

**Core Characteristic/Value:** I am self-aware

**Sub Characteristic:** I can take ownership

**Looks, feels, sounds like:**

- Take responsibility for my words, actions and behaviour
- Seek ways to collaboratively problem solve
- Be a custodian of my learning space and environment

Novice	Apprentice	Practitioner	Expert	Master
<p>I can, with support, accept that my words, actions and behaviour impacts others. I understand that I am responsible for my learning space and for respecting the space we share.</p>	<p>I can understand that my words, actions and behaviour impacts others. I take care of my personal learning space but need to support others to contribute to collective responsibility.</p>	<p>I can take responsibility for my words, actions and behaviour and seek ways to collaboratively problem solve. I am a respectful custodian of my learning space and environment.</p>	<p>I can take active responsibility for my words, actions and behaviour and create ways to collaboratively problem solve. I am an intuitive custodian of my learning space and environment.</p>	<p>I can model ownership of words, actions and behaviour and facilitate ways to collaboratively problem solve. I am a thoughtful and exemplary custodian of my learning space and environment.</p>

**Core Characteristic/Value:** I am self-aware

**Sub Characteristic:** I can self-regulate

**Looks, feels, sounds like:**

- Manage and understand my behaviour and actions
- Be an agile learner who responds proactively to different environments/situations
- Effectively initiate and seek alternative ways to improve my engagement and participation

**Novice**

I can, with support, tell the difference between productive and unproductive actions and behaviours. I know who I need to ask for help to manage my behaviour in different situations

**Apprentice**

I can tell when my behaviours might be unproductive and know how to seek assistance. I stop and think before I act or react.

**Practitioner**

I can manage my behaviour in different environments and situations. I actively seek alternative ways to improve my engagement and participation.

**Expert**

I can consistently manage my behaviour in different environments and situations. I effectively seek alternative ways to improve my engagement and participation.

**Master**

I can consciously and consistently manage my level of engagement and participation by internalising strategies and resources available to refocus on the task or activity

**Core Characteristic/Value:** I am self-aware

**Sub Characteristic:** I can recognise my impact

**Looks, feels, sounds like:**

- Use my voice to communicate authentically and effectively
- Consider the positive or negative impacts of my words, actions and behaviour on myself
- Consider the positive or negative impacts of my words, actions and behaviour on others

Novice	Apprentice	Practitioner	Expert	Master
I can communicate my ideas through actions, words, behaviour or written expression.	I can communicate my ideas and acknowledge that my words, actions and behaviours can have positive or negative impacts on myself and others.	I can constructively communicate my ideas and consider how my words, actions and behaviours can have positive or negative impacts on myself and others.	I can clearly communicate my ideas and consider the outcomes of my words and actions. I know that my words and actions can have positive or negative impacts on myself and others. I can reflect on the impact of my actions to inform future decisions.	I can clearly communicate authentically and effectively. I can predict how my words and actions can have positive or negative impacts on myself and others. I can make productive and helpful decisions based on that knowledge.

**Core Characteristic/Value:** I am resilient

**Sub Characteristic:** I can stick with difficulty

**Looks, feels, sounds like:**

- embracing failure, and see it as an opportunity to learn and grow
- achieve momentum in my work despite set-backs
- use a growth mindset and believe in my own ability to learn, transform and share my learning with others

**Novice**

I can tell when I am having trouble with my learning and/or wellbeing.

**Apprentice**

I can recognise difficulties and failures when I experience them. I am able to ask for help to overcome these situations.

**Practitioner**

I can accept difficulties and failures when I experience them. I am able to use these situations as opportunities to learn. I ask for and accept help to grow in my learning.

**Expert**

I can accept difficulties and failures when I experience them. I am able to put situations in perspective and plan ways to overcome set-backs. I can reflect on how these experiences have helped me grow as a learner.

**Master**

I can accept difficulties and failures when I experience them. I am able to actively problem solve and find solutions to set-backs. I can transfer this learning experience to other situations and grow from the experience.

**Core Characteristic/Value:** I am resilient

**Sub Characteristic:** I can craft, iterate and improve

**Looks, feels, sounds like:**

- value excellence and effort
- continuously improve methods, process and products
- monitor and know how I am progressing in my learning

Novice	Apprentice	Practitioner	Expert	Master
<p>I can understand why putting effort into my learning is important. I know about my learning journey.</p>	<p>I can put effort into my learning and try different ways to improve my learning. I am able to express some elements of my learning journey.</p>	<p>I can try my best and put effort into my learning in order to improve methods, processes and products that I create. I am able to express where I am on my learning journey.</p>	<p>I can demonstrate excellence and effort within my own approach to learning. I apply strategies to help me improve the methods, processes and products that I create. I have an accurate understanding of where I am on my learning journey.</p>	<p>I can model excellence and effort to encourage others to do their best in order to collectively improve learning. I apply strategies to help me improve the methods, processes and products that I create rigorously. I have a deep, detailed understanding of where I am at in my learning journey.</p>

**Core Characteristic/Value:** I am resilient

**Sub Characteristic:** I can tolerate uncertainty

Looks, feels, sounds like:

- Clarify my understanding
- Be comfortable with discomfort
- Deal with ambiguity and different interpretations

Novice

I understand that when I don't understand something, I need to ask questions.

Apprentice

I can ask questions to clarify my understanding. I find some learning uncomfortable and unclear and know how to seek help to find solutions.

Practitioner

I can willingly ask questions to clarify my understanding. I am able to sit with discomfort and deal with uncertainty in the knowledge my actions can assist me to work towards clarity.

Expert

I can ask relevant and thoughtful questions to clarify my understanding. I am able to sit with discomfort and deal with uncertainty. I take steps towards finding solutions to ambiguity.

Master

I can assist others to ask questions to clarify collective understanding. I see discomfort and uncertainty as an opportunity for me to challenge myself. I seek solutions to overcome ambiguity.

**Core Characteristic/Value:** I am empathic

**Sub Characteristic:** I can accept and meet the needs of myself and others

**Looks, feels, sounds like:**

- show kindness by embracing the emotional and learning needs of myself and others.
- take responsibility for making inclusion.
- show how much I value others by sharing with them how their stories, opinions and experiences have shifted or added to my own stories, opinions and experiences.

Novice

I can understand that I have different emotional and learning needs to others. I can share some of my own stories, opinions or experiences.

Apprentice

I can show kindness to myself and others. I understand that people have different emotional and learning needs to others. I see the value of including others. I can show interest in the stories, opinions or experiences of others as well as share my own stories, opinions or experiences.

Practitioner

I can show kindness to myself and others by embracing our individual emotional and learning needs. I can include others. I can show how much I value others by actively listening to their stories, opinions and experiences and sharing my own stories, opinions and experiences.

Expert

I can show kindness to myself and others by embracing our differing emotional and learning needs. I can take responsibility for making sure all people are included. I can show how much I value others by sharing with them how their stories, opinions and experiences have shifted or added to my own stories, opinions and experiences.

Master

I can show care and kindness by actively embracing the emotional and learning needs of myself and others. I model what inclusion looks like for others. I can communicate how much I value others by sharing with them how their stories, opinions and experiences have shifted or added to my own stories, opinions and experiences.

**Core Characteristic/Value:** I am empathic

**Sub Characteristic:** I can show emotional intelligence

**Looks, feels, sounds like:**

- Interpret the emotions of others by understanding verbal and non-verbal communication
- Understand and communicate with others in a way that has a positive impact.
- Listen and ask meaningful questions in an appropriate way.

Novice

I can understand that people experience a variety of different emotions. I want to interact with people positively.

Apprentice

I can see that other people are expressing their emotional and learning needs verbally and non-verbally. I can interact with people positively. I can listen to others and ask them questions.

Practitioner

I can interpret the emotions others are expressing verbally and non-verbally. I can understand and communicate with others in a way that has a positive impact on them and myself. I can listen and ask meaningful questions in an appropriate way.

Expert

I can interpret the emotions others are expressing verbally and non-verbally and start to respond to this by shifting my responses. I have a positive impact on others by seeking understanding of their needs and communicating effectively with them. I can listen and ask meaningful questions that consider the needs of the person at the time.

Master

I can interpret the emotions others are expressing verbally and non-verbally and shift my responses to their needs at the time, taking into consideration my own needs. I build positive relationships with others by seeking understanding and communicating effectively. I can listen and ask meaningful questions that consider the needs of the person at the time and adjust the manner in which questions are asked within appropriate contexts.



**Core Characteristic/Value:** I am empathic

**Sub Characteristic:** I can be curious and seek perspectives

**Looks, feels, sounds like:**

- 'Placing myself in the other person's shoes' by imagining how I would feel, think and behave if I were in that situation.
- valuing the ways other people influence who I am and how I think.
- affirming the perspectives of others by acknowledging them respectfully, even if I disagree or need to challenge it.

Novice	Apprentice	Practitioner	Expert	Master
<p>I can understand that people have different experiences in life and this shapes their perspectives on the world. I identify that other people can have positive and negative impacts on my life.</p>	<p>I can understand that other people may have different opinions to me and this influences how they feel, think and behave. I can identify ways in which others influence me. I can acknowledge the perspectives of other people.</p>	<p>I can think about how someone else could be feeling by imagining how I would feel, think and behave if I were in that situation. I can acknowledge the ways other people influence who I am and how I think. I can affirm the perspectives of others by acknowledging it respectfully, even if I disagree or need to challenge it.</p>	<p>I can think about how someone else could be feeling by actively imagining how I would feel, think and behave if I were in that situation. I can value the ways other people influence who I am and how I think. I can affirm the perspectives of others by acknowledging it respectfully and can considerately discuss other opinions if I disagree or need to challenge it.</p>	<p>I can think about how someone else could be feeling by actively imagining how I would feel, think and behave if I were in that situation and change my words and actions to meet their needs, whilst considering my own. I can value and acknowledge the ways other people influence who I am and how I think. I can affirm the perspectives of others by considering it respectfully from their point of view and can considerately discuss other opinions if I disagree or need to challenge it.</p>

**Core Characteristic/Value:** I am creative

**Sub Characteristic:** I can critically question, evaluate and reflect

**Looks, feels, sounds like:**

- Apply reasoning to challenge, evaluate and extend on ideas
- Pose meaningful and relevant questions
- Critically reflect on the quality of my or the groups' work or product

Novice	Apprentice	Practitioner	Expert	Master
<p>I can ask questions to help me connect to what we are learning. I seek to ask why, how and what if as a way to engage with my creativity.</p>	<p>I can use questioning to challenge, evaluate or extend on ideas. I seek opportunities to critically reflect in order to progress in my creative approach to learning.</p>	<p>I can use logic to challenge, evaluate and extend on ideas. The questions I pose are meaningful and relevant to the concept being learnt. I ask my peers, mentors and/or learning guides to help me critically reflect on the quality of my or the groups' learning. I apply this to create more meaningful learning.</p>	<p>I can use multiple sources of evidence to challenge, evaluate and extend on ideas. I can co-construct or apply criterias on which to assess my learning. The questions I pose help me to connect to the concepts being learnt. I actively engage in critically reflecting on the quality of my or the groups' learning, creating a learning community.</p>	<p>I can use critical thinking and evidence to challenge, evaluate and extend on ideas. I can determine or apply criterias on which to assess my learning and that of others. The questions I pose are transformative and seek to delve deeply into the concepts being learnt. I model how to successfully and critically reflect on the quality of my or the groups' learning.</p>

**Core Characteristic/Value:** I am creative

**Sub Characteristic:** I can dare to be different

**Looks, feels, sounds like:**

- Take risks in my learning
- Confidently express ideas and opinions in productive ways
- Be open to exploring different perspectives to inform my own opinions and ideas

Novice

I can ask questions to help me think about new and different ways of learning.

Apprentice

I can try out new and different ways of learning. I am willing to explore different ideas to create my own.

Practitioner

I can try out new and different ways of learning, working to expand my comfort zone. I am open minded and express ideas and opinions in productive ways. I am willing to have my opinions and ideas informed by different perspectives.

Expert

I can be confident in taking risks in expressing ideas and opinions, doing so in a productive manner. I am open minded and express ideas and opinions in productive ways that encourage others in their learning. I consider different perspectives to make sense of my own.

Master

I can model the new and different ways of learning and work beyond my comfort zone. I am open minded and express ideas and opinions in productive ways that enable others to question their own opinions and ideas. I assess my opinions and ideas by considering different perspectives and evidence.

**Core Characteristic/Value:** I am creative

**Sub Characteristic:** I can play with possibilities

**Looks, feels, sounds like:**

- Experiment and be playful with my work
- Ask 'what if' to generate new and creative ideas
- Identify the interesting in the 'boring' to cultivate curiosity

Novice

I can approach learning with an open attitude which allows me to think of possibilities that need to be built upon.

Apprentice

I can approach learning by asking 'what if' questions to help create new ideas that I need to investigate or test.

Practitioner

I can use my previous experiences to inform how I approach new challenges. I can ask 'what if' questions to help broaden my perspective of a given problem, challenge or creative endeavour. I practise cultivating curiosity by experimenting with questions and ideas that I can prototype.

Expert

I can use my previous experiences to inform how I approach new challenges. I can ask 'what if' questions to help broaden my perspective of a given problem, challenge or creative endeavour. I practise cultivating curiosity by experimenting with questions and ideas that I can prototype for a particular purpose.

Master

I can show interest in any topic because I know how to ask 'what if' questions. I play with possibilities and enrich my learning through experimenting with new ideas. I view old ideas from new perspectives to drive my curiosity in any learning. I play with possibilities through prototyping, testing and iterating.

**Core Characteristic/Value:** I am collaborative

**Sub Characteristic:** I can co-construct

**Looks, feels, sounds like:**

- Recognise and encourage the blending of all team members' skills to cultivate teamwork
- Respond to, and consider thoughtfully, the offers of others to influence and strengthen ideas
- Contribute to the building of a shared vision and purpose

Novice

I can identify my skills and ways of contributing. I contribute to teamwork through the offering of ideas.

Apprentice

I can identify the vision and/or purpose of the group's learning. I work to compliment the skills or ideas of others. I may consider the ideas of others.

Practitioner

I can articulate the vision and purpose of the group's learning. I offer ideas and modifications that compliment the skills or ideas of others in order to improve the learning. I contribute to teamwork by considering all voices within the team.

Expert

I can contribute to forming the vision and purpose of the group's learning and consider individual strengths and interests of group members in order to build learning. I take on board and integrate the offers of others in order to improve the learning. I engage in teamwork by enabling and listening to all voices within the team.

Master

I can formulate the vision and purpose of the group's learning in connection to the 'big picture', taking into account the individual strengths and interests of group members. I demonstrate ideas and modifications that compliment the skills or ideas of others in order to improve the learning. I cultivate teamwork by actively involving and enabling all voices within the team.

**Core Characteristic/Value:** I am collaborative

**Sub Characteristic:** I can give and receive feedback

**Looks, feels, sounds like:**

- Being an effective critical friend by contributing to the ideas of others and consider how my own ideas might be improved
- Recognise the process of applying feedback to improve a product, including being a critical friend
- Understand and apply criteria to measure success

Novice

I can use sentence starters such as “I like the way you...” or “Even better if...” to guide my feedback in response to my peers’ work. I can receive ideas from others about how my work could be improved.

Apprentice

I can review peers’ learning and give ideas on strengths and ways it may be improved. I can listen to ideas given to me by a peer and think about how my work could be improved.

Practitioner

I can be an effective critical friend by giving and receiving feedback appropriately and productively. I highlight strengths and areas to be improved by assessing the work against a success criteria. I effectively use feedback to inform my next steps and improve my work.

Expert

I can be an active and effective critical friend by critiquing peers’ work related to the learning. I evaluate and reinforce strengths and offer alternatives. I use feedback for planning my next steps and implement that plan in order to improve my work.

Master

I can model how to positively and effectively critique peers’ work related to the learning, by identifying and reinforcing strengths and offering alternatives. I actively use feedback for planning my next steps and implement it to improve my work. I support peers in developing and implementing their next steps based on the feedback I have provided.

**Core Characteristic/Value:** I am collaborative

**Sub Characteristic:** I can make and express connections

**Looks, feels, sounds like:**

- See links between ideas, concepts or questions posed by learners
- Connect meaning between learning and 'real-world' examples or scenarios
- Convey or present individual ideas to create a cohesive group product or result

Novice

I see some links between ideas, concepts or questions posed by learners.

Apprentice

I can support individual (personal) and collective (group) relationships. I see links between ideas, concepts or questions posed by learners.

Practitioner

I can encourage individual (personal) and collective (group) relationships to form and contribute to meaningful collaboration. I connect meaning between learning and 'real-world' examples or scenarios. I see links between ideas, concepts or questions posed by learners.

Expert

I can proactively involve individual (personal) and collective (group) relationships to form and build meaningful collaboration. I connect meaning and relevancy between learning and 'real-world' examples or scenarios. I see links between ideas, concepts or questions posed by learners and can build on these in order to create a product.

Master

I can actively enable individual (personal) and collective (group) relationships to form and build positive and productive dynamics. I connect meaning between learning and 'real-world' examples or scenarios and transfer this learning into a range of different scenarios. I see links between ideas, concepts or questions posed by learners as opportunities for me to extend my knowledge and understanding.