



SCHOOL DISTRICT 46
SUNSHINE COAST

CORE COMPETENCIES – CB IEPS

Education Committee – September 2019



OVERVIEW OF CORE COMPETENCIES

- Set of intellectual, personal and social proficiencies to engage and enrich life long learning
- Circle of being that supports students in their growth as human beings
- Develop Core Competencies when engaged in the “doing” of the Curricular Competencies – foundational
- Development and understanding of Core Competencies is life long and moves beyond the confines of the classroom and school
- The curriculum makes this element of learning visible



STORY – THE KNOWING OF ONESELF





CHARTING THE CORE COMPETENCIES

CORE COMPETENCIES (intellectual, personal, social and emotion proficiencies that all students need to develop in order to engage in deep life-long learning)

COMMUNICATION	THINKING		PERSONAL AND SOCIAL	
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY
<p>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. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.</p>	<p>Involves the generation of new ideas and concepts that have value to the individual or others, and the development of those ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.</p>	<p>Involves making judgments based on reasoning; students consider options, analyze these using specific criteria, and draw conclusions and make judgments. It 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.</p>	<p>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 traditions, 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, & society.</p>	<p>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.</p>
<p>1. Connect and Engage with Others (to share & 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: literature circles, book clubs, blogs, and email group discussions & decision making/informal debate</p> <ul style="list-style-type: none"> ➤ 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 	<p>1. Novelty and Value Students get creative ideas that are both novel and have value. Ideas may be new to that student or their peers, may be novel for their age group or larger community, may be new in a particular context or absolutely new. The idea/product may also have value in a variety of ways and contexts. It may be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self-expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classroom, larger group of peers, in one's community, or on a global level.</p> <ul style="list-style-type: none"> ➤ I get ideas when I play. My ideas are fun & 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. 	<p>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.</p> <ul style="list-style-type: none"> ➤ I can show if I like something or not. ➤ I can identify criteria that I can use to analyze a situation ➤ 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 views that do not fit with them. 	<p>1. Relationships & Cultural Contexts Students understand that their relationship and cultural contexts help to shape who they are ("Culture" 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.</p> <ul style="list-style-type: none"> ➤ 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 experience, family history, heritage, peer groups) ➤ I understand that learning is continuous and my concept of self identity will continue to evolve. 	<p>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.</p> <ul style="list-style-type: none"> ➤ I can show a sense of accomplishment & joy ➤ I can celebrate my efforts & 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
<p>2. Acquire, Interpret, and Present Information (Include 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: "talk & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal</p> <ul style="list-style-type: none"> ➤ I can understand and share information about a topic that is important to me ➤ I present information clearly & in an organized way ➤ I can present information & ideas to an audience I may not know 	<p>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 about something of interest, providing the incubation time for the unconscious to work, and creating the Sles and cards) in the conscious or subconscious minds methods to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)</p> <ul style="list-style-type: none"> ➤ 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 sophisticated problems 	<p>2. Question and Investigate Students learn to engage in an inquiry 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 part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> ➤ I can explore materials and actions. ➤ I can ask open-ended questions and gather information. ➤ I can consider more than one way to proceed from 	<p>2. Personal Values & 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.</p> <ul style="list-style-type: none"> ➤ 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 aspect of my life has influenced my values. ➤ I understand how my values inform my choices. 	<p>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.</p> <ul style="list-style-type: none"> ➤ 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, & behavior.
<p>3. Collaborate to Plan, Carry Out, and</p>				



LEVERS

- Redesign of the Curriculum to Make the Invisible Visible
- Reporting Order
 - “The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.”
- Competency Based Individual Education Plan
 - 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 CB-IEP’s.



STUDENT VOICE IN THE IEP

- **My Interests**
- **My Learning Preferences**
- **What You Need to Know About Me**

- **Child's strengths and stretches in 3 areas: Personal, Social and Intellectual**



EXAMPLE IEP

Some things that I need you to know about me are:

- I listen to the rules
- I like other people to follow the rules
- I am lonely
- It is hard to me to use words to tell you what I want or need
- Pictures/visuals are very helpful for me

My Learning Profile			
<input type="checkbox"/> Thoughts from my team	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
My Strengths	<ul style="list-style-type: none"> - I can print all the numbers. - I know lots about guinea pigs. <p>Thoughts from my team:</p> <ul style="list-style-type: none"> - doesn't get discouraged easily - has good self-help skills, cleans up after lunch, gets coat on and off - will accept help when offered - likes structure and routine 	<ul style="list-style-type: none"> - I like doing tea trolley - I am good at listening to people <p>Thoughts from my team:</p> <ul style="list-style-type: none"> - wants to have friends - seeks out adults to help navigate situations with peers - has positive relationships with adults at school 	<ul style="list-style-type: none"> - I can use my fingers to help me answer addition questions in math. - I am getting better at sounding out words. <p>Thoughts from my team:</p> <ul style="list-style-type: none"> - reading is a personal strength, has seen progress this year - good visual memory
My Stretches	<p>Thoughts from my team:</p> <ul style="list-style-type: none"> - often needs visual and verbal prompts to transition - needs help identifying when a body break would be beneficial - often says things that are out of context - support to stay focused and attentive - difficulty following directions 	<ul style="list-style-type: none"> - I need help talking to peers about what I want <p>Thoughts from my team:</p> <ul style="list-style-type: none"> - asking peers questions and responding to those questions - becomes upset when other students are not following the rules - doesn't know how to ask to join a game 	<p>I want to get better at answering math questions with bigger numbers.</p> <p>I want to be able to answer questions the teacher asks me.</p> <p>Thoughts from my team:</p> <ul style="list-style-type: none"> - academic skills (reading, writing, math)
My Focus Area This Year	<input type="checkbox"/> <p>Core Competency Connections</p> <ul style="list-style-type: none"> Positive Personal Personal Awareness 	<input type="checkbox"/> <p>Core Competency Connections</p> <ul style="list-style-type: none"> Communication Social Responsibility 	<input type="checkbox"/> <p>Core Competency Connections</p> <ul style="list-style-type: none"> Creative Thinking Critical Thinking

These learning domains can inform the IEP development in these core competency areas:



NEXT STEPS

- Monthly Student Support Teacher Meetings
- Engage Sharepoint for Resources
- Visits to school sites for training
- Metro CB Working Group
- Collaborative Sessions for Student Support Teacher and Classroom Teachers to work with new IEP Format
- Information at Staff Meetings
- Innovative Ways to Engage Parents/Students in process