

Core Competencies

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.



Human *'DO'-ing* competencies

Critical and Creative Thinking—The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Communication—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.



Human *'BE'-ing* competencies

Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility are the set of competencies that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.





Creative Thinking

The creative thinking competency 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.

Three facets of creative thinking:

1. Novelty and value

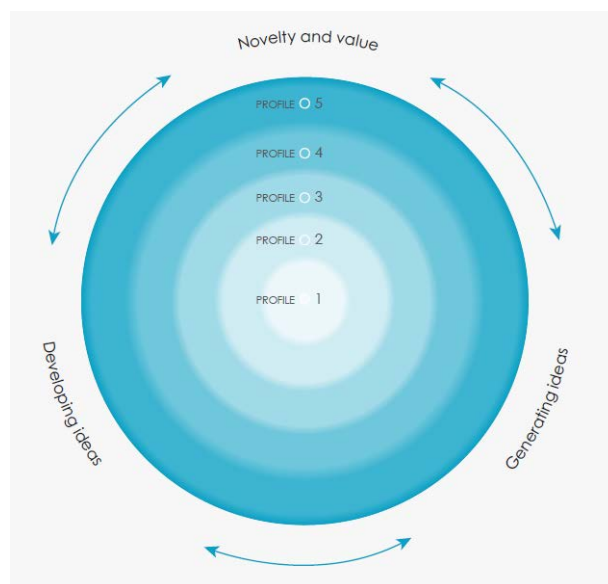
Students get creative ideas that are both novel and have value. There are degrees of novelty—an idea may be new to that student or it may be new to their peers; it may be novel for their age group, or it may be novel to a larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts—it may be fun, it may provide a sense of accomplishment, it may solve a naturally occurring problem, it may be a form of self-expression, it may provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact on the individual student, classmates, a larger group of peers, in one’s community, or on a global level.

2. Generating ideas

Students may generate creative ideas as a result of free play, engagement with someone else’s ideas, a naturally occurring problem or constraints, or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why students often report that their ideas just “pop” into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g., by learning a lot about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious and subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g., by doing relaxing or automatic activities).

3. Developing ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, and work to realize them in some way. This process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may also require generating additional creative ideas to come up with solutions to problems along the way.





Communication

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.

Four facets of communication:

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

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating.

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

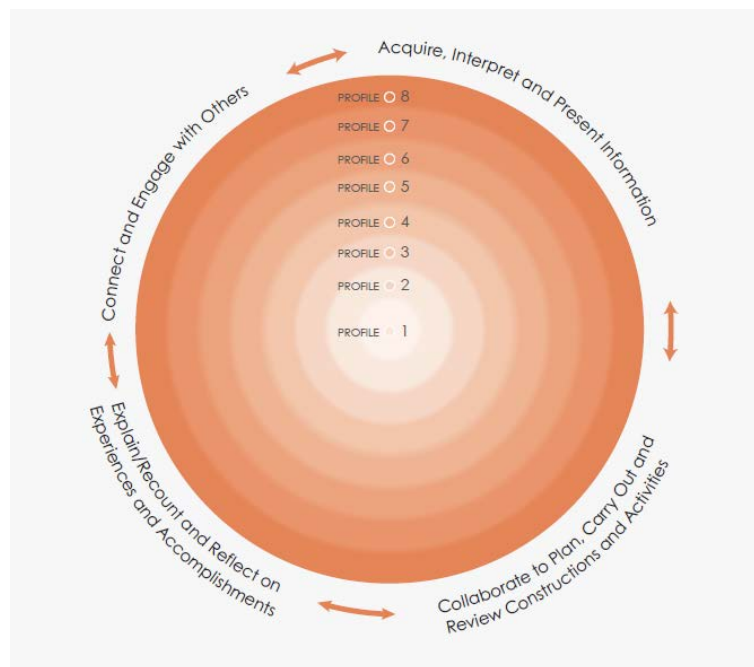
Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

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

Students work together to accomplish goals, either face to face, or through digital media. Examples include planning a construction, inquiry or performance, solving a problem, conducting an inquiry, and working together on community projects.

4. Explain/recount and reflect on experiences and accomplishments

Students tell about their experiences—especially their learning experiences—and reflect, and share what they learned. Examples include presentations of learning, self-assessment, and receiving/offering feedback.





Critical Thinking

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. 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.

Three facets of critical thinking:

1. Analyze and critique

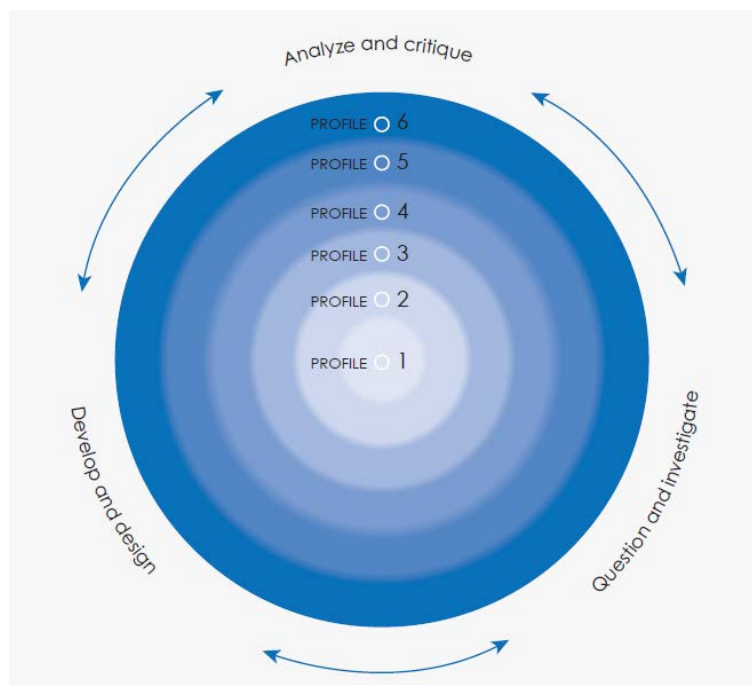
Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g., assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

2. Question and investigate

Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on one part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

3. Develop and design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.





Positive Personal and Cultural Identity

The positive personal and cultural identity competency involves 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.

Three facets of positive personal and cultural identity:

1. Relationships and cultural contexts

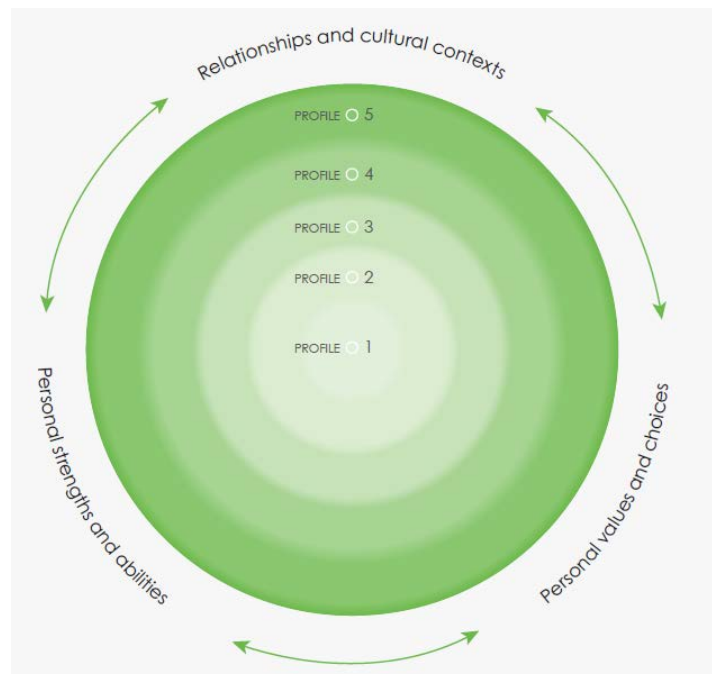
Students understand that their relationships and cultural contexts help to shape who they are. ("Culture" is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

2. 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.

3. Personal strengths and abilities

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





Personal awareness and responsibility

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.

Three facets of personal awareness and responsibility:

1. Self-determination

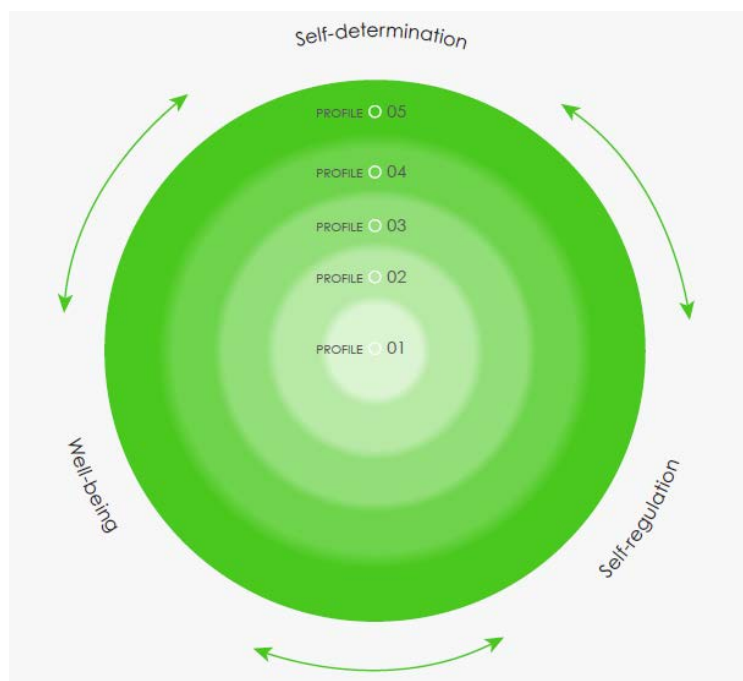
Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

2. Self-regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.





Social Responsibility

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.

Four facets of social responsibility:

1. Contributing to community and caring for the environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

2. Solving problems in peaceful ways

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

3. Valuing diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

4. Building relationships

Students develop and maintain diverse, positive peer and intergenerational relationships in a variety of contexts.

