

Confident Individuals	Confidence from self-awareness	Self-Talk	Confidence from self-respect	Confidence from the ability to handle challenge	Confidence from learning with others	Confidence from being resourceful
Embodies	Uses self awareness to deliberately control and monitor what they do to achieve their goals	I am confident to pursue my own lines of enquiry and to do it my way.	Acts with principled integrity. Does the 'right thing' and is true to their deeply held, ethical beliefs.	Unphased by being stuck, seeks out and relishes challenging activities with confidence.	Balances sociability with self-reliance. Learns purposefully with and from others to achieve learning goals.	Improvises and make imaginative use of available strategies and resources.
Organises	Monitors outcomes and takes action to ensure they are achieving their goals	I know what I want to achieve and I get on with it.	Acts with concern for others. Has the confidence to be in a minority and to defend their views.	Analyses failures and mistakes. Systematically plans longer term/substantial projects.	Retains independent judgement. Uses the knowledge of others to shape and refine learning	Selects with discernment the best strategy or resource for the job.
Values	Keeps an eye on how things are going and adjusts their actions to make it go better	I believe that I have the skills to achieve my goals.	Has established a secure set of principles and understands the need to act within them.	Is curious about mistakes. Open to feedback. Clarifies task purposes and outcomes. Plans to avoid obstacles.	Understands / believes that others can support and enhance their own learning. Shares and discusses with others	Deliberately selects specific strategies / resources. Remains flexible if selection is inappropriate.
Responds	Checks that their goal and plan are realistic and plays to their learning strengths.	I stay positive, even if it turns out to be more difficult than I expected.	Usually does the right thing, but does so out of compliance.	Maintains positive emotions. Knows why they are stuck and uses unsticking strategies. Takes on more challenging activities.	Encourages others to contribute. Offers relevant, knowledgeable comments. Seeks support from others.	Selects from available strategies / resources using a scatter gun technique (little discernment).
Receives	Thinks: 'Have I done/learned something like this previously? What did I do then?'	I am beginning to understand that I can learn with and from my peers.	Behaves well when prompted / supported. Is beginning to think about others' feelings.	Uses suggested prompts and resources to get unstuck. Resists the inclination to stick with easy, can-do activities.	Shares / offers own knowledge/views with encouragement. Seeks information from other people.	Follows prompts from others to use specific strategies / resources.
Lacks	Unaware of thinking about how they are learning	I'm not sure that I can do this. I need help!	Acts out of self-interest with little regard for right or wrong.	No coping strategies. Gives up easily. Craves constant support.	Is not confident in saying or sharing what they think.	Relies on others to be told which strategy or resource to use.