Learnlife Impact Rubric

tracking and assessing the impact of growth in lifelong learning capabilities: **Self-Responsibility**

Summary: self-responsibility proficiency				
very limited *self-responsibility* capability observed	low *self-responsibility* practices evident	moderate *self-responsibility* capability, growing indicators	proficient *self-responsibility* capability in evidence, strong growth trajectory	high proficiency in *self-determined* capabilities consistently in evidence
pre phase: little self-responsibility evident	**low self-responsibility**	**emerging self-responsibility**	**self-responsibility a strength**	**high proficiency in self-responsibility**
basic lack of understanding of the concept of taking responsibility for learning or the potential to contribute positively to wider challenges or groups	some indications that taking ownership and responsibility for learning is important; inconsistence in living this; low awareness of how to contribute to the growth of a positive learning culture	willingness to take responsibility for learning; willingness to support others to learn; interest in the idea of creating a stronger impact in global challenges	demonstrates strong responsibility for learning and using that learning in positive ways; clearly respects other people and their viewpoints, learning from different interactions	demonstrates very high levels of respect for all, recognising the importance that flows from owning responsibility for contributing positively to a strong learning culture
limited ability to complete tasks to a reasonable standard, let alone completing tasks at all; reluctant to put in the effort to improve	early stages of understanding what it means to take responsibility for one's own learning; still viewing failures as a difficulty rather than an opportunity to learn	signs that there is growing recognition of the concept of taking responsibility in learning; an emerging understanding of the potential for an individual to make a positive impact	takes full responsibility for their learning and looking for ways to work with others to create an impact in the wider environment; successes and failures now motivate more than frustrate	outstanding not only in terms of taking responsibility for their own learning, but also in the quality and extent of related output; uses both successes and failures as an impetus for deeper learning
views learning as a low priority; takes limited if no responsibility for learning, forcing the learning guide to always be the initiator	largely dependent on others to take the lead in the learning process; clearly communicating learning is not an immediate strength	as the level of self-responsibility for learning increases, so does the ability to share understandings and insights	self-responsibility within the learning process is very evident, as is the awareness that learning should lead to increased social action	understands the importance of communicating the potential positive outcomes from their learning and uses multiple channels to do so
effectively zero self-awareness in terms of taking responsibility for own learning or the negative impact they might be having on other learners; requires constant attention	low self-awareness in relation to self-responsibility contributes to an ongoing reliance upon adults; little clear connection between learning and positive character traits	self-awareness is accelerating because the connections between positive character traits and growing self-responsibility are being understood at deeper levels	a strong sense of responsibility for both their own learning capability, as well as being a positive influence in collaborative contexts and wider communities, an empowering personality	very self-aware, especially of the connections between one's character traits and the potential to be a positive role model; self-responsibility leads to being a clearly positive influence on those around

is careless with words and often irresponsible with actions; unwilling to make changes or adjustments in order to develop interests or grow capabilities with regard to learning.	not very mindful of their impact on others, but can recognise instances where they are responsible for specific challenges; does not readily connect actions and words with impacting depth in learning	growing indications of self-responsibility and the choices made individually; more careful to moderate words and actions to be a positive contributor to teams and when considering the wider needs of a community	clear ownership of the responsibility for learning; this is evidenced in actions and words; takes opportunities to use learning as a step towards greater responsibility for wider community challenges	very visibly takes responsibility for their own actions and words, especially as they affect the learning environment and culture; chooses to use learning for the good of others or society at large
very limited ability to connect any learning process or outcome to an wider issue; lack of any evident interest in wider social or global interests	low understanding of connecting one's own learning to wider issues; the reliance on others in the learning process lowers any potential wider impact	emerging awareness of the potential of greater self-responsibility for learning being able to contribute to making a potentially positive impact elsewhere	clear sense of responsibility when it comes to advancing own learning and using strength in learning to make a positive impact in the community	one obvious outcome of the personal learning journey is a strong desire to use that learning to positively address local, regional and global challenges
instinctively seems to challenge perspectives that don't agree with personal viewpoints; general irresponsibility with owning actions and impact	listening to and understanding the perspectives of others is not strong; learning is still mainly viewed from the lens of the impact on self, not others	with growing self-responsibility there is willingness to listen to the perspectives of others and find collaborative solutions to diverse challenges	obvious strengths in listening to the divergent views of people, and using this to grow a sense of collective responsibility to find solutions to a range of issues	a strength of the high level of responsibility is that this leads to a high capacity to listen to other perspectives and to draw thought leaders together
little appreciation for opportunities at hand; general disregard for self-improvement or taking responsibility for most aspects of their learning; willing to disrupt others	in most contexts still locked into a narrow view of learning and its benefits; not yet thinking of the connections between learning and opportunities to make a difference	increasing understanding of what self-responsibility in learning means and as a result growing an awareness of a wider range of possibilities for self and others	a strong sense of responsibility in learning leads to initiating activities where many are activated to work together on some larger societal or global goals	very aware of the positive opportunities gained by taking responsibility for learning; holds a strong desire to advocate for and empower others to experience the same
limited real understanding of a range of social and global issues; limited evidence of connecting individual choices to wider challenges	little evidence of a sense of responsibility that could lead to more creative problem-solving skills; the scope of focus in general is narrow	a growing interest in learning about and contributing to finding creative solutions to diverse challenges	strength as an advocate and negotiator, arising from a clear sense of self and collective responsibility to tackle wider societal and global issues	high level negotiation skills, especially when used to create and implement solutions to regional or global challenges