

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: CORE COMPETENCIES

Submitted by Director Kerr
October 14th, 2020

-
- 1c Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of **Core Competencies**.
-

*“Our soul is the core of who we are, our humanity, our essence.
Soulful education is about self-actualization. Discovering who we are, where
our passions lie, and what gives our lives meaning and purpose.”*

— Shelley Moore

Background:

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia’s K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

Discussion:

- The Core Competencies make the curricular competencies more meaningful and relevant to students.
- They are rooted in the First People’s Principles of Learning,
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Learning recognizes the role of indigenous knowledge. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
 - Learning is embedded in memory, history, and story.
 - Learning requires exploration of one’s identity. Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.
 - Learning involves recognizing the consequences of one’s actions. Learning involves generational roles and responsibilities.
 - Learning involves patience and time. Learning involves generational roles and responsibilities.
 - Learning is embedded in memory, history and story. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Learning requires exploration of one’s identity. Learning involves recognizing the consequences of one’s actions.

- The student voice is critical with the core competencies in order to consider self-reflection, the knowing of themselves.
- Demonstrating how the Core Competencies can be used for younger students. Example: “Can you think of a time when:
 - You used your ears to listen to someone else?
 - You used your mouth to share an idea?
 - You used your brain to think of an idea?
 - You used your heart to be kind to others?”
- The Competency Based Individual Education Plan (IEP): How do we align the IEPs of our students to reflect student voice, agency, and be strength based?
- A rich, meaningful and inclusive educational experience is at the heart of the new curriculum and Competency Based IEPs. The inclusion of student voice within the planning and implementation process is encouraged and students and parents are invited to attend meetings and offer input into their Learning Profile section of the document:
 - **My Interests**
 - **My Learning Preferences**
 - **What You Need to Know About Me**
- Students, parents and the school team also work together to include a child’s strengths and stretches in 3 areas: Personal, Social and Intellectual

Next steps include:

- Shelley Moore presents on Competency Based Individual Education Plan (November 23)
- Professional Development at monthly Inclusion Support Teacher Meetings
- Continue to update and share resources through the Engage! Sharepoint platform.
- Continue to embed learning for staff to provide innovative ways to engage parents/students in process and to show reflection and learning of students K-12.