

# Deep Learning at Ōtaki College: A Guide for Parents and Whānau

## What is Deep Learning?

At Ōtaki College, we are a part of the global New Pedagogies for Deep Learning (NPDL) movement. Deep Learning is about more than just memorising facts or course content, and learning specific skills - it's about teaching our ākonga how to learn and preparing our students to thrive in a rapid and ever-changing world.

## Deep Learning means:

- Seeking out problems to solve
- Learning to ask meaningful questions
- Developing skills that are used in and beyond school
- Working on local and student driven projects
- Valuing each student's culture and identity
- Building strong, positive relationships within, and outside, our school community

## Why Deep Learning?

The world is changing fast and there is no way to keep up with it all. To get ready for an uncertain future, we can teach and develop skills, or **competencies**, that help people learn how to learn in new ways.

## Our ākonga will need to:

- Adapt to new situations and solve problems we can't even imagine yet
- Build empathy and show empathy for others
- Participate in our local and global communities
- Think critically and creatively
- Communicate in numerous ways
- Work well with others from diverse backgrounds
- Use technology safely and purposefully

## The 7Cs: Deep Learning Competencies

By applying our Deep Learning competencies to our NZ curriculum content, our students develop the skills and attitudes they need to succeed - no matter what the future holds.

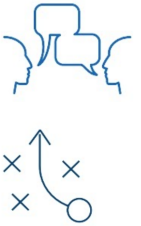
There are seven key competencies, known as the "7Cs", that are essential for success in life, learning, and work. These relate to:

1. **Character**: Positive attitude, resilience, empathy, and integrity
2. **Citizenship**: Global perspective, care for others and the environment, solving real-world challenges
3. **Collaboration**: Teamwork, getting along with others, managing group work





4. **Communication:** Sharing ideas clearly and confidently, adapting messages for different audiences
5. **Creativity:** Exploring new ideas, turning ideas into action, using different tools and technologies
6. **Critical Thinking:** Analyzing information, making connections, solving problems thoughtfully
7. **Culture:** Valuing manaakitanga, whanaungatanga, and other key aspects of Te Kawa o Te Ako



### How do the competencies help my tamariki/mokopuna?

- **Transferable skills:** Your child will build skills that can be used in any career or life situation.
- **Confidence and adaptability:** They will learn to face challenges, work with others, and keep learning throughout life.
- **Cultural identity:** Our approach values and strengthens each akonga's unique background and identity.
- **Real-world learning:** Students will work on meaningful projects that connect to their lives and communities.
- **Reflect and Self-Assess:** students learn to reflect on their own skills, understanding and development to become a lifelong independent learner

### How Will Competencies Be Reported?

Reports will cover both the New Zealand curriculum content and skills and deep learning competencies. This is to provide a complete picture of your child's learning journey.

Alongside all relevant curriculum reporting, teachers will use Deep Learning Competency rubrics to assess each student's progress in the topic or context of study. These will vary.

Students will be placed at one of the following <b>progressions</b> during reporting.
<b>Limited Evidence:</b> (Little or no evidence of progress in this area yet)
<b>Emerging:</b> (Initial signs of criteria being met, often in isolation and/or requiring support)
<b>Developing:</b> (Increasing level of independence and initiative demonstrated)
<b>Accelerating:</b> (Greater level of initiative, persisting to a solution often in collaboration with others)
<b>Proficient:</b> (Applying knowledge in unfamiliar contexts, able to teach others)

Placement at one of these areas is the result of student self assessment, collection of evidence and teacher observations. Students will collect evidence of their learning and reflect on their growth in a digital portfolio, which they can share with you via blogger.

It is important to understand that the reporting of your child at any one of these progression levels is not something they 'pass' or 'fail' at and that learning in these areas is lifelong and ever-changing.

## What does this look like in practice?

**Rubric:** a table setting out the achievement criteria for each competency

**Competencies:** the seven Cs - the essential transferable skills our rangatahi need.

**Progressions:** the labels which show the range of progress in a dimension over a student's time at college (from 'Limited Evidence' to 'Proficient')



**Character - Student Friendly Deep Learning Progression**  
Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.

**Dimension:** a row showing a 'sub-skill' within a deep learning competency (each competency has between 4 and 11 dimensions).

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Positive attitude to life and active learning.</b>	I don't know what I am learning, need to learn or why it's important.  I need help to complete tasks.  Learning isn't fun for me yet.  Learning is hard for me.	With help: I can figure out what I am learning.  I know what I need to learn.  I can understand why I am learning this skill or topic.  I think I can learn and be successful.  I listen to feedback from my teacher and friends but don't use it to improve my work.	With some help: I can figure out what I know, what I need to learn, and why.  I can choose a topic, create a project and find information.  I enjoy being successful.  I am beginning to use feedback to improve my work.  Learning is getting easier.	I can explain what I know, and what I need to learn.  I can explain why we are learning a skill or topic.  I can choose a topic and make a project to help me learn.  I often use feedback to improve my work.  Learning is fun and makes me feel good.  I am a confident learner.	I know what I need to learn and how to learn it.  I find it easy to explain to others why we are learning a skill or topic.  I think about how I'm doing and ask for feedback to improve my work.  I use what I learn to make future work better.  I enjoy learning and use it to improve my life.
<b>Perseverance, and resilience.</b>	I usually give up when things get tough.  I skip parts of my work if it looks too hard or I don't know what to do.  I give up or react badly when I get negative feedback.	I'm starting to keep going when things are hard, but I need encouragement.  If I get stuck, I ask for help from my peers or my teacher.  I am beginning to understand that challenges help me grow as a learner.	I'm learning to not give up even when tasks are difficult.  I can solve some problems on my own.  I can handle small or medium challenges by thinking about them.	I never give up, even on the hardest tasks.  When I face big challenges, I think about what happened, adjust, and find solutions.  I understand why perseverance and resilience are important.	I work through any challenge I face and help others do the same.  I make sure I seek out feedback to help my learning.  I know that being resilient is essential in life.

**Descriptors:** the detailed description of what the student can do at a specific progression level for each dimension

**Years 7/8:** Strong focus on relationships, reading, writing, maths, and project-based learning.

**Years 9/10:** Choice of semester-based courses, including bilingual and immersion options, with projects and themes that interest students.

**Senior School:** Courses continue to develop deep learning skills, alongside preparation for NCEA qualifications.

## Want to Learn More?

Visit our website or talk to your child's teacher to find out more about Deep Learning at Ōtaki College and how you can support your child's learning journey.

<https://sites.google.com/otakicollege.school.nz/ocdeeplearning/>

***Together, we're helping our tamariki become confident, capable, and caring citizens of the future!***



# Deep Learning at Ōtaki College: A Guide for Parents and Whānau Competency Rubrics

**Rubric:** a table setting out the achievement criteria for each competency

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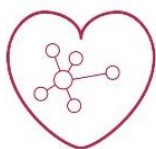


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<b>Perseverance, and resilience.</b>	<p>I usually give up when things get tough.</p> <p>I skip parts of my work if it looks too hard or I don't know what to do.</p> <p>I give up or react badly when I get negative feedback.</p>	<p>I'm starting to keep going when things are hard, but I need encouragement.</p> <p>If I get stuck, I ask for help from my peers or my teacher.</p> <p>I am beginning to understand that challenges help me grow as a learner.</p>	<p>I'm learning to not give up even when tasks are difficult.</p> <p>I can solve some problems on my own.</p> <p>I can handle small or medium challenges by thinking about them.</p>	<p>I never give up, even on the hardest tasks.</p> <p>When I face big challenges, I think about what happened, adjust, and find solutions.</p> <p>I understand why perseverance and resilience are important.</p>	<p>I work through any challenge I face and help others do the same.</p> <p>I make sure I seek out feedback to help my learning.</p> <p>I know that being resilient is essential in life.</p>

**Descriptors:** the detailed description of what the student can do at a specific progression level for each dimension



# Character - Student Friendly Deep Learning Progression

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<b>Perseverance, and resilience.</b>	<p>I usually give up when things get tough.</p> <p>I skip parts of my work if it looks too hard or I don't know what to do.</p> <p>I give up or react badly when I get negative feedback.</p>	<p>I'm starting to keep going when things are hard, but I need encouragement.</p> <p>If I get stuck, I ask for help from my peers or my teacher.</p> <p>I am beginning to understand that challenges help me grow as a learner.</p>	<p>I'm learning to not give up even when tasks are difficult.</p> <p>I can solve some problems on my own.</p> <p>I can handle small or medium challenges by thinking about them.</p>	<p>I never give up, even on the hardest tasks.</p> <p>When I face big challenges, I think about what happened, adjust, and find solutions.</p> <p>I understand why perseverance and resilience are important.</p>	<p>I work through any challenge I face and help others do the same.</p> <p>I make sure I seek out feedback to help my learning.</p> <p>I know that being resilient is essential in life.</p>
<b>Empathy,</b>	I don't really	I am starting to imagine	I'm getting better at	I often think about how I	I often show kindness,

<b>compassion, and integrity.</b>	understand how other people feel when I talk to them or hear about things happening in the world.	how others feel.  I can sometimes understand what their experiences might be like.	imagining how others feel, even if I haven't experienced it myself.  I want to be brave and do the right thing in class and outside of it.  I want to be more caring and honest to become a better person.	can be more understanding and kind to others.  I try to be brave and do the right thing.  I act in a caring way even when it's hard or no one notices.	understanding, and honesty, even when no one sees or it's not easy.  Being sincere, fair, honest, and brave are important to me, and this is how I want other people to think of me.
<b>Using technology for learning.</b>	I use some digital tools for learning, but I don't know how they help me learn.	I occasionally use digital tools to help my learning.  I'm starting to use them to understand how other people might feel.	I regularly use digital tools to support my learning.  I understand how these tools help me understand the way other people feel and experience the world	I know and can explain how digital tools help me learn.  I can see how they help me become caring and kind to others.	I easily use technology throughout my learning.  I use digital tools to support and encourage others in their learning.





# Citizenship - Student Friendly Deep Learning Progression

Thinking like global citizens and considering global issues with empathy and compassion.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>A global perspective.</b>	I really only care about my own life.	<p>I'm starting to be interested in local and world issues.</p> <p>I try to understand different people's points of view.</p>	<p>I'm interested in world problems and challenges.</p> <p>I am starting to understand that events in one place affect other places.</p> <p>I know unfair things happen in the world and I want to help make a difference.</p>	<p>By myself and with others, I think about and work on issues that affect our world.</p> <p>I know that events in the world can affect my life.</p> <p>I believe everyone can help make the world better.</p>	<p>I am someone who thinks about and takes care of our world.</p> <p>I work hard to make positive changes in my community and beyond.</p>
<b>Commitment to human equity and well-being through empathy and compassion for different values and worldviews.</b>	I see the world only from my own view and don't understand other cultures or beliefs.	<p>With help, I am starting to understand my own and other cultures.</p> <p>I am learning to respect different values and points of view.</p>	<p>I'm starting to understand that who I am and how I see things are connected to where I was born and how I grew up.</p> <p>I am curious about different cultures and understand my own well.</p>	<p>I care about people even if I don't know them.</p> <p>I use my understanding of different cultures to see global issues from different points of view.</p> <p>I speak up for others who can't and try to make the world better.</p>	<p>I use what I know about my own culture and other cultures to understand world problems better and find ways to help everyone.</p> <p>When I stand up for people who can't speak for themselves, I help make the world better.</p> <p>My confidence helps me take actions, big or small, to make life better for everyone.</p>



<b>Genuine interest in human and environmental sustainability.</b>	I don't care much about the environment.	<p>I know everyone's actions impact the environment.</p> <p>With help, I can think of ideas to help the earth and people.</p> <p>I am starting to see ways to make changes in my local environment.</p>	<p>I understand that caring for the environment is important for our survival as human beings.</p> <p>When I come up with solutions, I make sure I think about the environment and the problems it's facing.</p>	<p>I understand and appreciate the importance of the environment for human life and survival.</p> <p>I care about environmental issues and can create sustainable solutions.</p>	<p>I have a strong understanding of environmental issues and why they are important.</p> <p>My care for the environment helps me create lasting positive changes.</p>
<b>Solving challenges and real-world issues to help people.</b>	<p>I find it hard to think about real-world issues, challenges, or opportunities.</p> <p>I prefer tasks with easy solutions.</p>	With help, I am starting to feel comfortable with real-world challenges that don't have easy solutions.	<p>I am interested and comfortable with real-world challenges.</p> <p>With some help, I can work on tasks that don't have easy solutions.</p>	<p>I am skilled and interested in complicated real-world challenges that affect people in my community or the world.</p> <p>I can work on complicated issues that don't have easy solutions.</p>	<p>I use my skills to work on complicated issues that might have more than one solution.</p> <p>I can create new ways of looking at complicated issues.</p>
<b>Using technology for learning.</b>	I don't use technology to learn about issues.	<p>I can use technology to connect to others and learn about their lives.</p> <p>I am learning about digital citizenship and usually communicate respectfully online.</p>	<p>I use technology to understand local, world, cultural, and environmental issues.</p> <p>I use technology to create and share ideas to make the world a better place.</p> <p>I follow laws and guidelines and am respectful and caring towards others online.</p>	<p>I can describe how technology improves my understanding of world, environmental, and cultural issues.</p> <p>Technology helps me create and share fair and sustainable solutions.</p> <p>I am a good digital citizen.</p>	<p>I easily use technology to improve my understanding of world, environmental, and cultural issues.</p> <p>I use my knowledge and skill to solve new challenges.</p> <p>I can easily describe how I use technology to help me work on world issues.</p> <p>I encourage others to be good digital citizens.</p>



# Collaboration - Student Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Working together as a team.</b>	When working on a group task, I often work by myself instead of working together and talking about the work with my team.	<p>When we work together in a group, not everyone gets to do the same amount of work.</p> <p>Usually, only one or two people decide what we should do, instead of everyone deciding together.</p>	<p>I can work with others to successfully complete a team task.</p> <p>We make important decisions together and share the jobs fairly.</p>	<p>I can explain how my group uses what each person is good at to complete a task, sharing jobs fairly.</p> <p>Each team member works together to finish the job.</p>	<p>Everyone in the team helps with the final project.</p> <p>When we work together, we use what each person is good at and we all learn new things.</p> <p>I make sure everyone can help make decisions and find answers.</p>
<b>People skills for working in teams.</b>	I can help or work with others on tasks, but sometimes I don't understand why we are working together or the best way to do it.	<p>When working in a group, I know what we are all trying to do.</p> <p>I don't mind if one or two people make the big decisions instead of everyone.</p>	<p>I'm good at working with others, and together we learn better.</p> <p>I talk and listen to my group and we agree on what we want to do and what we want to achieve.</p>	<p>I know how everyone on my team helps us do our best work, and I can explain it clearly.</p> <p>I listen carefully and make sure everyone gets a chance to speak and feel important in our team.</p> <p>I work with others to solve problems and reach our goals.</p>	<p>I help my group work together really well.</p> <p>I make sure everyone's ideas and skills count and that our work is awesome.</p> <p>I help make our work the best it can be.</p>

<b>Getting along with all kinds of people.</b>	<p>I am starting to understand that what I do affects others, but I still find it hard to see things the way they do.</p> <p>Sometimes, I find it difficult to get along well with my group members.</p>	<p>I am starting to learn more about who I am and what I like.</p> <p>I see how what I do affects others and know that people can feel and think differently than me.</p>	<p>I know who I am and why I think the way I do.</p> <p>I listen to others and understand their views, and I think their ideas are important, even if they are different from mine.</p>	<p>I fully understand my own viewpoints and why they are different from others'.</p> <p>I listen to how others feel and what they think, and this helps me learn better.</p> <p>When I work in a team, I try to grow and help my team members grow too.</p>	<p>I know who I am and understand my culture.</p> <p>I talk respectfully to others and am friendly with everyone in my team.</p> <p>I understand how other people feel and can change how I act after listening to them.</p>
<b>Managing team difficulties.</b>	<p>When working in groups, I sometimes find it hard to listen to ideas that are different from mine, or I stay quiet and don't share my ideas to avoid arguing.</p> <p>This makes it harder for my team to do a good job.</p>	<p>I need help from the teacher to work well with my group members.</p> <p>I try to handle disagreements by listening to others, but we still have trouble agreeing as a group.</p>	<p>I usually work well in a team but sometimes still need help from the teacher to solve problems.</p> <p>I share my ideas respectfully and learn from others' ideas.</p> <p>I am starting to understand why people think the way they do.</p>	<p>I understand my own and others' ideas and why we believe them.</p> <p>I share my ideas and listen to others to help our team learn.</p> <p>When working together we can solve our own problems.</p>	<p>I understand my own and others' points of view.</p> <p>I clearly share my own ideas, learn from others and respect what my friends in the group think.</p> <p>Sharing ideas helps us improve and reach our goals together.</p>
<b>Using technology for learning.</b>	<p>I can use some technologies to work with others.</p>	<p>I can use technology to work with others and see how well our group is doing.</p>	<p>I use technology to work alone and with others.</p> <p>Technology helps me understand other people's ideas.</p>	<p>I can talk about how we use different technologies for different things when we work together.</p> <p>Technology helps us learn, share jobs, and make decisions.</p>	<p>I can easily choose the best technology for the task.</p> <p>It helps me work in ways that suit me and everyone in the team can contribute and learn.</p>



# Communication - Student Friendly Deep Learning Progression

Communicating clearly, in a variety of ways, and for specific audiences.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Communication designed for audience and impact.</b>	<p>It is hard for me to explain clearly when talking or writing.</p> <p>I need the teacher to give me examples to help me learn.</p>	<p>I am starting to understand different ways to communicate.</p> <p>I need help to share my thoughts in a way others can understand.</p>	<p>I can share my thoughts clearly with others.</p> <p>I choose how to share my message.</p> <p>I can connect ideas together in different ways.</p>	<p>I understand the different types of communication are used for different purposes and audiences.</p> <p>I can use different tools to express myself clearly.</p> <p>My communication makes sense to others.</p>	<p>I can share my ideas in different ways depending on the situation and I can explain why I chose that way.</p> <p>My communication is clear and helps others understand what I am trying to say.</p>
<b>Message has a purpose and makes an impact.</b>	<p>How I communicate does not always make sense to others.</p>	<p>I am starting to think about who needs to understand my message.</p> <p>I need some help to make sure I'm communicating clearly.</p> <p>With help, I'm learning different ways to explain my point of view.</p>	<p>I understand that how I communicate will depend on the audience.</p> <p>I know some good ways to talk to certain audiences so they understand my point of view.</p> <p>My message may not be clear or encourage others to take action.</p>	<p>The way I communicate is suitable for the audience.</p> <p>I know that people understand messages differently based on their own life experiences.</p> <p>My message is clear but doesn't encourage others to take action.</p>	<p>I can make my audience feel excited and interested in what I'm saying so they really care about my message.</p> <p>I use what I know and my gut feelings to help my audience think about new ideas that go beyond what they already know or believe.</p> <p>I can create messages that stick in people's minds and make them want to act.</p>

<b>Reflection to further develop and improve communication.</b>	<p>I don't think about whether my audience can understand me.</p> <p>I think about the suggestions I get but don't ask others for feedback.</p>	<p>I am beginning to understand that clear communication helps me work better with others.</p> <p>With some help, I am beginning to think about how to make my communication better.</p> <p>I listen to feedback when it is given and use checklists and guides to help me reflect.</p>	<p>I am starting to check, manage, and improve how I communicate during each task.</p> <p>I'm starting to ask for feedback and I can see that this helps improve my communication.</p>	<p>I often ask for feedback.</p> <p>I also think about my work on my own to get better.</p> <p>I use different viewpoints to make changes and improve, even if it means making big changes to my original work.</p>	<p>I pay attention to how I communicate and change it when needed.</p> <p>I always see feedback as a chance to improve my communication.</p> <p>I think about my own ideas and feelings that might get in the way of talking well to others.</p> <p>I try to talk to all kinds of people in a way they understand.</p>
<b>Voice and identity expressed to advance humanity.</b> <p>*voice = style of speaking / writing sharing, which varies by age, culture, gender, etc.</p>	<p>I am not sure that how I communicate shows who I am.</p>	<p>I am starting to understand that I am unique. My culture and background shape how I communicate.</p> <p>I am starting to see how other people's backgrounds shape how they communicate.</p>	<p>I try to use my own voice, shaped by my culture, background, and interests.</p> <p>I am starting to use the voices and identities of others when I communicate.</p>	<p>I can use my personal voice to express myself honestly and communicate to make a difference.</p> <p>I consider and try to include the voices and identities of those who may not be heard.</p>	<p>I use my personal voice to express my true self and create positive change.</p> <p>I stand up for those whose voices may not be heard.</p>
<b>Using technology for learning.</b>	<p>I sometimes use technology to communicate with others but don't understand how it can make communication better.</p>	<p>With help, I can use technology to share what I am learning or to give key messages.</p> <p>Technology helps me reach new or different audiences.</p>	<p>I am starting to use technology independently to communicate efficiently.</p> <p>I can create high-quality products with clear messages.</p> <p>I can adapt my presentations for different audiences.</p>	<p>I can use technology independently and describe how technology improves my communication and helps me learn.</p> <p>Technology helps me communicate in memorable ways and encourages others to act.</p>	<p>I easily use a range of technologies to work well, make good products, and communicate with others confidently.</p> <p>I can explain how technology helps me communicate and how it makes others want to act.</p>



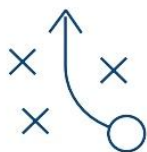
# Creativity - Student Friendly Deep Learning Progression

Being able to see and take opportunities, creating new ideas or products, leading others.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Finding creative opportunities to meet economic, social and personal needs.</b>	I don't usually notice when there's an opportunity to create something that people need or would enjoy.	With help, I'm learning that when there's a problem or need, it challenges me to create something useful or beautiful.	<p>I can find creative ways to solve real-world problems or needs.</p> <p>My ideas do not always make sense or meet the need.</p> <p>I am beginning to share my ideas and work alone or with others to make them happen.</p>	<p>I enjoy finding and solving real-world problems or needs.</p> <p>I create solutions that make things better. They are easy to use, make sense, and meet a need.</p> <p>I share ideas with others and work well alone or in groups to make ideas real.</p> <p>I'm a risk taker, have creative ideas and a can-do attitude.</p>	<p>I am good at finding opportunities where others cannot.</p> <p>I can create solutions for real-world needs and can imagine better futures.</p> <p>I am a risk taker and make things happen.</p>
<b>Asking deep questions to explore creative possibilities.</b>	<p>I may be given a topic or challenge but don't know where to start.</p> <p>I need help to find information, explore possibilities, and plan my next steps.</p>	<p>With help, I can find real-life issues or challenges.</p> <p>With help, I can ask deep questions and plan how to explore them.</p>	<p>I can identify real-world issues or challenges. I come up with deep questions to help explore them.</p> <p>I have some ideas about how to solve or respond to the issue and develop a plan or process.</p>	<p>I can find and explain real-world issues or challenges.</p> <p>I understand the issue from different points of view and come up with deep questions to help create a solution or response.</p>	<p>I'm good at finding and explaining issues or challenges and asking questions that help open up new ideas and possibilities.</p> <p>I can see how the issue or challenge connects to real-world needs and affects people's lives.</p> <p>I am curious and believe things can change.</p> <p>I can challenge what exists and make things better.</p>

<b>Exploring and expressing creative ideas and approaches.</b>	<p>When I face a challenge, I look for what others did to solve it.</p> <p>If a solution looks like a good one, I will copy it instead of thinking of new ideas.</p>	<p>When facing a challenge, I look for different solutions that others have tried.</p> <p>With some help, I think about how I can change their ideas to reach my goals.</p> <p>I am beginning to use different strategies that help me work or think in new ways.</p>	<p>When facing a challenge, I can create new solutions or ideas.</p> <p>I can organize my thoughts to come up with new ideas and possibilities.</p> <p>I know and can use different strategies like "What if?" thinking to create my own ideas.</p>	<p>When I face a challenge, I think about why past solutions worked and how I can make them better for today or the future.</p> <p>I look for, and think about, other people's ideas and points of view to create new possibilities.</p> <p>I enjoy taking risks to respond to issues and to help make things better.</p>	<p>When I face a challenge, I come up with big ideas and know how to make a plan and use the right tools to make it happen.</p> <p>I see problems as opportunities to create solutions or responses by thinking about different points of view.</p> <p>I think creatively, and my solutions make a real difference in people's lives.</p>
<b>Leadership to turn ideas into action.</b>	<p>I have ideas, but I'm not ready to share them or work with others to make them happen.</p>	<p>I am starting to share some of my ideas and work with others to create something new.</p> <p>I am beginning to take responsibility for parts of tasks.</p> <p>I sometimes take the lead in our creative team.</p>	<p>I know my strengths, and the strengths of others, and how we can work together to get good results.</p> <p>I understand that to succeed, I need to encourage teamwork and make compromises to reach goals.</p>	<p>I know and use our team members' skills and interests to reach our goals.</p> <p>I encourage others to join in and be part of our creative work.</p> <p>I help others learn and build their skills.</p> <p>My teammates respect how I communicate and work with them, as we learn and create together.</p>	<p>As a leader, I show resilience, keep trying, and share my positive attitude with others.</p> <p>I solve problems and inspire others to do the same.</p> <p>I know how to create successful change and communicate this within my team.</p> <p>I can lead a team to create something and make our vision come true.</p>
<b>Using different tools, techniques, skills, media, and technologies for learning.</b>	<p>With help, I can choose different tools, techniques, skills, media and technologies to explore ideas and create things.</p> <p>I prefer to stick to tools and skills I already know.</p>	<p>I am learning new tools, techniques, skills, media and technologies and improving my creative abilities.</p> <p>I am learning to choose the best tools and skills to help me quickly and easily explore and show my ideas.</p>	<p>I can use different tools, techniques, skills, media and technologies to make and improve new ideas or products.</p> <p>I can choose the best tools and technologies to develop my skills as I create new knowledge or things.</p>	<p>I use a range of different tools, techniques, skills, media and technologies to explore the issues and challenges I am faced with in the real world.</p> <p>I choose the best tools and technologies to design, identify, and respond to real-world issues and challenges in creative ways.</p>	<p>I easily choose the best tools, techniques, skills, media and technologies to develop new ideas and products that positively impact the real world.</p> <p>I use technologies to find opportunities to learn with new people, or in new environments.</p>





# Critical Thinking - Student Friendly Deep Learning Progression

Evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Using and evaluating information and arguments</b>	<p>With help, I can find information or images on a topic using my computer or by asking an adult, but I'm not sure if the information is good or useful.</p> <p>I copy and paste what I find without fact-checking, putting it in my own words or listing the original source.</p>	<p>I can usually find the information I need and list my original sources.</p> <p>I am starting to check several sources to help me decide if the information is true and useful.</p> <p>With help, I can identify an author's point of view.</p> <p>I sometimes disagree with the author but need help explaining why.</p>	<p>I can find information, and list and evaluate the sources to make sure they are accurate and useful.</p> <p>I can tell the difference between good and bad information but have trouble explaining how it is good or bad.</p> <p>I am starting to explain why some arguments don't make sense.</p>	<p>I am very good at finding and evaluating information for its reliability and usefulness for my purpose.</p> <p>I can identify strengths and weaknesses of the information or different points of view and explain reasons for the differences.</p> <p>I am learning to appropriately quote and reference sources without plagiarising.</p> <p>I am learning to create a bibliography.</p>	<p>I can analyse different sources of information and explain why I am using the data I have selected.</p> <p>I only select information I know is trustworthy, relevant, and useful, and adds value to what I am trying to prove, say, or do.</p> <p>I can appropriately quote and reference sources without plagiarising.</p> <p>I can create a bibliography.</p>
<b>Making connections and identifying patterns.</b>	<p>I know that when I learn something, information and ideas are connected, but I find it hard to see these connections on my own.</p>	<p>I am starting to see that I can find and explore information in different ways and places.</p> <p>I am beginning to see patterns and connect new learning with what I already know.</p> <p>With help, I can make connections and understand better.</p>	<p>I can connect new learning with what I know already, so I understand more deeply.</p> <p>I can see patterns and make some difficult connections across learning areas, topics, cultures, time periods, and places.</p>	<p>I understand that looking at a topic or task from different points of view is an important part of learning.</p> <p>I can see patterns and make connections between and across learning areas, topics, cultures, time periods, and places.</p>	<p>I am good at making connections, identifying patterns, and seeing relationships in my learning.</p> <p>I use the connections I see to understand and explain topics more deeply.</p>

<b>Meaningful knowledge construction.</b>	<p>I understand and remember what I am learning about.</p> <p>I can answer basic questions but cannot always explain my thinking.</p>	<p>With help, I can explore what I already know and use this as a starting point for new learning.</p> <p>I am starting to think about new learning but I need help to support my ideas with evidence or reasons.</p>	<p>I use different methods to create new knowledge and beliefs.</p> <p>I can evaluate information and answer questions in one class but don't usually make connections with learning in other classes.</p>	<p>I can think about topics in new and interesting ways and explain why what I've learned is useful.</p> <p>I can gather and combine information from different subject areas to build a deeper understanding of a topic.</p>	<p>I can examine, understand, and judge information from across different subjects.</p> <p>I am good at seeing and explaining topics from different points of view.</p> <p>I justify my own opinions with evidence.</p> <p>I reflect on how and what I learn to improve my learning.</p>
<b>Experimenting, reflecting, and taking action on ideas in the real world.</b>	<p>I understand the task but often don't see how it relates to me or why it matters.</p> <p>Sometimes, with help, I can try out my ideas in useful ways.</p>	<p>I am starting to try different ideas to see what works best for a task.</p> <p>With help, I can see how to use what I've learned in another subject or outside of school.</p>	<p>I can think about whether my ideas are working and make changes to get better results.</p> <p>I use what I've learned before to solve other tasks.</p> <p>I use the skills I've learned at school to solve problems in my life and the world.</p>	<p>I try a range of skills and ideas in different situations to see what works best.</p> <p>When I reflect on my learning I can explain why things worked and how I could use what I learned in other classes or in my life.</p>	<p>I often use what I have learned before in new experiences, changing and applying my knowledge as needed.</p> <p>When I reflect on my learning I judge why ideas or skills worked and how they might work in new situations.</p>
<b>Using technology for learning.</b>	<p>I find it hard to use technology to learn and to work with others.</p>	<p>I can use technology to ask questions, connect with others, and explore and build on my ideas.</p>	<p>I use technology to create and explore important ideas.</p> <p>I can use technology to share and use what I've learned.</p>	<p>I can use different types of technology to check, create, and explore new ideas and topics.</p> <p>I share my learning with others outside my class.</p>	<p>I easily use many types of technology to think critically about issues and share my ideas with others in the real world.</p> <p>I can explain how technology helps me develop my critical thinking skills.</p> <p>I can use technology in new situations to explore, organise and explain my thinking.</p>



## Ngā Mātāpono o Te Kawa o Te Ako Culture: Student-Friendly Deep Learning Progression

Te Kawa o te Ako: the things we do to make sure we learn and teach as best as we can, while keeping everyone safe.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Manaakitanga: making people feel cared for and respected, being kind.</b>	Sometimes I need help to be nice to others, especially in class and school.	I'm starting to be nicer and make friends in different situations.	I'm getting better at being friendly and caring to others, including visitors at school.	I'm really good at being friendly to everyone, even visitors, and I do it all the time.	People can count on me to be a leader and make visitors and others feel welcome and respected.
<b>Kotahitanga: working together for a common goal, being a team player.</b>	Sometimes I only think about myself and need help working in a group.	I'm learning to work with others, but I still need some help.	I can work well with a group and help us reach our goals.	I often take the lead and encourage others to work together to achieve our goals.	I can see the big picture and inspire others to work together for a common goal.
<b>Pūkengatanga: being curious, excellent; learning and sharing new things.</b>	I'm still learning to be curious and need a lot of help to explore new ideas.	I'm starting to learn new things and share them with others.	I'm good at connecting ideas and love learning new things.	I often explore new ideas and share what I've learned with others.	I'm great at learning and sharing new things, and I can think critically about them.
<b>Kaitiakitanga: taking care of people and the environment; using resources wisely.</b>	Sometimes I don't think about how my actions affect others and need help taking care of the environment.	I'm starting to realise how my actions can impact others and the environment.	I'm getting better at taking care of myself, others, and the environment.	I often take the lead in caring for others and the environment.	I'm a leader in taking care of people and the environment, and I know how to make a positive impact.
<b>Whanaungatanga: building strong relationships and connecting with others.</b>	I usually like to work alone and focus on my own goals.	I'm starting to make friends and help with group activities.	I'm getting good at working with others and know how to help the group.	I often work with others and encourage us to reach our goals together.	I'm confident in my unique contribution to the group and maintain strong relationships with everyone.

<b>Whakapapa: knowing our family history, connections, and places of origin.</b>	I need help connecting with my family history and understanding my place in it.	I'm learning about my family history, my pepeha and how I'm connected to others in the past.	I'm good at telling my family story and explaining how I'm connected to others.	I can confidently share my family history and connections with others.	I'm an expert in my family history and can connect with others through the generations.
<b>Ūkaipōtanga: connection to land and special places, understanding identity.</b>	Sometimes I don't feel very connected to the land and special places and need help understanding my identity.	I'm starting to feel a sense of belonging and value in my identity and I'm making an effort to connect with the land and special places.	I'm confident in my identity and work to make others feel valued and connected to the land and special places.	I'm secure in my identity and help others feel valued and connected.	I'm strong in my identity and make sacrifices for the common good.
<b>Rangatiratanga: showing responsibility, honesty, and bringing people together.</b>	I don't like being a leader even when people encourage me.	I'm okay with taking on small leadership roles when asked.	I can step up and take on leadership responsibilities in some situations.	I often show leadership and support others in achieving our goals.	I lead by example and inspire others to work together.
<b>Wairuatanga: understanding and respecting different beliefs, spirituality, and customs.</b>	I don't think about spirituality in my life or learning.	I'm starting to understand spirituality and respect it in different situations.	I understand the importance of spirituality and show it in my behaviour.	I deeply understand and participate in or show respect for spiritual customs in various situations.	I maintain a deep understanding and respect for spirituality and different beliefs.
<b>Te Reo me ōna Tikanga: learning, protecting, and sharing this treasure from the ancestors.</b>	I don't use Te Reo much beyond basic greetings and group karakia.	I'm learning some Te Reo words and waiata and can introduce myself in Māori, saying my pepeha.	I'm gaining confidence in using Te Reo and am learning words and sentence structures to read and write basic ideas. I can participate in haka, waiata, and traditional moteatea.	I'm good at using Te Reo to communicate. I know some common sayings and I can understand the differences between dialects. I participate confidently in haka, waiata and moteatea.	I can use Te Reo confidently in various situations and understand different dialects. I know common sayings and traditional stories. I participate confidently in haka, waiata and moteatea and can take a leading role where appropriate.
<b>Te Tiriti o Waitangi: upholding its principles and contributing to our bicultural society.</b>	I don't know much about Te Tiriti o Waitangi.	I'm starting to understand Te Tiriti and its principles. I am learning about the partnership between Māori and Pākehā in our country.	I'm getting better at upholding the principles of Te Tiriti, and I understand why it is important to help strengthen the partnership between Māori and Pākehā in our country.	I take personal responsibility for following Te Tiriti's principles and helping to build our bicultural community.	I routinely uphold Te Tiriti's principles and contribute to our bicultural and multicultural community.

### **Want to Learn More?**

Visit our website or talk to your child's teacher to find out more about Deep Learning at Ōtaki College and how you can support your child's learning journey.

<https://sites.google.com/otakicollege.school.nz/ocdeeplearning/>

***Together, we're helping our tamariki become confident, capable, and caring citizens of the future!***