

Common Misconceptions and Partial Understandings

ENGLISH Program

Global Competencies



Connection to Self

This resource supports educators in developing a deeper awareness of what **connection to self** means. By exploring the common misconceptions and partial understandings related to this competency, we can move towards a shared understanding across Manitoba schools.

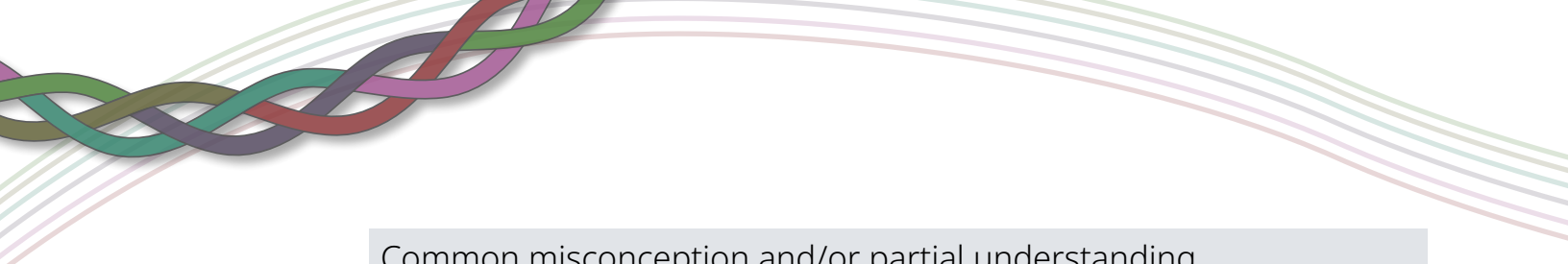
Common misconception and/or partial understanding

Connection to self is mainly about understanding personal strengths and passions, and about having agency.

Extending our understanding of connection to self

The competency “connection to self” has a unique definition in the Manitoba context. While it includes elements of identity, it goes beyond simply knowing one’s strengths and interests towards knowing the four questions: Who am I? Where do I come from? Where am I going? What is my purpose? (Sinclair)

Supporting the development of learners’ connection to self encourages them to know themselves, their world views, their histories, and their ever-evolving identity. It also helps learners to determine how they learn best and develops their metacognition, reflection, self-regulation, and agency.



Common misconception and/or partial understanding

The teacher's job is to share their knowledge and expertise with learners.

Extending our understanding of connection to self

The traditional role of the teacher has shifted from imparting knowledge to modelling and guiding learners to inquire, experiment, solve problems, and think deeply. In doing so, the teacher empowers learners to take an active role in their learning. The teacher as mentor/coach focuses on teaching learners how to think, not what to think. This practice supports productive struggle, helping learners to grapple with uncertainty and build resiliency.

Common misconception and/or partial understanding

Good teaching helps learners learn new concepts easily without making mistakes.

Extending our understanding of connection to self

Making mistakes is one of the most powerful forms of learning. Allowing learners to learn from mistakes, without penalty, focuses learning on growth. Teaching learners how to reflect deepens learning—helping them gain insight into themselves, and supporting student understanding, engagement, and inclusion. Research shows that self-reflection and goal setting can play a significant role in helping learners learn and grow.

Common misconception and/or partial understanding

Learners don't need to know about themselves or who they are to learn my subject.

Extending our understanding of connection to self

Learning doesn't happen in a vacuum, and learners can't become autonomous without truly knowing themselves. They need an understanding of who they are and how they have come to see the world, how they learn best, what their strengths and challenges are, and what strategies assist them in becoming lifelong learners.

References

Sinclair, Murray Hon. *Who We Are: Four Questions for a Life and a Nation*. McClelland & Stewart, 2024.