



Learnlife Impact Rubric

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

Summary - self-directed proficiency				
very limited Self-Direction capability observed	low Self-Direction practices evident	moderate Self-Direction capability, growing indicators	Proficient Self-Direction capability in evidence, strong growth trajectory	High proficiency in Self-Direction capabilities consistently in evidence
Pre Phase: little Self-Direction	Low Self-Direction	Emerging Self-Direction	Self-Direction a strength	High Self-Direction
Learner presents as unmotivated and frequently finds settling down or focusing on a task a challenge	Learner needs an authority-figure to give them explicit directions on what to do, how to do it, and when.	Learner can show interest and motivation in a subject or topic.	Learner has skill and knowledge and see themselves as co-creators of their own learning.	The self-directed learner can independently set their own goals and standards. They can find experts, organisations and other resources to pursue these goals.
Learner resists direction from a Learning Guide in many contexts. Learner will often mask their limitations as a learner in behaviours that distract or are disruptive to other learners.	Learner is dependent on Learning Guides delivering content and the learner passively relies on the Learning Guide who 'makes' them learn.	Learner responds to different instructional techniques and can be quite motivated.	Learner will explore a topic or subject with appreciating good guidance. With increasing confidence and an awareness of how they are learning, they will explore topics on their own.	A highly proficient self-directed learner is able to take responsibility for their learning, direction and productivity. They exercise skills in time management, project management, goal-setting, self-evaluation, peer critique, information gathering, and use of educational resources.
Learner struggles to complete tasks or produce output in given timeframes and with stated criteria. Learner has few systems or strategies to assist with their executive functioning.	Learner can excel at certain subjects because of strong personal systems and comprehensive approaches to learning content. This may include mastering a specific subject or topic because of the direct instruction, but	Learner completes assignments or tasks where they can see and understand the purpose. With advice the learner will extend the learning beyond simple task guidelines.	The Learner is demonstrating growing abilities to work independently and not rely on specific guidance. Learning may also be occurring within a team context with different members collaborating productively.	A highly proficient self-directed learner will learn from many people, contexts and situations. Their work and productivity is very much driven by their own highly proficient capabilities. This will also lead to high

	beyond this very much needs direction.			levels of problem solving, creativity and outputs.
Learners do not demonstrate the ability to tackle any given task by themselves. They are readily distractable and constantly need oversight or redirection.	Learner can fall into patterns of total reliance on Learning Guide and the viewpoints expressed by them. They can complete a task.	Learner may demonstrate confidence in developing their own views and completing tasks by themselves. The understandings of a subject or topic may be somewhat shallow. A Learner may present as a 'good learner' but still be limited in capability.	Learner has good skills in understanding expectations and completing tasks. The Learner can monitor their own learning by using rubrics or checklists and is growing in self-awareness.	Learner is highly proficient in working out their best ways of learning, including using individual direct tutoring. They have a clear learning goal in mind. A learner may choose from a variety of strategies to ensure they have mastered the necessary learning or skill.
Learner does not easily understand instructions or expectations. If they do, this will not necessarily result in productivity. Learner can only work independently for very short periods of time.	Learner dependency is evident in a variety of ways. This may include trying to please the Learning Guide or a recurrent reliance upon receiving multiple instructions so as to complete a task.	Learner responds well to explanations and persuasion. This increases enthusiasm and motivation to complete work as set.	Learner starts to set independent learning goals and regulate their pace as a learner, starting to demonstrate an understanding of <i>how to learn</i> .	A highly proficient self-directed learner demonstrates high personal empowerment, creating their own knowledge and confidently problem solving any challenges.
Learner often avoids getting instructions or directions. Learner has very little self-awareness of themselves as a learner and has little vision for what they might achieve.	Learner relies on the Learning Guide to set out expectations and strategies to be successful in a task.	Learner relates well to the Learning Guide, appreciates explanations and directions and can demonstrate capacity to be independent for aspects of the task.	Learner shows higher levels of self-awareness. This grows the capability to develop strategies to achieve what they need to achieve.	A highly proficient self-directed learner demonstrates high levels of autonomy. Whatever the task or expectation, the learner has the ability to find solutions to challenges and is demonstrably making an impact on the wider community.
Learner not able to problem solve or thinking critically. Learner cannot reliably work with others or even by themselves.	Learner has low levels of critical thinking capacity.	Learner is growing their ability to problem solve, but still requires close contact with a Learning Guide to be confident.	Learner demonstrates clear critical thinking capability and can demonstrate initiative in multiple contexts.	Learner is noted as a strong problem solver, able to work independently or in teams. They use initiative and help lead colleagues in the process.
Learner has a very low understanding of what is required in a given context. Learner needs constant supervision.	Learner relies upon Learning Guide to outline the required work. Learner does not particularly cope with disruptions or change.	Learner is capable of journeying through a task but requires frequent checkpoints to help with direction and progress.	Learner co-creates learning projects and often accomplishes more in a team, also responding well to adaptive groupings.	Learner copes well in all learning contexts, able to adapt learning to the presenting conditions and people.

