

# ROCKY VIEW SCHOOLS – LEARNER COMPETENCIES

## SELF DIRECTED

**Definition – Self-directed individuals take ownership of their learning.**

Self-Directed...	Beginning (with direction)	Emerging (with guidance)	Progressing (with support)	Advancing (with prompts)	Mastering (self-directed)
<b>INITIATES</b> <i>Demonstrates interest and motivation</i>	Student engages in learning in response to extrinsic motivation.	Student engages in learning about topics of interest.	Student is curious to learn about topics tied to their interests.	Student is intrinsically motivated to learn new topics beyond personal interests.	Student initiates the exploration and learning of a wide range of topics.
<b>AIMS</b> <i>Establishes goals and objectives for course of action</i>	Student follows a teacher-directed process for setting learning goals.	Student follows a process to set learning goals and begins to sequence actions to accomplish goals.	Student sets learning goals and sequences actions towards accomplishing the goal.	Student reflects on multiple options for learning goals and actions before establishing the learning plan.	Student achieves goals by setting smaller, achievable goals within a larger objective.
<b>MONITORS</b> <i>Monitors performance and self corrects as required</i>	Student follows a step-by-step process to learn how to monitor and self-correct.	Student follows a process to periodically check learning performance.	Student monitors learning and identifies areas that need correction.	Student identifies areas for improvement and develops appropriate actions.	Student monitors learning performance and initiates strategies to correct or improve.
<b>MANAGES</b> <i>Identifies and manages emotions and behaviours</i>	Student is learning to identify emotions and behaviors that require self-regulation.	Student understands the need to self-regulate and is learning to weigh the impact of emotional responses.	Student weighs the impact of behavior and usually expresses emotions appropriately.	Student demonstrates understanding of emotional triggers and regulates behavior.	Student remains composed and focused and expresses emotions constructively.
<b>ADAPTS</b> <i>Addapts Responds constructively changing conditions</i>	Student is learning that plans may need to change.	Student accepts change and a new course of action.	Student begins to evaluate options in response to change.	Student responds to changing conditions by evaluating options and adjusting actions appropriately.	Student enjoys the challenge of change and responds constructively.

**With Direction** – Learning occurs with “step by step” direct instruction and monitoring

**With Guidance** – Teacher provides student with clear targets and models a path for success. Student uses the teacher as the primary resource in their pursuit of success.

**With Support** – Teacher role is changing from “director” to “facilitator” of the learning and is responsible for creating pathways that foster independence.

**With Prompts** – Student is reflective, invested in learning and begins to work independently.

**Self Directed** – Student takes ownership of the learning process and is intrinsically motivated to not only succeed but to acquire a deeper understand of the situation or issue. Student is reflective and is able to apply acquired knowledge to new situations.