

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

STRATEGIC PLAN REPORT: CORE COMPETENCIES

Submitted by Christa Rive
October 2021

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

OVERVIEW:

How can we walk alongside so that our students can feel *mino-pimatisimwm*, or “walking in a good way”? That is our work situated deep within the braid of the core competencies, the medicine wheel, the circle of courage. These competencies, central to the core, are continually evolving in our learners. As we move forward into this year, our continued role is to help our children better understand themselves so that they can both thrive and flourish.

SYNOPSIS OF THIS YEAR'S INITIATIVES:

There are three main competencies: Thinking, Personal/Social, and Communication. While all of the competencies are vital to the development of our students, the area of Personal/Social development will be further enhanced this year through our collective district work in understanding Indigenous worldviews, Truth and Reconciliation, Equity and Ensouling our Schools. Additionally, our work in socio-emotional learning and mental health will prove to increase our students' resiliency and contribute to a deeper understanding of themselves.

DATA ANALYSIS AND REVIEW:

The [MDI](#), YDI, and [School Satisfaction data](#) will continue to inform our collective work with the Core Competencies.

RESOURCES/BUDGET:

Resources for developing the Core Competencies are situated in site-based budgets. District resources are accessed for professional learning.

EMERGING AREAS OF NEED:

With the pandemic, climate change, emerging understanding of Truth and Reconciliation, Anti-racism, our students are navigating an unprecedented amount of worldwide concerns. Continued and deepening work in supporting our students' understanding of themselves and others along with mental health literacy will be vital to help our students flourish.

ADAPTATIONS/NEXT STEPS:

- Continued work with *Ensouling our Schools* on professional development days to support all staff. By helping our staff understand how Indigenous worldviews inform personal development, mental health, trauma informed practice, our students will more deeply understand themselves and flourish.
- Continued work to draw connections with the Core Competencies throughout the curriculum and informed by opportunities in structures like CARE and CAMP.
- Work with the new draft reporting structure to provide structures and opportunities for meaningful self-assessment opportunities
- Mental Health Literacy offered at secondary schools and further correlations drawn between mental health and the core competencies
- Ongoing socio-emotional learning K-12 to guide students to increased self-awareness and understanding, and to increase resiliency and self-regulation.