

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

STRATEGIC PLAN REPORT: CORE COMPETENCIES

Submitted by Director Kerr

October 9th, 2019

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

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. Students develop Core Competencies when they are engaged in the "doing" – the Curricular Competencies – within a learning area. As such, they are an integral part of the curriculum. While they manifest themselves uniquely in each area of learning, the Core Competencies are often interconnected and are foundational to all learning.

Discussion:

- Before students enter school the development of Core Competencies begins at home and then continues throughout their life. Students encounter opportunities to develop their competence in formal and informal settings. They move from demonstrating competence in relatively simple and highly supported situations, to demonstrating independence in more complex and varied contexts. Competency development does not end with school graduation but continues in personal, social, educational, and workplace contexts.
- Core Competencies emphasize that learning is not just within the time and space of school, but a way of being that is life long and in all areas
- Teachers have been using the core competencies as the "invisible curriculum" for years – the new curriculum has made it visible and valued its importance with the redesign.
- The Core Competencies make the curricular competencies more meaningful and relevant to students
- Student voice is critical with the core competencies – self-reflection, the knowing of themselves.
- The Competency Based (CB) 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 CB-IEP's. 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:

- 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, Classroom Teachers and Educational Assistants to work with new IEP Format
- Information at Staff Meetings
- Innovative Ways to Engage Parents/Students in process
- Innovative Ways to Show Reflection and Learning of Students K-12