

Learnlife Impact Rubric

tracking and assessing the growth in lifelong learning capabilities: **Learner Agency**

Summary: Learner Agency proficiency				
very limited <i>learner agency</i> capability observed	low <i>learner agency</i> practices evident	moderate <i>learner agency</i> , growing indicators	proficient <i>learner agency</i> in evidence, strong growth trajectory	high proficiency in <i>learner agency</i> consistently in evidence
pre phase: little desire for learner agency evident	low self-selected agency as a learner	emerging self-selected agency as a learner	the choice in agency as a learner a strength	high proficiency in agency as a learner
an essentially absent understanding of agency and a reliance on others to steer and direct the learning	a low understanding of learner agency is matched with a reluctance to try new approaches	strengthening ownership of their own learning and a willingness to take it in new directions	a strong and evident ability to take up agency in learning and to use this to positive effect	learner agency is fully revealed in this learner as they self-determine all aspects of their learning
a very limited ability to verbalise their learning or any motivation to learn, results in a struggle to complete tasks or to understand new learning	an undeveloped capacity to articulate purpose in learning or link that to any growth path as a learner, prevents a wider understanding of agency	a growing ability to articulate the purpose of learning and specifically the purpose behind the choices they are making in relation to their learning	a clear ability to talk about their learning and explain how their agency in the process has empowered them to new levels of competence and creativity	outwardly shares their understanding of what they are learning, why they are learning and how they take responsibility to conduct that learning; an inspiration
very passive in their approach to learning, largely the outcome of previous school experiences; and an ongoing reluctance to switch to any active role	a clear preference for passivity as a learner likely connected to previous experiences of school; ongoing reluctance to change approaches	growing evidence that the learner is switching from a passive approach which has relied on others to push, now choosing to be a more active participant	the learner has firmly switched from any passive approach to learning, taking up offered agency; now highly active in the directions they are choosing	epitomises an active approach, consistent in all areas, as distinct to any passive mindset in relation to determining the direction of their learning
choice in learning is a foreign concept; the learner needs extrinsic motivators and limits output to the bare minimum	embedded reliance on teacher-directed learning is more dominant than appreciating the different possibilities of choice	a growing appreciation of the opportunities created by being given choice	has made, and enacts, the strong connection between agency and choice	an appreciation of the choices that high levels of agency creates, motivating even deeper levels of engagement
a very limited understanding of self-efficacy and an unwillingness to take any real agency in their learning	demonstrates little confidence or self-belief in potential growth from greater learner agency	emerging self-belief is enabling a willingness to take greater agency in learning to positive effect	an evident strong sense of self-efficacy; no longer doubting own capacity or abilities	really strong self-efficacy matches the clear agency to create a deeply positive impact in many contexts
a very limited understanding of 'self' leads to recurrent an unwillingness to change	low self-awareness linked to a reluctance to reflect on learning as a choice	growing self-awareness is clearly helping the learner to appreciate greater agency	a strong self-awareness supports the desire to take full agency in learning	outstanding self-awareness undergirds all decisions and learning directions

struggles to set any viable learning goals, with a result that they are constantly finding it challenging to meet even reasonable expectations of learning	largely relies on others to set any real learning goals; low ownership of the need to grow as a learner and take up greater responsibility and agency in learning	emerging and encouraging signs of creating meaningful and viable goals for learning is gradually strengthening the potential for greater agency	the learner's journey demonstrates a clear ability to find what is needed for their learning ambitions and to follow this up with actions that lead to achieving goals	an outstanding ability to set goals, often based on a higher purpose, and use the agency afforded them, in turn leading to increasing levels of positive impact
no real ability to co-construct any aspect of learning; very reliant on others to push the learning	low ability to suggest pathways to improvement as a learner; does not readily understand agency	increasing levels of agency enable the learner to more confidently co-construct the desired learning pathway	a high understanding of agency in learning enables confident self-construction of learning pathways	a profound commitment to their own agency in learning has established very strong lifelong learning capabilities
with very limited learner agency, still very reliant on being told what to do, learn or manage	expects to be given material and content to learn; low ability to find information, knowledge or solutions without direct guidance, as this is the model of prior experience	the learner is developing effective methods to engage more in the knowledge that they seek to gain and understand, with less need to be given or directed to content	strong agency is evidenced in a clear ability to find the required knowledge, skills and learning to thrive as a learner	has an outstanding ability to find and acquire the knowledge, skills and experiences necessary to meet any goals or challenges set by themselves or others
an inability to look at viewpoints from different perspectives highlights the largely absent understanding of agency	fairly linear in thinking skills, unable to appreciate divergent perspectives or see any connection with taking greater responsibility	increasing skills to look at issues or challenges from multiple angles and to present creative ways of addressing these	taking up the opportunities that strong agency affords enables strengths in understanding divergent viewpoints	readily capable of looking at complex challenges from multiple perspectives and suggesting a range of responses to such issues
very reliant on others (especially Learning Guides) to provide repeated instructions	has difficulty self-planning any learning pathway; still largely reliant on others to do this or direct	growing a stronger sense of agency is enabling a greater capacity to plan ahead with their learning	the learner is fully capable of engaging strategically in their learning, with obvious positive outcomes	displays very high levels of strategic insight as a result of the deeply embedded agency taken in learning
struggles to understand concepts, so displays a very limited ability to apply any learning to different areas	requires close instruction to be able to transfer learning to new contexts; low levels of agency hinder any real growth in this respect	the learner is growing the ability to transfer their learning to new areas and to apply their understanding to address new challenges	high agency leads to a natural transfer of learning into multiple arenas; this pattern occurs as a natural outcome to deep learning	an outstanding ability to transfer or apply learning to new areas of thinking or innovation, the direct result of strong take up of agency
largely fails to make any connection between offered agency and the potential to enjoy new areas of learning; very reliant on external pressure	low interest in taking greater agency in learning, reinforced by previous experience in avoiding greater responsibility for learning; often misinterprets agency as being connected to voicing complaints or opposition	emerging signs of appreciating the ability to act by themselves as a result of an increasing willingness to take responsibility and ownership of their learning; growing confidence in finding and sharing their 'voice'	the learner is taking up the responsibility and opportunity to fully own their learning, recognising they have the power to act and influence the direction of their learning in multiple ways; they display a strong and authentic voice	a highly developed sense of agency as a learner constantly underscores a willingness to act, not only to their own benefit, but for the benefit of others in local, societal or global spheres of influence

