

FOUNDATIONS

Overall traits	Individual projects	Collaborative projects
<p>This stage is best for people who:</p> <ul style="list-style-type: none"> ● Get stuck maintaining focus or motivation throughout a task, benefit from guidance to keep it up ● Might have great ideas, but you have a hard time making them a reality ● Are unsure what you want to learn or how to learn it best ● Often work better with the support of a learning guide ● Find it challenging to identify their strengths and how to apply them ● Benefit from coaching in order to set goals <p>You will see me...</p> <ul style="list-style-type: none"> ● Staying focused when there is a learning guide there to support me ● Losing focus or delaying getting started due to phone usage, movement around the space or chatting. ● Not seeing the point in working with others or spending time building community ● Struggling to start tasks or seeing them through to completion ● Not wanting to document my learning or unsure how to reflect on my learning ● Producing Foundations level outputs and learning journals 	<ol style="list-style-type: none"> 1. When I feel blocked, I rarely look for support to get back on task. 2. My learning reflections are superficial and short - even when provided support. 3. My work is often brief or incomplete. The decisions I make about planning and work space often result in not getting work done. 4. I am not sure what to say when asked to reflect on my learning process. 5. I have difficulty explaining why I am working on something or what I want to learn. 	<ol style="list-style-type: none"> 1. My role and contributions to the group are difficult to see. My participation in problem-solving was low. 2. I often struggle to understand or meet group expectations of others. As a result, group collaboration often feels uninteresting and challenging to join. Sometimes I am isolated, or in conflict with others. 3. My work is incomplete or hasn't met the guidelines. 4. I have only gathered superficial information about the topic I am working on. 5. I have difficulty collaborating effectively in a group.
	You will see in the learner's well-being	
	<ol style="list-style-type: none"> 1. I sometimes struggle to identify my own emotions and the emotions of others. 2. Some of my past experiences with learning mean that I often feel defensive, controlled, embarrassed, judged, insecure, or guilty in learning situations. 3. The ways I use my technology becomes a major distractor for starting and finishing tasks. 4. I am not comfortable asking for and getting support in order to improve the quality of my learning. 5. Feedback is uncomfortable for me. 6. It's hard to balance my needs and the impact of my actions on the social well-being of the community. 	

GUIDED

Overall traits	Individual projects	Collaborative projects
<p>This stage is best for people who:</p> <ul style="list-style-type: none"> ● Are growing their ability to get work done on their own ● Benefit from structure in the beginning so they know how to get started ● Are familiarizing themselves with different learning methods and ways of thinking ● Are beginning to reflect on how they learn and the process of learning ● Are starting to make good choices about who they work with and where they work ● Benefit from having clear instructions, shorter more focused tasks, and regular learning guide support. <p>You will see me...</p> <ul style="list-style-type: none"> ● Organizing my time into short bursts of work ● Starting to have conversations about how I learn and the choices I make ● Asking for help when I need it ● Making learning goals and plans to achieve them ● Paying attention to instructions and asking questions when I need clarification ● Researching and finding tools or experts who can help me to get unstuck ● Communicating why I am doing or learning something ● Explaining my impact on others and the community ● Producing Guided level products and learning journals 	<ol style="list-style-type: none"> 1. I often seek resources or ask for help when I come across an obstacle and apply suggestions provided. 2. My reflections tend to be superficial and short unless given structured questions. In my reflections, I include information about how I navigated challenges and blockages. 3. I can complete work in short bursts of time but often need support to create a plan for complex tasks. 4. My work meets the minimum expectations. 5. Sometimes I choose a workstation that will help me manage distractions and complete my work. 6. With supporting questions and guidance, I am able to share "why" I am learning what I am learning and how it is helping me grow. 	<ol style="list-style-type: none"> 1. I have evidence of taking initiative in the team, and looking for ways to add or develop my skills. 2. I can clearly explain my role in the project, and I can show evidence of where I have added value to the team. 3. When there are problems in the group, I often look for resources and support in order to resolve them. 4. I can plan some work sprints but I need the support of an LG or other people in the group to plan for bigger tasks that help us meet expectations. 5. I can demonstrate some understanding of complex topics 6. I generally complete the tasks that I am responsible for in the group. 7. Most of my interactions with my peers, mentors, and guides are positive.
	<p>You will see in the learners' well-being</p>	
	<ol style="list-style-type: none"> 1. I am able to identify, understand and name my own emotions and empathize with those of others. 2. I recognize how my emotional state influences my learning process, and I can search for tools and resources that can support me to navigate them. 3. I am aware of the impact of technology on my learning, but I sometimes struggle to manage it as a distractor. 4. The positive relationships I have developed allow me to improve the quality of my 	

	<p>projects/learning (ask for feedback, collaborate in projects, etc).</p> <ol style="list-style-type: none"> I recognize feedback as a growth opportunity. I understand how my actions impact the social wellbeing of the community.
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INDEPENDENT

Overall traits	Individual projects	Collaborative projects
<p>This stage is best for people who:</p> <ul style="list-style-type: none"> Are familiar with different learning methods and thinking models Are ready to transition from a focus on executive functioning skills to project management skills Are beginning to practice designing learning experiences on their own Are motivated, ready to learn, and excited for deeper learning Make effective choices for who they work with, where they work, and how they learn best. <p>You will see me...</p> <ul style="list-style-type: none"> Positively participating in all learning experiences Staying focused and using my time wisely during peer-to-peer and independent learning Talking about how I learn best, my learning needs, and how I am improving as a learner Asking for feedback without prompting so I can improve my process and final products Facilitating learning experiences for others. Using different project templates to co-create learning experiences 	<ol style="list-style-type: none"> I handle blockers/obstacles with perseverance, problem-solving both through asking for support and being creative on my own. I reflect on my learning process in a way that shows understanding of my emotional state/wellbeing. I react constructively to questions prompting me to find strategies to overcome or prevent disruptive emotional states. I set specific and relevant goals with timelines and clear tracking of progress using a tracking tool. I consistently complete quality, iterated outputs on time. 	<ol style="list-style-type: none"> I can explain in detail how my particular contributions and skills have added to the overall experience. I can explain how I contribute to the motivation of the team and help to address challenges and obstacles. I recognize how these experiences help me grow my understanding of how to work effectively in groups. I select project management tools that are appropriate for me, and I understand my role and responsibilities. I consistently achieve the goals that I am responsible for in my group. I demonstrate a clear understanding of the topic and its complexities. I identify the connection between the goals and the tasks of the projects. I co-create goals that suit my learning needs and are relevant for me.
	You will see in the learners' well-being	
	<ol style="list-style-type: none"> I understand, express and manage my own emotions according to the context I'm 	

- Collaborating with others to make a positive difference in the world
- Producing Independent level outputs and learning journals.

- in.
2. I identify and manage the impact of the actions of others on my emotional wellbeing.
3. I make healthy choices around my use of technology in a way that benefits my learning process and outputs.
4. I maintain positive relationships with peers, guides and others, comfortably asking for support and feedback.
5. I appreciate and implement feedback in order to grow.
6. I actively contribute to the social wellbeing of the community (I create opportunities for collaboration, I create a safe space for growth and opportunities for others).

AUTONOMOUS

Overall traits	Individual projects	Collaborative projects
<p>This stage is best for people who:</p> <ul style="list-style-type: none"> ● Know what they want to learn, how they want to learn it, and where and when they learn best. They can actively do this with very little support ● Pull resources as needed—organizing conversation with experts in the field, planning field work, and accessing high-level learning content ● Are extremely motivated and passionate about learning ● Are ready for advanced project management tools ● Are actively trying to make a positive contribution in the culture of Learnlife and the larger community ● Are excited about facilitating learning and mentoring others <p>You will see me...</p> <ul style="list-style-type: none"> ● Deeply enjoying learning and actively talking about my learning and my choices with ease and sophistication ● Working productively during long stretches of time and demonstrating evidence of deeper learning ● Designing my own learning experiences, finding the resources I need for them, and designing my own schedule ● Reflecting, asking for feedback, iterating, and overcoming obstacles on my own ● Mentoring or facilitating learning experiences for others ● Using different learning methods and thinking models to learn effectively ● Collaborating with others to create systemic change in the world ● Producing Autonomous level outputs and learning journals 	<ol style="list-style-type: none"> 1. I handle blockers and problems with confidence, persistence, and innovation. 2. I reflect on my process in a way that shows evidence of deep understanding of my emotional state/wellbeing, as well as strategies implemented that overcame or prevented disruptive emotional states. 3. I plan realistic short and long term projects and goals using effective tools and track my progress independently, anticipating blockers. 4. I motivate myself. 5. I always choose a space and time that works best for me to work from those available to me. 6. I consistently create high-quality, iterated, personally meaningful outputs on time. 	<ol style="list-style-type: none"> 1. I can explain with details about how my particular contributions and skills have added to the overall experience. 2. I ensure the team has a plan, predict possible blockers and, when they surface, I take a variety of steps to address them collaboratively, effectively and smoothly. 3. I support all the group members to do their best and collaborate effectively. 4. I demonstrate a deep understanding of the topic and its complexities. 5. I have evidence of playing different roles in teams including taking the lead. 6. I take feedback into account when considering how I will plan my learning process.
	You will see in the learners well-being	
	<ol style="list-style-type: none"> 1. I understand, express, manage and incorporate my own emotions in my learning. 2. I support and boost the emotional wellbeing of others. 3. I consistently make healthy choices around my use of technology in ways that benefit my learning process and outputs. 4. I use my positive relationships to create opportunities for meaningful collaboration. 5. I proactively seek, appreciate, and implement feedback in order to grow. 6. I am a pillar to the social wellbeing of the community by bringing a positive attitude towards collaboration and creating a safe environment for me and others to grow. 	

