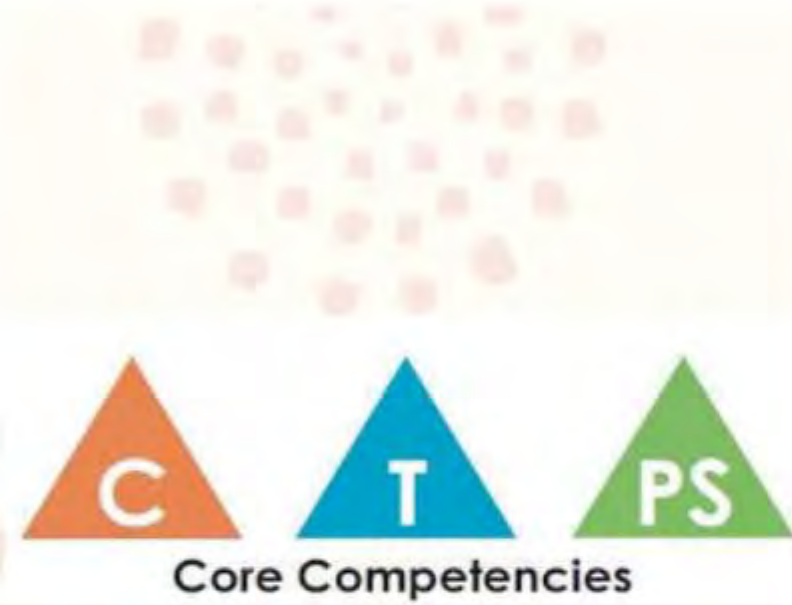





CORE COMPETENCIES

CORE COMPETENCIES



Feb 24, 2017

A whiteboard with handwritten labels and photos. The labels are: 'Thinking' in a blue cloud at the top; 'Thinking Communication' in red cursive next to a stick figure with a blue brain; 'Personal and Social' in green cursive next to the stick figure; 'Personal and Social' in green cursive in a cloud in the middle; and 'Communication' in red cursive in a cloud at the bottom. There are five photos: two labeled 'Creative Thinking' (top right), three labeled 'Social Responsibility' (middle right), and one labeled 'Communication' (bottom center).



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

COMMUNICATION, HEART AND MIND - THE WHOLE PERSON

Integrated Core Competencies



BUDDIES BEGIN ...



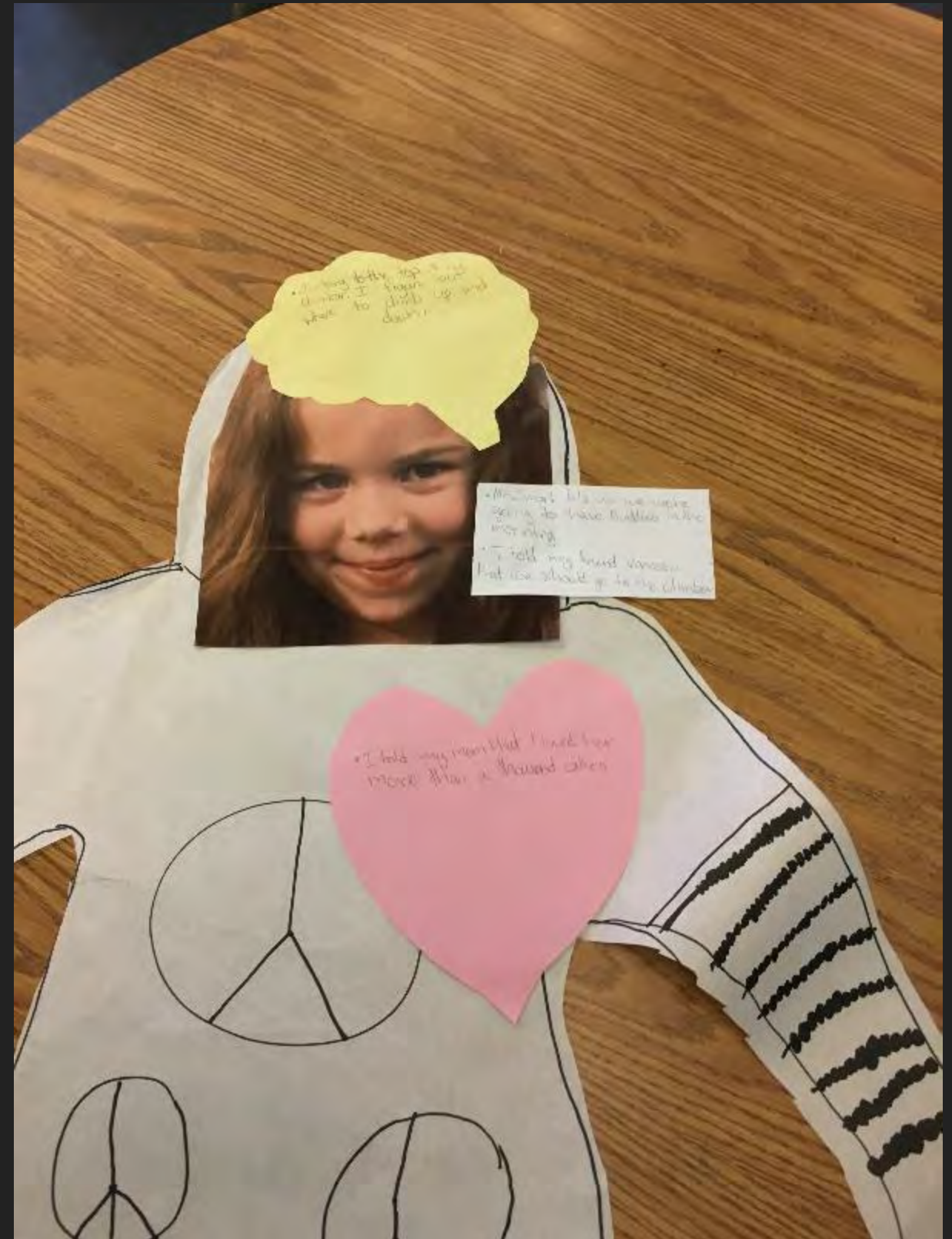
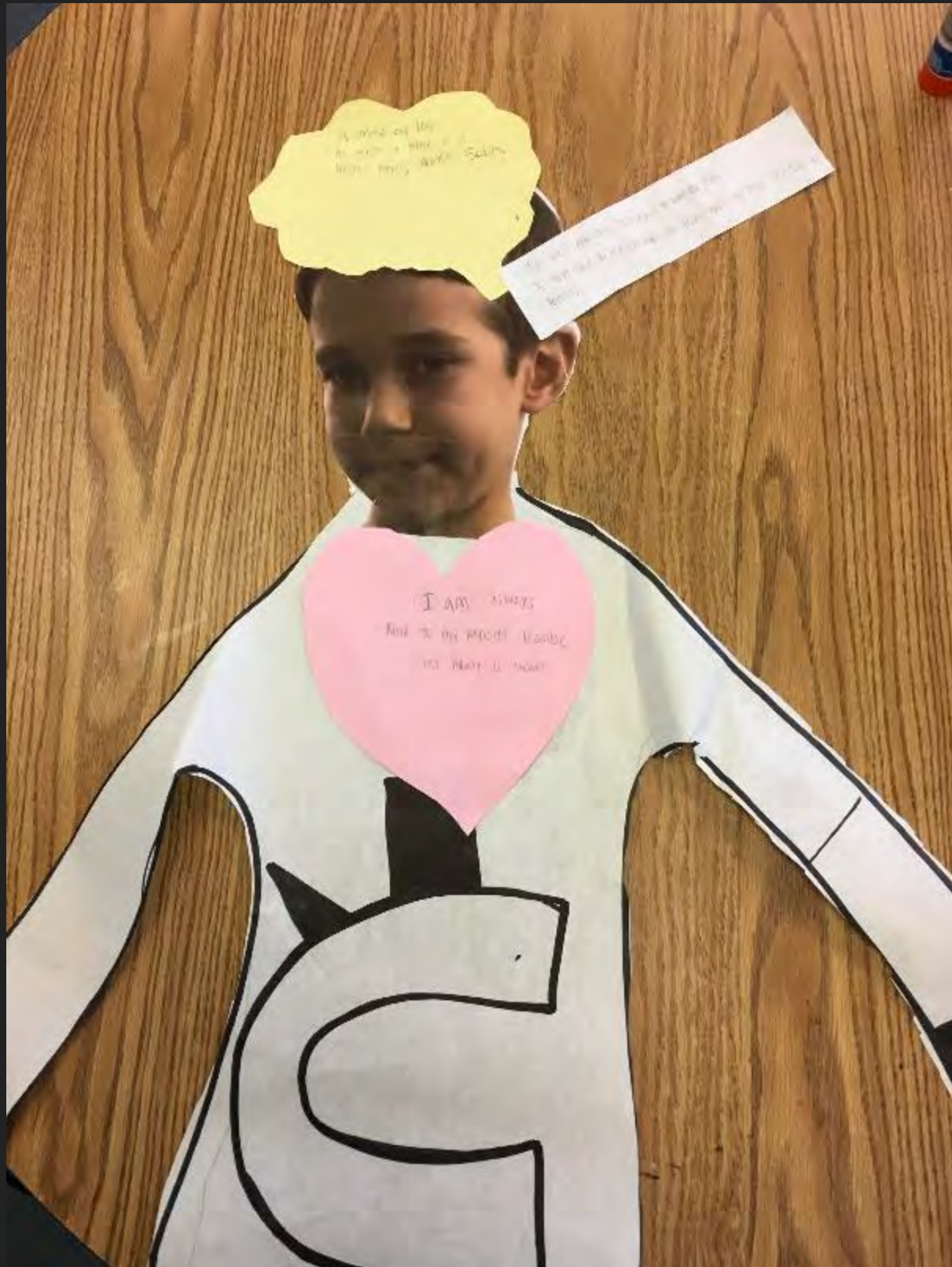
WHOLE PERSON QUESTION STARTERS

- ▶ 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?
- ▶ Write on the brain, heart and extra papers with these thoughts.

IN ACTION



THE WHOLE PERSON



BIG BUDDIES REFLECT



Name: Florence + Francis

Evidence of Critical Thinking:

When we're learning about something I'll ask questions and create ideas

Evidence of Creative Thinking:

Ania and I had some good ideas for our Kindness project, like adding a whole bunch of quotes.

Evidence of Communication Skills:

On Fresh grade I'll reflect on my project and ask questions.

Evidence of Personal & Social Responsibility:

Making sure no one is left out and that everyone is safe and happy



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,

Shelley Moore



SCHOOL DISTRICT 46
SUNSHINE COAST

FINE ARTS

Strategic Plan Goal 1 (K):
Our students will actively participate in
expanded Fine Arts programs.



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Excellence in all we do!

BC CURRICULUM

- Self-expression
- Understanding of identity
- Connection with artists
- Art processes
- Artwork
- Arts learning in students' own community





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FIRST PEOPLES PRINCIPLES OF LEARNING

Incorporating First Peoples ways of knowing and the [First Peoples Principles of Learning](#), the curriculum promotes informed and respectful engagement with First Peoples arts, artists, and worldviews.





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DIVERSITY IN THE ARTS

- Explore
- Understand
- Respect
- Appreciate





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LIFELONG LEARNING

All students, in becoming educated citizens, can develop an artistic mindset in all aspects of their daily life, both during and beyond their school years.





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OPTIONS FOR IN-DEPTH STUDY FOR GRADES 10 TO 12

Discipline-specific curricula in Grades 10, 11, and 12 support students who are committed to a greater depth of study in one or more of the four core disciplines.





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KNOW-DO-UNDERSTAND MODEL OF LEARNING

- Content (Know),
- Curricular Competencies (Do)
- Big Ideas (Understand)





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CONTENT (KNOW)

Each discipline's key concepts, elements, processes, and strategies are included in the Content learning standards in a carefully thought-out progression of what students are expected to know.





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CURRICULAR COMPETENCIES (DO)

The Arts Education curriculum at all grade levels supports a progression of study that engages students in discovering their artistic and creative potential through activities in dance, drama, music, and visual art.





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CURRICULAR COMPETENCIES (UNDERSTAND)

- explore with artistic curiosity
- create with artistic intellect
- reason through considerations and possibilities
- reflect on choices and imagining opportunities
- communicate ideas and perspectives
- document artistic growth and understandings
- connect with themselves, artists, artworks, and the world
- expand artistic capacity through perseverance





BIG IDEAS IN ARTS EDUCATION

	K	Grade 3	Grade 6	Grade 8	Grade 10
Big Ideas	People connect to others and share ideas through the arts.	The arts connect our experiences to the experiences of others.	Experiencing art is a means to develop empathy for others' perspectives and experiences.	Artists often challenge the status quo and open us to new perspectives and experiences.	Growth as an artist requires time, patience, and reflection.



CORE COMPETENCIES





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EMOTIONAL SAFETY

- being sensitive to individual students
- being prepared to respond to unique situations
- employing creative strategies to deal with:
 - rivalry
 - stress
 - fear of failure
 - stage fright
- mindful of activities that may cause emotional or psychological stress for individual students
- offer alternative strategies as necessary





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WORKING WITH THE FIRST PEOPLES COMMUNITIES

- Teachers should first contact **First Peoples education coordinators, teachers, support workers, and counsellors**
- They will be able to facilitate the **identification of local resources and contacts**, such as Elders, chiefs, First Nations tribal or band councils, First Peoples cultural centres, First Peoples Friendship Centres, and Métis or Inuit organizations.





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WORKING WITH THE ARTS COMMUNITY

- professional studios, performance groups, galleries, and associations
- high school, college, and university arts departments
- school and public libraries
- arts teachers' associations
- community, provincial, and national arts councils
- arts-regulating and policy-making authorities
- First Peoples artists and performance groups
- cultural associations, artists, and performance groups
- continuing education programs
- community and recreation centres
- arts periodicals and publications
- local radio and television stations (for access to audio-visual equipment)
- arts broadcasting
- arts and cultural festivals
- advocacy organizations

