Learners are highly skilled at outside the box, creative and innovative thinking that works in the real world, makes a difference in people’s lives, and improves quality for people, environment, and economy. Solutions have clearly been thought through from multiple perspectives.</li> </ul>
<b>Leadership for action</b>	Learners at this level are unlikely to have the skills or confidence to bring together other people to make a vision into a reality.	Learners are starting to develop some leadership skills, and are able to take responsibility for particular parts of a task or experience. However, they are not yet confident to lead an entire deep learning task or experience from beginning to end.	Learners are developing good skills in action-oriented leadership, including making good decisions about who to include on their team, how best to manage their roles so as to balance out competing interests. They are able to see the vision of what success will look like, and they know what it will take to make it happen, how to fit it all together.	Learners have strong skills in leadership for action and a can-do attitude that others respond to positively. They organize things so that the way forward is clear and all members can work in ways that leverage their strengths and interests while building the skills and knowledge they need to achieve the desired outcome.	Learners are skilled at challenging the status quo and still bringing people with them to create deep change. In addition to having solid action-oriented leadership skills, learners at this level have genuine courage to pursue a task, and they inspire and excite people about it. They have a “make it happen” attitude and the perseverance and vision to lead a task or experience all the way through to outcomes, negotiating any minefields along the way.