



COMMUNICATION CORE COMPETENCY

Facets of Communicating

1. Connecting and engaging with others

Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.

Examples include: literature circles, book clubs, blogs, and small group discussions/decision making/informal debating.

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.

2. Acquiring and presenting information

Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.

Examples include: “show and tell,” explaining a concept, sharing a PowerPoint presentation about a research/inquiry topic, and creating a video proposal.

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.

3. Focusing on intent and purpose

Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.

Examples include: presentations of learning, self-assessment, explaining the rationale for their message and reflecting on the intended versus actual impact.

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.



COMMUNICATION CORE COMPETENCY

Facets of Collaborating

1. Working collectively

Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.

Sample “I” statements: I can take on different roles and tasks in the group and work respectfully and safely in our shared space. I can help our group focus on a specific task or goal.

2. Supporting group interactions

Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group’s interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict

Sample “I” statements: I can express my ideas and help others feel comfortable to share theirs so that all voices are included. I can disagree respectfully. I can make sure others are included. I can work through disagreements.

3. Determining common purposes

Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They honour various group processes and proactively support movement forward, including refocusing on intended goals as needed. They revise plans according to mutual deliberations and strive for consensus. As co-members of a group, students see one another as valuable resources, commit to impact and collective success, assess group results and processes, and share in the recognition of achievements.

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. I know what our goal is. I know when we have met our goal or what we need to do next in order to get closer to our goal. I can help adjust our plan or goal, if needed.



THINKING CORE COMPETENCY

Facets of Creative Thinking

1. Creating and innovating

Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.

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.

2. Generating and incubating

Students may generate creative ideas through free play, engagement with others' ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students’ cultural legacies.

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 interest and passions that I pursue over time.

3. Evaluating and developing

Students reflect on their creative ideas in order to decide which ones to develop. They consider whether their idea would ultimately support the well-being of self, community, and the land. They do this with a sense of place and taking into consideration unintended consequences for other living things and our planet. If they decide to develop an idea, they work individually and/or collaboratively to refine it and work to realize it. This may require accessing the knowledge of those who have gone before, building the necessary skills, sustaining perseverance, using failure productively over time, and reflecting on process and results. It may also require the generation of additional creative ideas to come up with solutions to problems along the way.

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 consider the impacts of my ideas. 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. I can develop a body of creative work over time.



THINKING CORE COMPETENCY

Facets of Critical and Reflective Thinking

1. Analyzing and critiquing

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.

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 analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Questioning and investigating

Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.

Sample “I” statements: 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 judgments

3. Designing and developing

Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.

Sample “I” statements: I 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.

4. Reflecting and assessing

Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.

Sample “I” statements: I think about my learning. I know what I need to do in order to improve my approach to learning. I know I have my goals and set new ones. I give, receive, and act on feedback. I can reflect on and evaluate my thinking, products, and actions.



PERSONAL AND SOCIAL CORE COMPETENCY

Facets of Positive Personal & Cultural Identity

1. Understanding relationships and cultural contexts

Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

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.

2. Recognizing personal values and choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

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.

3. Identifying personal strengths and abilities

Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

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 am part of larger communities. I understand I will continue to develop new abilities and strengths to help me meet new challenges



PERSONAL AND SOCIAL CORE COMPETENCY

Facets of Personal Awareness & Responsibility

1. Self-advocating

Students who are personally aware and responsible have a sense of self-worth and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

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

2. Self-regulating

Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.

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. I know how my actions affect others.

3. Well-being

Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves. They keep themselves healthy and stay active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including their online communities and use of social media. They recognize their personal responsibility for their happiness and have strategies that help them find peace in challenging situations.

Sample “I” statements: I can participate in activities that support my well-being, and 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



PERSONAL AND SOCIAL CORE COMPETENCY

Facets of Social Awareness and Responsibility

1. Building relationships

Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

Sample "I" statements: With some support, I can be part of a group. I am kind to others, can work or play cooperatively, and can build relationships. 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 different generations.

2. Contributing to community and caring for the environment

Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

Sample "I" statements: I can participate and 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 take thoughtful actions to influence positive, sustainable change.

3. Resolving problems

Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

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 compromise to meet the needs of others. I can analyze complex social or environmental issues from multiple perspectives

4. Valuing diversity

Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

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.