

As you become better at Self-Management you'll become more independent and have greater self-reliance. For example, you'll move on from waiting for the teacher to tell you how long to spend on a task, to managing the time available to complete the work. This involves learning to control your impatience, knowing when to ask for help when you need it, recognising when you need to make more effort and learning not to give up too easily. You'll get used to looking back over your work and seeing where your behaviour led to success, and when your actions might have held you back. In time, you'll recognise your own strengths and weaknesses. You will be ready to work out for yourself what you intend to do and how to do it successfully. As you become more confident you'll be ready to do more on your own, and show that you have the determination to overcome difficulties and work on areas where you need to make more effort.

This table explains how to tell when you are getting better at some of the skills involved in working out how to focus and do your best, despite distractions and upsets. You can use the table to judge how well you're doing in some ways of thinking and working, and what you need to do to improve.

NOTE: Don't worry if sometimes you can do things well and feel confident and at others you are confused and not sure what to do. That's to be expected. You won't be good at everything straight away. Instead, think about what you are doing well and where you might need to do things differently in order to improve.

	Novice	Apprentice	Practitioner	Expert
<p>Recognise different types of thinking and learning you've used before in different places and see what you could use from one area in another.</p> <p>Look back on your work, compare, make connections and improve.</p> <ul style="list-style-type: none"> Review what you've been learning and decide what you might want to improve. Organise and plan how to approach a task. 	<p>When asked, you can talk about what you did and what you have learned from doing a particular task.</p> <p>You can talk about what went well and what you could improve.</p>	<p>You can talk about what you did at different stages in an activity.</p> <p>You can begin to explain what you have learned about a topic, as well as what you can do next to help you understand the topic better.</p>	<p>You can relate what you did in one area to other similar areas.</p> <p>You use your understanding from one area or activity to make connections with or recognise similarities in a new situation or new information and how the connections can help you to cope with new or unfamiliar material.</p>	<p>You can use your knowledge and skills to plan what to do with new or unfamiliar material.</p> <p>You review your progress across a range of activities, thinking about what you do well and what you find difficult.</p>
<p>Ask for help when you need it and use guidance to help you improve.</p> <p>Review and improve</p> <ul style="list-style-type: none"> Ask for advice when necessary. 	<p>You need reminding to check how you're getting on with a piece of work and when it would be useful to ask for help.</p> <p>You are starting to remember to keep up by checking that you've avoided making obvious or careless mistakes.</p>	<p>You can decide how well you've been doing and ask for feedback to check that you're right.</p> <p>You sometimes need support to decide how to respond to feedback.</p>	<p>You check how your work is progressing at key points, and if necessary take action to keep on track.</p> <p>You make a plan for how to use the feedback you've received when planning what to do next.</p>	<p>You monitor how things are going all the way through an activity or a piece of work, and if things aren't going to plan you get them back on track.</p> <p>You ask for feedback on how your work is progressing and deal with what you find out, even if it's criticism and not praise.</p>

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<p>Decide what you want or need to learn, and what you need to do first.</p> <p>Set your own goals and targets and work towards them.</p> <p>Self-evaluate, set own goals, self-motivate.</p> <ul style="list-style-type: none"> Set yourself targets for what you want to achieve, and check back to see how you met them. Manage your behaviour in a range of situations 	<p>You understand what counts as success in a particular piece of work the teacher sets and therefore what you have to do to succeed.</p> <p>You can identify some things that you would do differently next time.</p>	<p>You can set your own goals for work and decide what you want to improve.</p> <p>You sustain your interest over the course of an activity, especially through the less exciting stages.</p>	<p>You set your own goals and include a description of how you'll know when you've reached them.</p> <p>You look back on how you worked through an activity, considering where you worked hard, where your attention might have drifted, and what effect concentration had on your performance.</p>	<p>You set yourself a target for new work that will be more difficult than what you have done previously, but you can complete in the available time.</p> <p>You break your targets down into stages, so you have markers on the way to your goal. You tick them off as you go, keeping your work on track and taking responsibility for your own motivation.</p>
<ul style="list-style-type: none"> Tell your story or pass on information so that others can understand what you mean. <p>Communicate what you have to say for different purposes depending on the situation.</p>	<p>You tell others about your work on the topic, using the method your teacher has told you to use.</p>	<p>You organise your information so that you can share it with others.</p>	<p>You choose how to present your information so that others can easily understand or use it.</p>	<p>You decide how best to prepare the information and how to use it in your work, imagining what someone using your work will need to understand.</p>

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<p>Decide what to do first and what is most important.</p> <p>Make a plan and keep track of time. Keep going, even when there are difficulties or you're stuck.</p> <p>Set goals, plan, self-organise and self-motivate.</p> <ul style="list-style-type: none"> Keep focused, pay attention and stick at a task until it's completed. Manage your time in order to complete a task. 	<p>Sometimes you need reminding to focus on a task.</p> <p>When reminded, you make a plan for your work.</p>	<p>You see that some stages of work are going to be easier than others, deciding where you need to make most effort.</p> <p>You plan your work, dividing it up into stages and decide what you want to have at the end.</p>	<p>You pace yourself during an activity, leaving enough time for the hardest parts and making the necessary effort to achieve the result you want.</p> <p>You regularly make plans for your work, leaving enough time for each stage. You stick at the difficult parts until you work out a solution.</p>	<p>You can decide what's most important in an activity, working out what needs to be done and by when. You decide what you want to have achieved at the end, and work to get where you want to be.</p> <p>You plan your work, setting your own deadlines and sticking to them.</p>
<p>Recognise how what you're doing fits into the bigger picture</p> <p>Talk about your own work, how you came up with ideas – what you borrowed, what you invented for yourself – and what's good about your personal ideas.</p> <p>Make connections, self-evaluate</p> <ul style="list-style-type: none"> Know your personal interests and strengths and where you are less confident. Compare what you do and the way you do it to what other people do. 	<p>With some help you can say where you did well in the work and where you had more difficulty.</p> <p>With some help you can say what you did differently to others and whether your way was better, as good as, or not as good as what other people did.</p>	<p>You can look back over work and see where your efforts succeeded and where you wasted time. You can recognise where you do well in an activity and what you found difficult, as well how you overcame any problems.</p> <p>You see how what you know and can do is used in other places and for other purposes.</p>	<p>You consider your own performance, recognising where you've made progress, where more work is needed, what was successful and deciding what to do next.</p> <p>You talk about what you did and how you did it, comparing your approach to that of others and working out how to find the best approach to a new activity.</p>	<p>You judge how well you performed and what others have done, comparing your own performance with different ways of doing things.</p> <p>You can explain why you decided to complete a piece of work a particular way, and how the method you chose influenced what happened.</p>