

2025 ŌC Deep Learning School Goals Rubric (all staff)

[2025 Deep learning Implementation Plan](#)

Goals	Engagement level 1	Engagement level 2	Engagement level 3	Engagement level 4
Deep Learning Every staff member is engaged in Deep Learning	Full participation in the department and whole school PLD re Deep learning. Initial attempts to use the 4 quadrant design framework and 7Cs evident in personal and/or departmental planning.	Four quadrant learning design framework has been used to inform planning, and 7Cs are a focus in the assessment of some learning activity. Evidence of learner voice to inform learning design. Some attempt to gather and record evidence to inform assessments.	The four elements of the learning design framework are regularly used, with a clear focus on development of competencies (7Cs). Clear, learner-centric design with student participation. Deep Learning project fully documented with supporting evidence. Contributes to the internal moderation process.	A collaborative approach to all Deep Learning design. A deep learning project submitted for internal moderation and/or participation in an external moderation process. Provides support for others in their deep learning design. Increasing evidence of development of learner agency.
Collaboration Every staff member is involved in collaborative planning and teaching activity.	Working with at least one other staff member to address common themes or topics for courses within their curriculum area. Teaching to that plan undertaken as part of regular, timetabled class teaching. Could involve work in one area being expanded on or reinforced in another.	Collaborative planning at departmental level around identified themes/topics for courses within their curriculum area. Evidence of integrated approaches where students are exploring a common theme/topic through multiple lenses and experiences including across more than one curriculum area.	Collaborative planning and teaching is occurring as a regular part of planning within departments. Strategies for enabling collaborative teaching and assessment approaches being explored where appropriate. Emerging examples of cross-curricular planning and assessment involving two or more curriculum areas.	Collaborative planning and teaching, including instances of cross-curricular learning and assessment design, is occurring as a regular part of planning within and between departments. Innovative approaches may include modification of timetables, flexible use of learning space and team teaching scenarios.
Inquiry Every staff member is involved in an Inquiry to grow professionally	Using the spirals of inquiry process to reflect and review on teaching approaches. Some record of this to be used as evidence for	Confident in engaging in the spirals of inquiry process. Regularly reviews using frameworks and processes provided. Regularly gathers	Recognises the value of spirals of inquiry for professional growth by identifying authentic and relevant inquiry questions	Personal and collaborative strategies used for regularly reviewing practice based on spirals of inquiry. Involved in mentoring other staff in this

	professional attestation.	and records evidence to illustrate how inquiry is informing practice. Participates in conversations with colleagues (mentor, PGC, departments or whole staff) about possible next steps.	and pursuing then reflecting on actions to address these. Confident in sharing ideas and experiences with others. Evidence of professional growth through change in practice.	process. Works collaboratively to identify purposeful inquiry questions at a department or curriculum level to achieve changes in practice that address identified areas of need.
Coherence Every staff member uses: <ul style="list-style-type: none"> • The unit planning framework (DL cover sheet) • Deep Learning Competency Language in classes • Blogs to support students with developing the 7Cs and a digital portfolio to show evidence 	<p>Planning framework template (cover sheet) is used by individual teacher for at least one theme/topic/unit/inquiry per year.</p> <p>Growing awareness of common language used in Deep Learning (e.g. Competencies, Dimensions, Progressions, Evidence).</p> <p>Staff are comfortable accessing, navigating and commenting on student blogs, along with completing blog-related administrative tasks.</p>	<p>Planning framework (cover sheet) is thoughtfully completed for at least one theme/topic/unit/inquiry per term. Clear links are made to the detail contained in regular planning formats such as unit plans, class website, daily planners, Google Classroom or whatever is the teachers' or departments' preferred format.</p> <p>Increasing use of common language used in Deep Learning evident in the classroom and communication.</p> <p>Blogging is an occasional feature of classroom practice and staff are beginning to comment on and engage with student blogs in their subject areas.</p>	<p>Planning framework (cover sheet) is used consistently across all units taught (yr.7-11).</p> <p>Some evidence of planning framework being used collaboratively within or across department/curriculum areas.</p> <p>Regular use of common language used in Deep Learning evident in the classroom and communication by both teacher and students.</p> <p>Staff regularly encourage and support students to share and reflect on their curriculum learning and DL competencies to build their digital portfolios. Consistent staff engagement with student blogs is evident.</p>	<p>All planning and end of unit reflections/reviews within the department are completed using this framework.</p> <p>Deep Learning language is embedded in all classroom practice and in communication with and by students and whanau.</p> <p>Staff blogging practices encourage and facilitate connection between staff, students, whānau and the wider community and help students to build their digital portfolios.</p>