

Adaptable LEADER



Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners take ownership of the task/problem and accept joint responsibility for achieving its goal. <input type="checkbox"/> Learners work confidently and considerately with others, willing to take the lead and adapt to different contexts fully. <input type="checkbox"/> Learners listen to and actively encourage different views with full participation and challenge for all. <input type="checkbox"/> Learners regularly review their performance independently and act on the honest and constructive feedback to improve. <input type="checkbox"/> Learners actively and willingly take on different roles on within their team to ensure that their team is making progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> I take full responsibility for the task so that we all can achieve success. <input type="checkbox"/> I work confidently and considerately with others. I am willing to take the lead and able to adapt to different situations easily. <input type="checkbox"/> I like to listen to others and am willing to ask questions to challenge myself and others so we consider different options. <input type="checkbox"/> I always review my performance independently and act on the feedback so I improve. <input type="checkbox"/> I am willing to do any role within my team to make sure progress is made and that every team member feels supported
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are aware of individual and team goals with tasks clearly allocated. <input type="checkbox"/> Learners work confidently and considerately with others and when encouraged are willing to take the lead, <input type="checkbox"/> Learners listen to and others and communicate information freely sharing different viewpoints. <input type="checkbox"/> Learners regularly review individual and team performance, honestly and constructively, identifying ways of improving. As a result learners achieve their goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am clear about my role and the tasks my team need to achieve. <input type="checkbox"/> I work confidently and considerately with others most of the time. I am willing to take the lead when encouraged and able to adapt to most situations. <input type="checkbox"/> I listen to others and I encourage others to share information so we hear different viewpoints. <input type="checkbox"/> I often review my individual and team performance to see how I/we can improve.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners make positive contributions to their team and considerately listen to others. <input type="checkbox"/> Learners are aware of their roles and can independently decide on actions needed. <input type="checkbox"/> Learners are sometimes able to reflect on their performance but need support to identify specific improvements. <input type="checkbox"/> Learners sometimes need support so that the team achieves its goal. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make positive contributions to my team and considerately listen to others. <input type="checkbox"/> I am aware of my role within the team and can independently decide on actions I need to achieve. <input type="checkbox"/> I sometimes can adapt to different situations. <input type="checkbox"/> Sometimes I reflect on my performance but need help to identify specific improvements. <input type="checkbox"/> I need some support to make sure our team is successful.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to make contributions to the team when encouraged and are sometimes able to listen to others. <input type="checkbox"/> Learners may prefer to work on their own and only pass on information when requested to do so. <input type="checkbox"/> Learners may be unsure of how to resolve disagreements and break down roles and responsibilities to achieve common goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to make contributions to the team when encouraged to do so. <input type="checkbox"/> I sometimes listen to others but prefer to work on my own. <input type="checkbox"/> I pass on information when I am asked to do so. <input type="checkbox"/> I am not sure how to solve problems and need help to see what I need to do to complete my role.

ANALYTICAL *thinker*



Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can confidently ask questions to extend their thinking and challenge assumptions. <input type="checkbox"/> Learners can independently explore issues, events or problems in detail from a range of different perspectives. <input type="checkbox"/> Learners are able to independently gather and process information to solve complex problems and make decisions. <input type="checkbox"/> Learners can independently analyse and evaluate information critically judging its relevance and value. 	<ul style="list-style-type: none"> <input type="checkbox"/> I confidently ask questions to deepen my understanding and challenge assumptions. <input type="checkbox"/> I can independently explore issues, events or problems from lots of different viewpoints in detail. <input type="checkbox"/> I can gather and understand information independently to solve complex problems and make decisions. <input type="checkbox"/> I can independently analyse information critically and judge how valuable or relevant it is.
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can ask questions to extend their thinking and can start to challenge assumptions. <input type="checkbox"/> Learners can explore issues, events or problems from a range of different perspectives. <input type="checkbox"/> Learners are able to gather and process information to solve problems and make decisions. <input type="checkbox"/> Learners can analyse and evaluate information judging its relevance and value. 	<ul style="list-style-type: none"> <input type="checkbox"/> I ask questions to deepen my understanding and sometimes challenge assumptions. <input type="checkbox"/> I can explore issues, events or problems from a range of different viewpoints. <input type="checkbox"/> I can gather and understand information independently to solve complex problems and make decisions. <input type="checkbox"/> I can analyse information and judge how valuable or relevant it is.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can ask questions to extend their knowledge. <input type="checkbox"/> Learners can consider issues, events and problems more than one viewpoint. <input type="checkbox"/> Learners can gather information to understand problems to make decisions. <input type="checkbox"/> Learners can make judgments about the value and relevance of information. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions to extend my knowledge. <input type="checkbox"/> I can consider issues, events and problems from more than one viewpoint. <input type="checkbox"/> I can gather information to understand problems so that I can make decisions. <input type="checkbox"/> I can make judgments about the value and relevance of information.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can answer questions when prompted to extend their knowledge. <input type="checkbox"/> Learners with support can consider issues, events and problems and make comments. <input type="checkbox"/> Learners with support can gather information to understand problems to make simple decisions. <input type="checkbox"/> Learners with support can make simple judgments. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can answer questions when prompted to extend my knowledge. <input type="checkbox"/> I can look at an issue, event or problem and make comments with support. <input type="checkbox"/> I can gather information with help to understand a problem so I can make a simple decision. <input type="checkbox"/> I can make simple judgments with support from others.

Creative INITIATOR

Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to think creatively by generating and exploring a range of different ideas. <input type="checkbox"/> Learners are able to ask challenging questions to extend their thinking and question assumptions. <input type="checkbox"/> Learners are able to connect their own and others ideas in inventive ways to find solutions. <input type="checkbox"/> Learners are able to try out alternatives and consistently adapt ideas as circumstances changes. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to think creatively by generating and exploring a range of different ideas. <input type="checkbox"/> I am able to ask challenging questions to extend my thinking and question assumptions. <input type="checkbox"/> I am able to connect my own and others ideas in inventive ways to find solutions. <input type="checkbox"/> I am able to try out alternatives and adapt ideas as circumstances changes.
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to think creatively by generating and exploring a number of ideas. <input type="checkbox"/> Learners are able to ask questions to extend their thinking. <input type="checkbox"/> Learners are able to connect their own and others ideas in order to find solutions. <input type="checkbox"/> Learners are able to try out alternatives and follow an idea through. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to think creatively by generating and exploring a number of ideas. <input type="checkbox"/> I am able to ask questions to extend my thinking. <input type="checkbox"/> I am able to connect my own and others ideas in order to find solutions. <input type="checkbox"/> I am able to try out alternatives and follow an idea through.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to think of and explore a few different ideas. <input type="checkbox"/> Learners are sometimes able to ask questions to extend their thinking. <input type="checkbox"/> Learners make attempts to connect their own and others ideas in order to find solutions. <input type="checkbox"/> Learners are able to consider an alternative or new solution. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to think of and explore a few different ideas. <input type="checkbox"/> I am sometimes able to ask questions to extend my thinking. <input type="checkbox"/> I attempt to connect my own and others ideas in order to find solutions. <input type="checkbox"/> I am able to consider an alternative or new solution.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to think of and explore an idea. <input type="checkbox"/> Learners with support are able to ask questions to extend their thinking. <input type="checkbox"/> Learners can explain their own ideas and with support can find solutions. <input type="checkbox"/> Learners with support are able to consider an alternative or new solution. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to think of and explore an idea. <input type="checkbox"/> I am able to ask questions to extend my thinking with support. <input type="checkbox"/> I can explain my own ideas and with support can find solutions. <input type="checkbox"/> I am able to consider an alternative or new solution with support.

Effective COMMUNICATOR

Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to express complex ideas effectively and communicate information appropriate to the audience. <input type="checkbox"/> The quality of communication shows an excellent understanding of language and is highly accurate. <input type="checkbox"/> A wide range of sources have been used to make reasoned judgements and present appropriate conclusions. <input type="checkbox"/> Presentation skills are excellent, delivered confidently with flair. <input type="checkbox"/> Learners take ownership of their work and review and improve their communication to ensure it is suitable for the audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can express complex ideas effectively and communicate information. <input type="checkbox"/> I am clear about my audience and able to use appropriate media. <input type="checkbox"/> The quality of my language is excellent with accurate SPAG. <input type="checkbox"/> I use a wide range of sources and am able to justify my arguments and present appropriate conclusions. <input type="checkbox"/> I have excellent presentation skills and display confidence. <input type="checkbox"/> I take ownership of my work and can independently review and improve my communication to make sure it is highly suitable.
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to express ideas clearly and communicate information to a selected audience. <input type="checkbox"/> The quality of communication is good and SPAG is mostly accurate. <input type="checkbox"/> A range of sources are used to make judgements and present conclusions. <input type="checkbox"/> Presentation skills are well developed showing confidence. <input type="checkbox"/> Learners can independently review and make improvements to their work to ensure the communication is clear. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to express ideas clearly and communicate information. <input type="checkbox"/> I am aware of my audience and can select and use an appropriate media. <input type="checkbox"/> The quality of my language is good and my SPAG is mostly accurate. <input type="checkbox"/> I use a range of sources to make judgements and present conclusions. <input type="checkbox"/> My presentation skills are good and I show confidence. <input type="checkbox"/> I can independently review and make improvements to my work to improve my communication.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are able to express ideas clearly and communicate information adequately to a selected audience. <input type="checkbox"/> The quality of communication is mostly accurate but guidance is needed to ensure relevant. <input type="checkbox"/> A range of sources are used to make judgements and present conclusions. <input type="checkbox"/> Presentation skills are secure showing some confidence. <input type="checkbox"/> Learners are sometimes able to reflect on their communication but need support to identify specific improvements. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am able to express ideas clearly and communicate information adequately. <input type="checkbox"/> I need support from my teacher to agree which media is appropriate. <input type="checkbox"/> The quality of my language is mostly accurate but I need help to ensure it is relevant. <input type="checkbox"/> I use some sources to make judgements and present conclusions. <input type="checkbox"/> My presentation skills are secure and I can show confidence at times. <input type="checkbox"/> I am sometimes able to review my communication but need support to do it well.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners can express ideas to others and present information in an agreed format. <input type="checkbox"/> The quality of communication is basic with some accuracy but guidance is needed to structure ideas and ensure all writing conventions are secure. <input type="checkbox"/> Learners use some sources to make basic judgments and draw a simple conclusion. <input type="checkbox"/> Learners present ideas verbally but lack confidence. <input type="checkbox"/> Learners need specific guidance on how to improve their communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can express ideas to others and present information with guidance from my teacher. <input type="checkbox"/> My language is basic and I need help to structure my ideas and use good SPAG. <input type="checkbox"/> I use some sources can form a basic argument and draw a simple conclusion. <input type="checkbox"/> I attempt to present my ideas verbally but lack confidence and preparation. <input type="checkbox"/> I need help on how to improve my communication to ensure it is clear.

Independent ORGANISER

Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are willing to take risks and seek out new challenges whilst taking personal responsibility. <input type="checkbox"/> Learners can set and work towards achieving personal goals, showing initiative and perseverance. <input type="checkbox"/> Learners can independently organise time and resources, prioritising actions as appropriate <input type="checkbox"/> Learners can reflect on their learning and modify goals showing flexibility when priorities change. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am willing to take risks and seek out new challenges and take personal responsibility for my actions. <input type="checkbox"/> I can independently set goals and persevere to achieve them. <input type="checkbox"/> I can independently organise my time and resources to prioritise actions I need to take. <input type="checkbox"/> I can reflect on my learning and modify my goals when priorities change, showing flexibility.
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners on occasions take risks and seek out new challenges to develop themselves. <input type="checkbox"/> Learners can set and work towards achieving personal goals, showing initiative and perseverance most of the time. <input type="checkbox"/> Learners use their time well and can decide on what action needs to be taken to achieve their goals. <input type="checkbox"/> Learners can reflect well on their learning and their goals making changes if needed to improve further. 	<ul style="list-style-type: none"> <input type="checkbox"/> On occasions I take risks and seek out new challenges to develop myself. <input type="checkbox"/> I can set and work towards my goals showing perseverance most of the time. <input type="checkbox"/> I use my time well and can decide on what action needs to be taken to achieve my goals. <input type="checkbox"/> I can reflect well on my learning and goals making changes if needed to improve further.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are willing to get involved in all activities, including those which they are less comfortable in. <input type="checkbox"/> Learners are able to set their own goals and work well towards achieving them. <input type="checkbox"/> Learners can organise time and resources, agreeing on actions that need to be taken. <input type="checkbox"/> Learners can make constructive comments and reflect on their learning making changes where necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am willing to get involved in all activities including on occasion those which are outside my comfort zone to push myself. <input type="checkbox"/> I am able to set my own goals and work well towards achieving them. <input type="checkbox"/> I can organise my time and resources, deciding on actions I need to take. <input type="checkbox"/> I can make constructive comments and reflect on my learning making changes where necessary.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are willing to get involved in some activities which they feel comfortable with. <input type="checkbox"/> Learners can work towards achieving goals set by the teacher. <input type="checkbox"/> Learners use their time well, with guidance, on what action needs to be taken. <input type="checkbox"/> Learners can make constructive comments and reflect on their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am willing to get involved in some activities which I feel comfortable with. <input type="checkbox"/> I work towards achieving goals set by my teacher. <input type="checkbox"/> I use my time well but need some guidance on what action needs to be taken. <input type="checkbox"/> I can make constructive comments and reflect on my learning.

RESILIENT *Learner*

Threshold	Teacher rubric	Student rubric
Applying	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are dedicated and focused on achieving their aim/goal. <input type="checkbox"/> Learners deal with and overcome setbacks/obstacles easily and are not fazed by this. <input type="checkbox"/> Learners maintain high levels of effort, energy and composure when under pressure at all times. <input type="checkbox"/> Learners have a can-do attitude and self-belief to achieve success. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am always focused on what I need to do and for what reason. <input type="checkbox"/> I can deal with problems very well when they happen and come up with solutions. <input type="checkbox"/> I always try my hardest and never give up even when I am under pressure. <input type="checkbox"/> I have a can-do attitude and have self-belief in whatever I do.
Working Independently	<ul style="list-style-type: none"> <input type="checkbox"/> Learners are dedicated and focused, almost all the time, when working to achieve their aim/goal. <input type="checkbox"/> Learners work well when dealing with setbacks/obstacles and try their hardest to try and overcome them. <input type="checkbox"/> Learners have good levels of effort, energy and composure and usually work well under pressure. <input type="checkbox"/> Learners mostly demonstrate a can-do attitude with self-belief. 	<ul style="list-style-type: none"> <input type="checkbox"/> I work hard and try my hardest to be focused most of the time and I know what I need to do and why I am doing it. <input type="checkbox"/> When problems happen I don't give up, I just keep focused on sorting them out. <input type="checkbox"/> I work hard and try my best even when under pressure. <input type="checkbox"/> I usually have a can-do attitude and have self-belief in what I do.
Developing Independence	<ul style="list-style-type: none"> <input type="checkbox"/> Learners manage to stay dedicated and focused for the majority of time when trying to achieve their aim/goal. <input type="checkbox"/> Learners use different tools/methods to work at overcoming any setbacks/obstacles that may arise. <input type="checkbox"/> Learners work well to maintain good levels of effort and energy consistently with some level of composure. <input type="checkbox"/> Learners find working under pressure a challenge that they attempt but may lack self-belief or a can-do attitude at times. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can focus for most of the time, but need some reminders about what I am doing and why I am doing it. <input type="checkbox"/> When problems happen I need to seek support from my teacher, peers and other resources to help me try and solve it. <input type="checkbox"/> I try hard to keep working hard throughout the lesson but find working under pressure hard. <input type="checkbox"/> Sometimes I lack self-belief or a can-do attitude.
Working with support	<ul style="list-style-type: none"> <input type="checkbox"/> Learners try to stay dedicated and focused for periods of time when trying to achieve their aim/goal. <input type="checkbox"/> Learners try to overcome any setbacks/obstacles that arise but find this difficult. <input type="checkbox"/> Learners can have average levels of effort and energy for some periods of time, and try to maintain this when under pressure. <input type="checkbox"/> Learners may not have a can-do attitude or self-belief in what they are doing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I try and focus on the task for some of the lesson but need reminding about what I am doing and why I am doing it. <input type="checkbox"/> I find it hard to solve problems when they happen and need help with this. <input type="checkbox"/> I could sometimes try harder to put more effort into my work, with a can-do attitude.



Activity	Teacher	Summary	Assessed Skill 1	Assessed Skill 2
Bushcraft	Will Mitchell	To create an informative 'youtube' clip on wilderness survival	Creative Initiator	Adaptable Leader
College Readiness	Ellen Boucher	To ensure students are ready for the social and logistical aspects of College	Resilient Learner	Independent Organiser
Empow	Darren Nicholas	To focus and create one aspect of future technology	Analytical Thinker	Resilient Learner
Healthy Living	Jared Hatch	To learn about active and healthy lifestyles and design a nutritious meal	Adaptable Leader	Analytical Thinker
Service Learning	Leada Sarram	To assist in the 'Little Brothers' Program	Independent Organiser	Effective Communicator
Shark Tank	Helen Staniland	To create and pitch a new and innovative product	Effective Communicator	Creative Initiator