

Self Regulated Learning – Grid of Competences (draft)

Field of Competence	A1 Breakthrough	A2 Waystage	B1 Threshold	B2 Vantage	C1 Effectiveness	C2 Mastery
Ability to learn	I can use my curiosity in a positive, enriching way.	I can experience steps of a process as positive or negative and react in a conducive way.	I can cultivate my interest and trust in learning and my self-esteem.	I can understand learning as my individual process of development and accept new experience as life enhancing.	I can give alternative forms of thinking a try, reflect and apply this for my learning.	I can advance the processes of my development based on experience and theories over a long period.
Surroundings	I can tell helpful from annoying influence on my concentration.	I can set up an environment, helping with concentration.	I can set up a positive atmosphere for learning at specific places and with adequate media.	I can set up a learning environment, supportive for others and myself.	I can employ ambient and media for supporting ideally my learning concepts.	I can design helpful learning environments based on theoretical and situated factors.
Objectives	I can tell learning objectives form content.	I can individualize given learning objectives and keep them.	I can use grids of skills as a means for positioning and individualising of my learning objectives.	I can settle objectives, conditions and commitment for learning processes.	I can design learning objectives based on current vocational contexts for others and myself.	I can direct and optimize any learning process based on experience in practice and theories.
Structure	I can distinguish and test different learning activities.	I can choose my learning activities based on experienced examples.	I can choose and sequence adequate learning activities based on objectives and situations.	I can adapt scope and evaluate arrangements for learning based on theory and experience.	I can understand my learning as self regulated process and adapt it appropriately.	I can design, direct and evaluate any learning process and curriculum based on theory and experience.
Self-coaching	I can perceive my learning steps in a constructive way.	I can perceive my proceeding, thoughts and feelings while learning and encourage my confidence.	I can observe and optimize my learning habits in relation to situation and objectives.	I can perceive and describe my approach, thoughts and feelings even in difficult learning situations.	I can encourage myself in role of a learning coach and focus on resources, reflection and formative evaluation.	I can assist learning in all contexts, based well-grounded mind-sets, specific situations and requirements.
Reflection	I can perceive my strong and weak points in learning when I get some guidance.	I can perceive my ambivalent feelings, strong points and limits.	I can reflect my learning biography and relate this to my comprehension of learning.	I can reflect my learning behaviour, hold an inner dialogue about and successfully apply for a mind-set towards learning.	I can reflect my behaviour in complex learning situations and consciously change my mind-set.	I can differentiate dispositions and behaviour and reflect them systematically within various contexts.
Media Literacy	I can post messages in media channels.	I can limit myself to the essential with regard to contents.	I can introduce and moderate communication and cooperate in a media or online environment.	I can design context-related and state-of-the-art media communication and cooperation.	I can use appropriate scope and net-sensibility for my media design and deploy.	I can realise media- and ICT-environments, secure and develop the overall operating and mode of production.