

## Competences for autonomous literacy learning

COMPETENCE	1 Learning management and awareness	2 Problem posing and goal setting	3 Planning	4 Selection and realization	5 Monitoring and evaluating
	<i>The learner (a) understands that s/he is primarily and ultimately responsible for their own learning; (b) recognises that s/he must take a proactive role in the learning process and (c) is able to do so.</i>	<i>The learner can identify and describe the problems they encounter related to literacy<sup>1</sup> and set realistic goals related to solving those problems.</i>	<i>The coachee can plan steps in a learning project<sup>2</sup> in order to achieve his or her own learning goals.</i>	<i>The coachee can find learning resources and can select from a variety of learning strategies in order to achieve his/her individual learning goals.</i>	<i>The coachee can monitor his/her own learning processes, can evaluate his/her own learning progress, and can draw conclusions for further learning.</i>
<b>KNOWLEDGE, SKILLS, ATTITUDES</b>	The coachee takes a positive attitude towards learning and actively manages his / her learning process. He/ she is willing and able to take responsibility within the learning process.	The coachee can express dissatisfaction related to his/her own literacy competencies and specify literacy problems / literacy learning goals.	The coachee can locate and activate internal resources (knowledge and strategies to problem-solve and learn; attitudes and behaviour) and external resources (social resources, time and space for learning, learning resources) to enable/facilitate his/her literacy learning.	The coachee recognises literacy challenges in everyday life and knows how to use the texts they encounter (i.e. in relation to those literacy challenges) as learning resources to develop their own literacy skills.	The coachee can select and use resources (e.g. schedules) that help him/her to monitor and evaluate his/her competencies.
	The coachee is aware of and can speak about his/her strengths and weaknesses in autonomous/self-directed literacy learning and is aware of personal preferences in learning.	The coachee can describe problems s/he has encountered and/or objectives related to literacy, with reference to specific contexts and the literacy-related materials that s/he encounters in those contexts.	The coachee can organise his/her learning conditions (e.g. suitable time, place etc).	The coachee knows how to search for appropriate literacy learning resources for self-directed learning and knows how to use them.	The coachee can critically review their literacy learning progress and make adjustments to their learning plan and/or goals to optimise their development as a self-directed literacy learner.
	The coachee can identify and cooperate with learning partners.	The coachee can set concrete literacy learning goals and describe how those goals relate to other goals (e.g. become better at report writing to progress at work; become better at filling in on-line application forms to find a better job).	The coachee can identify learning activities to achieve specified goals.	The coachee can reflect on effective familiar literacy and/ or language learning strategies. S/he can learn/ try out new strategies and reflect on further individual use.	The coachee can evaluate learning resources in order to reach his/her learning goal(s).
	The coachee can ask for help at different stages of the learning process and for various kinds of help.	The coachee can reflect on and describe possible causes of whatever difficulties they may encounter in their literacy learning.	The coachee can organize learning activities in order to achieve specified goals.	The coachee can find ways to practise with learning resources and does so independently.	The coachee can evaluate strategies and methods in order to reach the learning goal.
	The coachee can maintain (self-) motivation, can develop self-efficacy <sup>3</sup> and can show persistence.		The coachee can review their learning plan for potential problems and propose solutions/mitigations.		The coachee can evaluate both the learning process <sup>4</sup> and its outcomes.
<b>EXAMPLES OF TOOLS AND INSTRUMENTS</b>	Portfolio Learner diary Checklists	Portfolio	Portfolio Planning sheets	Online platforms Strategy cards Apps and programs Books	Portfolio Learner diary Checklists

<sup>1</sup> Reading, writing, numeracy, digital skills.