

# CORE COMPETENCIES



C

## Communication

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities



T

## Creative Thinking

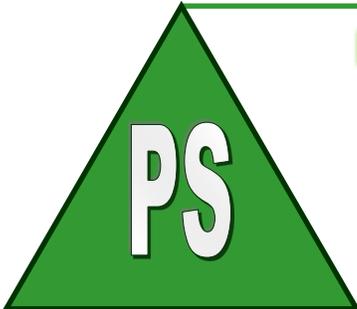
1. Novelty and value
2. Generating ideas
3. Developing ideas



T

## Critical Thinking

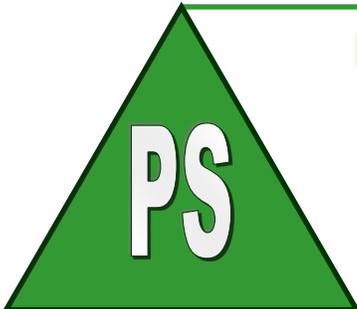
1. Analyze and critique
2. Question and investigate
3. Develop and design



PS

## Positive Personal & Cultural Identity

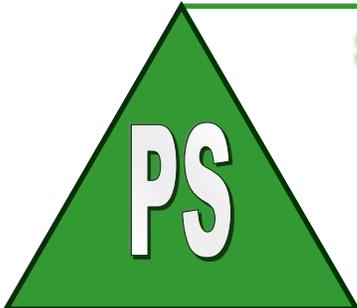
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities



PS

## Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being



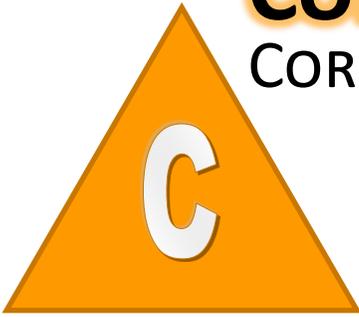
PS

## Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

# COMMUNICATION

## CORE COMPETENCY



The Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

### 1. Connect and engage with others (to share and develop ideas)

Sample "I" Statements

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

What strategies help me participate as an active listener? How do I listen to help me learn? How do I share my ideas respectfully when I disagree with others?

### 2. Acquire, interpret, and present information (includes inquiries)

Sample "I" Statements

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

How do I share my learning? Why is it important for me to know my audience?

### 3. Collaborate to plan, carry out, and review constructions and activities

Sample "I" Statements

- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I can summarize key ideas and identify the ways we agree (commonalities).

How do I build on others ideas? How do I work with others towards a common goal? What strategies help me work with others?

### 4. Explain/recount and reflect on experiences and accomplishments

Sample "I" Statements

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

When do I reflect on my learning? How do I reflect and act on feedback? How does what I have learned connect to me?

**The profiles emphasize the concept of growing and expanding.  
They are progressive and additive.**

# CREATIVE THINKING

## CORE COMPETENCY



Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

### 1. Novelty and Value

Sample "I" Statements

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.

How is my idea new/novel? Who is my idea new/novel for? How do I know? What do my new ideas offer? What does it (new idea) offer - to me, my classmates and/or community?

### 2. Generating ideas

Sample "I" Statements

- I get ideas when I use my senses to explore.
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interests and passions that I pursue over time.

Where do I get new ideas? What/who helps me generate new ideas? Where did I get my idea from? What inspires me to come up with new ideas?

### 3. Developing ideas

Sample "I" Statements

- I make my ideas work or I change what I am doing.
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
- I use my experiences with various steps and attempts to direct my future work.
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.

How do (did) I decide what ideas to use? How do/did my ideas change over the process of designing? How do (did) I refine my ideas? What/who contributes to the development of my ideas?

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# CRITICAL THINKING

## CORE COMPETENCY

Critical thinking involves making judgements based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgements. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

### 1. Analyze and critique

Sample "I" Statements

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider view that do not fit with them.

How do I know I like something or I don't? When do I reflect on my thinking, creations or ways I behave? What do I notice?

### 2. Question and investigate

Sample "I" Statements

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgements.

When do I ask questions? Why do I ask questions? How do I use the answers to find out more information? How do I decide what information is important? How do I share my curiosity?

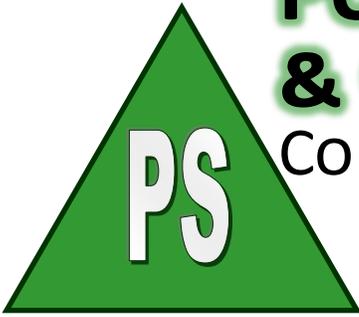
### 3. Develop and design

Sample "I" Statements

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

How do I find different ways of doing things? What do I think about when designing something? When do I adjust what I am doing to make it better?

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# POSITIVE PERSONAL & CULTURAL IDENTITY CORE COMPETENCY

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

## 1. Relationships and cultural contexts

Sample "I" Statements

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

Who is important to me? How am I important to others? What does my family value? How is my family unique/special?

## 2. Personal values and choices

Sample "I" Statements

- I can tell what is important to me.
- I can explain what my values are and how they affect choices I make.
- I can tell how some important aspects of my life have influenced my values.
- I understand how my values shape my choices.

What is important to me? What do I value? What/Who helps me make good choices?

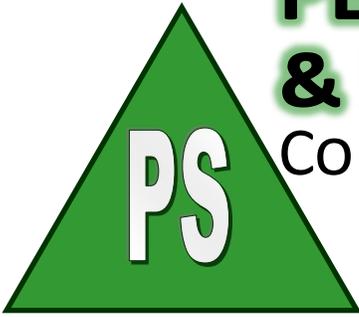
## 3. Personal strengths and abilities

Sample "I" Statements

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.

What are my strengths? What makes me unique/special? How do I share my strengths to help others? How do I set new goals? Why do I set new goals? Who/what helps me reach my goals?

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# PERSONAL AWARENESS & RESPONSIBILITY

## CORE COMPETENCY

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

### 1. Self-determination

Sample "I" Statements

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.

When/How do I celebrate my strengths? How do I ask for what I need/want? Who/What helps me ask for what I need/want? How do I make a positive impact in my world?

### 2. Self-regulation

Sample "I" Statements

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behaviour.

What strategies help me monitor and adjust my emotions? How do I persevere when something is difficult? What/Who helps me? How do I know when I am feeling sad/happy/angry/frustrated?

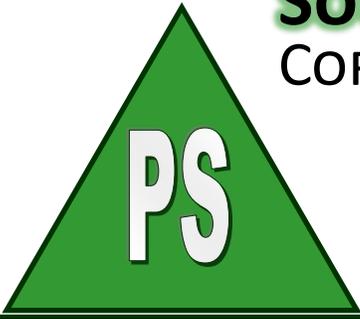
### 3. Well-being

Sample "I" Statements

- I can participate in activities that support my well-being, & tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle.

What activities make me (help me to) be healthy and happy? How do I make choices that keep me safe- in my school, community and online? Who/what helps me? What strategies did (do) I use to calm my mind and body?

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# SOCIAL RESPONSIBILITY

## CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

### 1. Contributing to community and caring for the environment

Sample "I" Statements

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

How am I part of a group? When/How do I contribute to make my classroom (school/community/world) a better place? What can I do to make a positive difference in the world around me?

### 2. Solving problems in peaceful ways

Sample "I" Statements

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

What strategies help me to solve problems peacefully by myself? When do I ask for help? When/Why do I need to think of other solutions? How do I choose the best solution?

### 3. Valuing diversity

Sample "I" Statements

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

How do I include others? How do I know something is unfair? When do I 'stand up' for others? What do I do to support and include others?

### 4. Building relationships

Sample "I" Statements

- With some support, I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from difference generations.

How do I work cooperatively with others? What do I do when I know others need help? How do I make others feel included in a group?

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