



Self-Awareness and Self-Management

Involves becoming self-aware and self-managing of one's identity, efficacy, and belief in themselves as a learner. The ability to identify opportunities, set goals, establish and monitor plans while adapting to change and adverse conditions. The capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and a contributing citizen.

Indicators	Exemplar "I" Statements
Learners have self-efficacy, see themselves as learners, and believe that they can make life better for themselves and others.	<ul style="list-style-type: none"> • I believe that my abilities and intelligence can be developed. • I appreciate and value how I learn best. • I celebrate my efforts and accomplishments. • I realize effort leads to mastery. • I learn from and am inspired by the success of others.
Learners develop a positive identity, sense of self, and purpose from their personal and cultural qualities.	<ul style="list-style-type: none"> • I identify how my life experiences have contributed to who I am. I describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced and continue to influence my identity, values and choices. • I take the past into account to understand the present and approach the future.
Learners develop and identify personal, educational, and career goals, opportunities, and pathways; they monitor their progress; and, they persevere to overcome challenges.	<ul style="list-style-type: none"> • I create realistic and relevant goals based on self-reflection. • I create, implement, monitor, and adjust a plan and assess the results to achieve my goal. • I seek out people or opportunities that support my personal, learning or career goals.
Learners adapt to change and are resilient in adverse situations.	<ul style="list-style-type: none"> • I approach change or challenge as opportunities to grow and improve. • I persevere when faced with setbacks and challenging tasks.
Learners are aware of, manage, and express their emotions, thoughts, and actions in order to understand themselves and others.	<ul style="list-style-type: none"> • I recognize my emotions and thoughts and their influence on my behaviour. • I assess my strengths and limitations and possess a well-grounded sense of confidence and optimism. • I listen with care and patience to understand and learn from others. • I show empathy for others and adjust my behaviour to accommodate their needs. • I build and sustain positive relationships with diverse people, across generations. • I take ownership of my goals, learning, and behaviour.
Learners manage their holistic well-being (e.g., mental, physical, and spiritual).	<ul style="list-style-type: none"> • I make lifestyle choices, such as nutrition, physical activity, sleep, or socializing, that have a positive impact on my well-being. • I sustain a healthy and balanced lifestyle. • I reflect on my experiences as a way of enhancing my well-being and dealing with challenges. • I advocate for myself in stressful situations. • I know how to access services to support my well-being. • I follow appropriate procedures to ensure the safety of myself and others, including online.
Learners accurately self-assess their current level of understanding or proficiency and advocate for support based on their strengths, needs, and how they learn best.	<ul style="list-style-type: none"> • I monitor the progress of my learning. • I reflect on my thinking, experience, values and critical feedback to enhance my learning. • I ask for help to support my learning needs.

Indicators	Exemplar “I” Statements
Learners manage their time, environment, and attention, including their focus, concentration, and engagement.	<ul style="list-style-type: none">• I manage my time efficiently.• I know how to calm or energize my body depending on the context.• I manage my focus and attention to the task I am working on.• I know when to take breaks.• I know how to selectively disengage from distracting stimulus.