**Core Competencies: A Practical Guide**

**Curriculum Better Practice Series**

**Workshop #2 of 5**





Hosted by SD57 Curriculum Coaches

Deneen Sawchuk, Tamara DeFord, Shay Jones, Lauren Stelmaschuk, and Sherrie Pearce

Core Competencies Summary

|  |  |  |
| --- | --- | --- |
| Competency | Description | Facet |
| Positive Personal & Cultural Identity PS | The positive personal and cultural identity competency 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. | 1. Relationships and cultural context 2. Personal values and choices 3. Personal strengths and abilities |
| Personal Awareness and Responsibility  PS | Personal awareness and responsibility 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. | 1. Self-determination 2. Self-regulation 3. Well being |
| Social Responsibility PS | Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one’s family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships | 1. Contributing to community and caring for the environment 2. Solving problems in peaceful ways 3. Valuing diversity 4. Building relationships |

|  |  |  |
| --- | --- | --- |
| Creative Thinking T | The creative thinking competency involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. | 1. Novelty and value 2. Generating ideas 3. Developing ideas |
| Critical Thinking T | Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency 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 | 1. Analyze and critique 2. Question and investigate 3. Develop and design |
| Communication C | The communication competency encompasses 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.  Communication competency provides a bridge between students’ learning, their personal and social identity and relationships, and the world in which they interact. | 1. Connect and engage with others (to share and develop ideas) 2. Acquire, interpret, and present information (includes inquiries) 3. Collaborate to plan, carry out, and review constructions and activities 4. Explain/recount and reflect on experiences and accomplishments |

Step Plan

**Step 1 - Explicit Teaching – Tell**

Teachers help students understand Core Competencies by giving definitions, explanations, and examples of competencies.

**Step 2 - Student Prompts – Ask**

Teachers have students think about the Core Competencies by giving prompts, asking questions, and helping them notice their behaviours.

**Step 3 - Student Mini-reflections and self-assessments**

Student activity reflection, ticket out the door, Dear Etiquette Expert Cards, etc,

**Step 4 - Data Gathering**

Exemplars and examples store in a file folder, on fresh grade, or in a special binder. Student controlled, teacher supported.

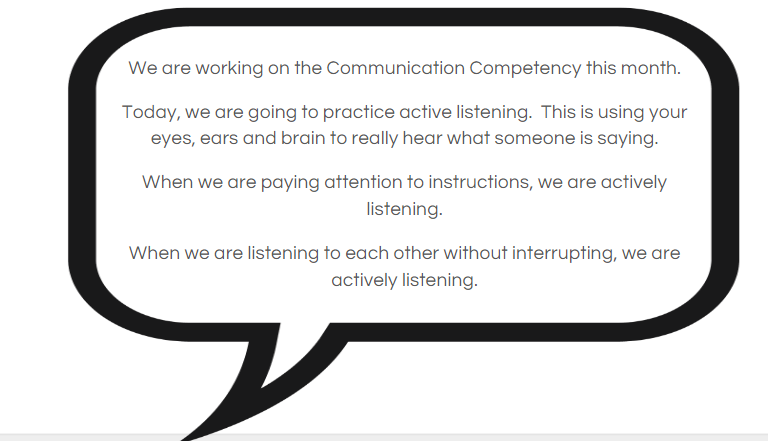
**Step 5 - End of year Student Self-Assessment and “Celebration”**

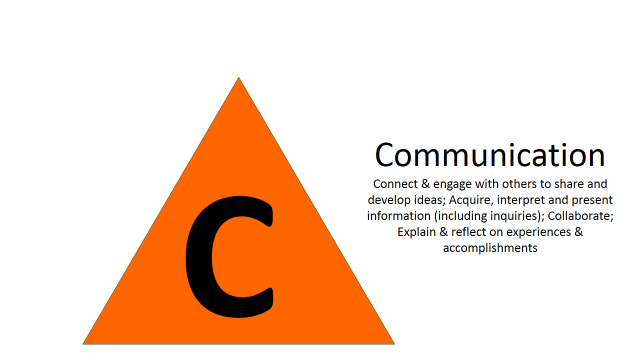
Students take their “data” and pour it onto the floor. They pick their “three best, three most recent exemplars” and use them as talking points for self-assessment. Reflect, celebrate, and make a plan.

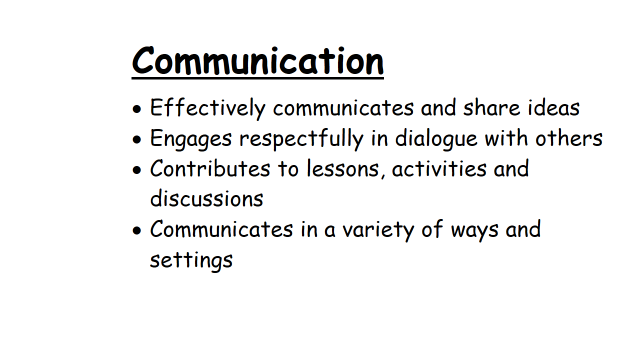


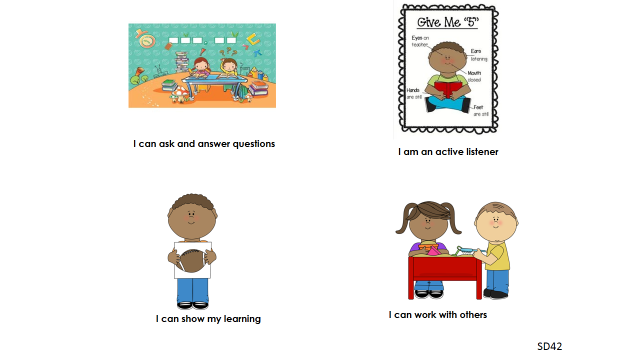
Step

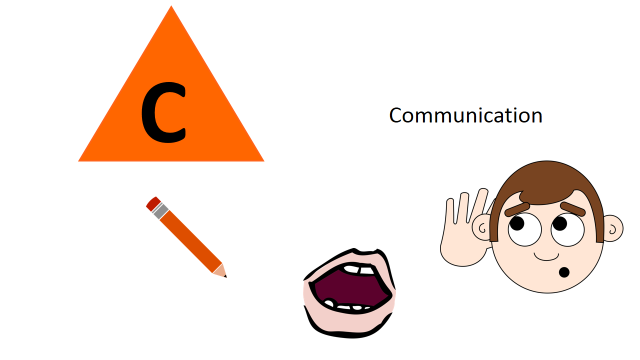
C











To have the students think about the Communication Core Competency, teachers might say to students….

When you gathered basic information

When you listened to peers

When you encouraged others to speak

When you recounted others’ ideas

When you helped move a conversation forward

When you expressed yourself clearly in written, verbal, or artistic ways

When you helped the group come to consensus

When you answered questions clearly

C

To have the students think about the Personal and Social Core Competency, teachers might say to students….

PS

Positive Personal and Cultural Identity

In your groups I saw you problem solving

You included others in your group and worked well with them

You thought carefully before acting or reacting

You compromised

You listened and respected another opinion

In science we looked at other worldviews

In socials we looked at how the past

When we looked at this story, what did you notice about…

You acted like a leader.

You were a respectful follower

You are able to identify what you did well

You know your strengths and are

You helped someone else.

You included others

Social Responsibility

Personal Awareness and Responsibility

To have the students think about the Thinking Core Competency, teachers might say to students….



T

Critical

When you finally landed on the best plan

When you looked at all the possible solutions and decided which would work best

When you discarded an idea or design that you didn’t think would work

You are able to analyze data

You can look at graphs and determine which the most likely explanation is

You can read a novel and discern what a characters motivations were

You can look at rules for the game and follow them because they make sense to you from a strategic point of view

you are able to decide what strategies work best for you in different situations

you can see the root of the problem

Creative

Brainstorming without judgment

Working off of another’s idea

Having an original idea

When you tried to figure out ways to include everyone

When you combined several ideas

When you visualized several ways of solving the problem

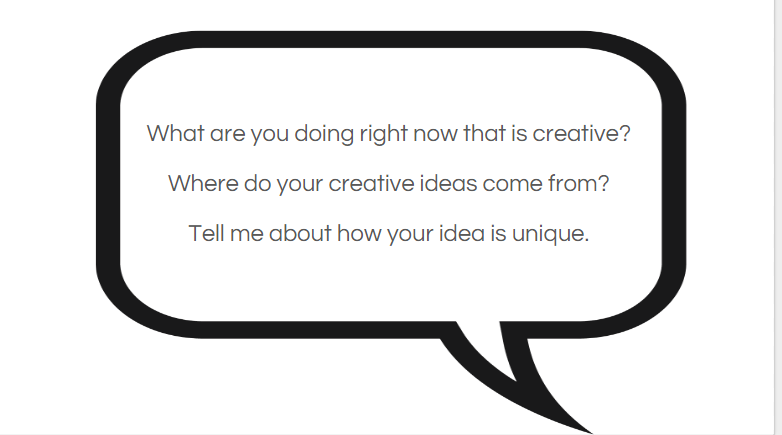
When you came up with a story line or a project topic

You can look at a graph and come up with 5 possible explanations for the data (even if some are whacky)

When you tried 5 or 6 different ways to solve something

You played and developed ideas

Step



**Activity “Step 2 – Student Prompts” – some examples from SD 42 Workshop**

**Communication**

How do you share information with others?

Can you describe some ways you have collaborated with others?

How do we communicate effectively: looks like, sounds like, feels like?

How do you show you are an active listener?

What is my role in group work?

How do I connect an engage with others?

What is your strength in group work?

Who do you read to?

What role is easy for you, hard for you?

How do I acquire/interpret/present information? (focus on one at a time)

What is the purpose of collaboration?

Think of a time when you presented to others. What worked well/was important to do?

Think of a metaphor that shows who you are as a listener/learner/communicator?

What could you do differently? (Know what you know about what you do differently)

**Critical Thinking**

Tell about a time when you had to try more than one strategy to solve a problem.

What strategy did you use to analyze ideas?

Can you give an example of …?

Why do you think …?

How do you solve ….?

Can you explain …?

Can you elaborate on the reason …?

Tell me about the time you used multiple sources to get information.

How did you decide if they were real/true/accurate?

**Creative Thinking**

Where do your new ideas come from?

What do you do with your new ideas?

Describe a time when you helped build upon the ideas of others.

Describe the environment that works best for you when creating ideas.

Describe a time when your ideas took a long time to develop.

**Personal Awareness and Responsibility**

What treasures or gifts do you bring to our class?

When I am having trouble with something I …

What storybook characters remind you of yourself?

What do you need so that you can contribute to our class discussions?

When I get upset I …

I know I am good at this because …

I keep myself healthy by …

These events \_\_\_\_\_\_\_\_\_ helped me to grow by …

**Positive Personal and Cultural Identity**

What makes you unique?

Tell me about your learning strengths.

How do you learn best?

Who are you? I am …

What makes your heart sing?

What is most important to you?

How do you make good decisions?

What influences your decisions?

**Social Responsibility**

I use kind words and actions to encourage and or help others when…

It is easiest to work cooperatively with others when …

Tell me how you encourage others to understand the importance of community and/or world events and how they relate to us.

Explain to me how you look for ways to help make the lives of others better. How do you take action?

Tell me about a time when you planned ways to take care of environment. How could you encourage others?

Step





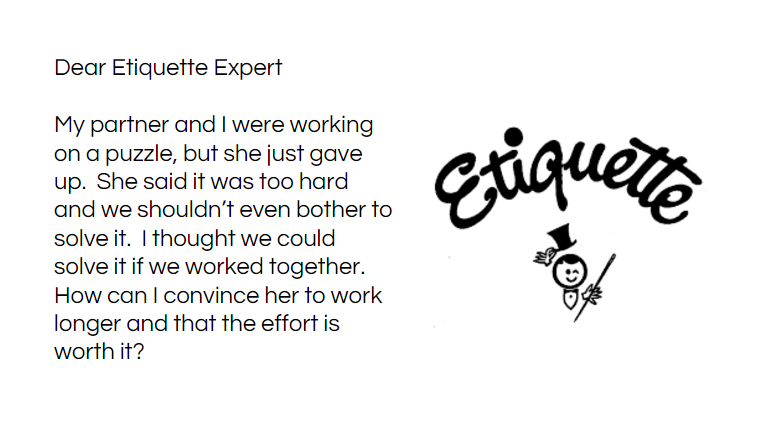
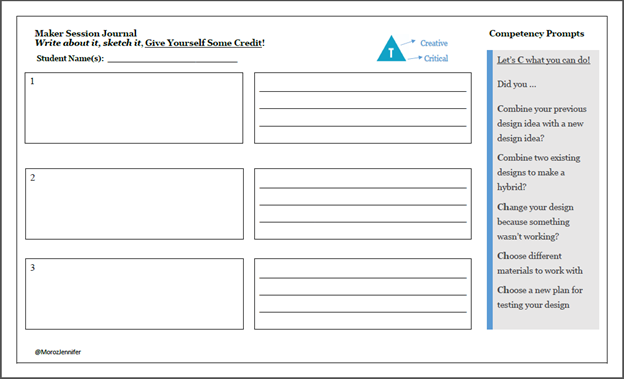
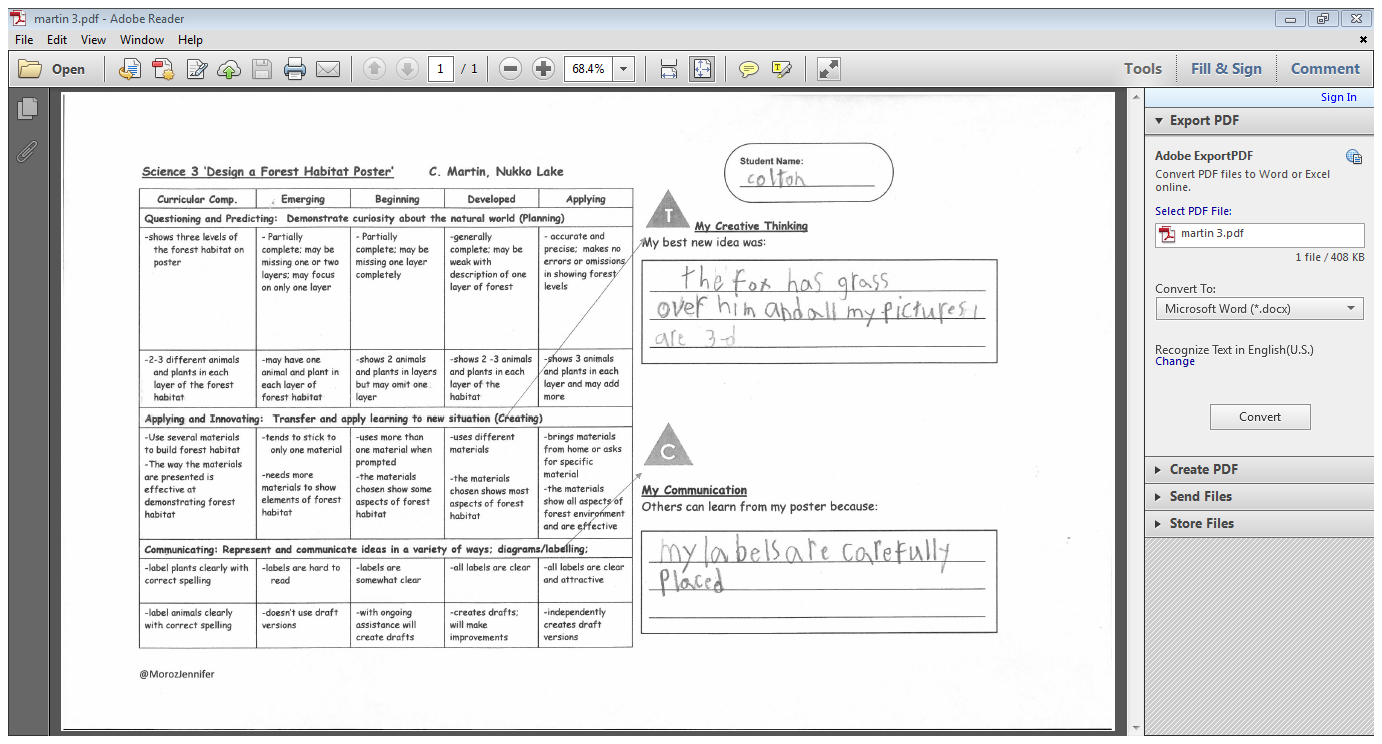
Students practice self-assessment and reflection

-         Ticket-out-the-door

-         Core Competency assessment sheets

Students get a chance to think about and practice skills.

-         Dear Etiquette Expert

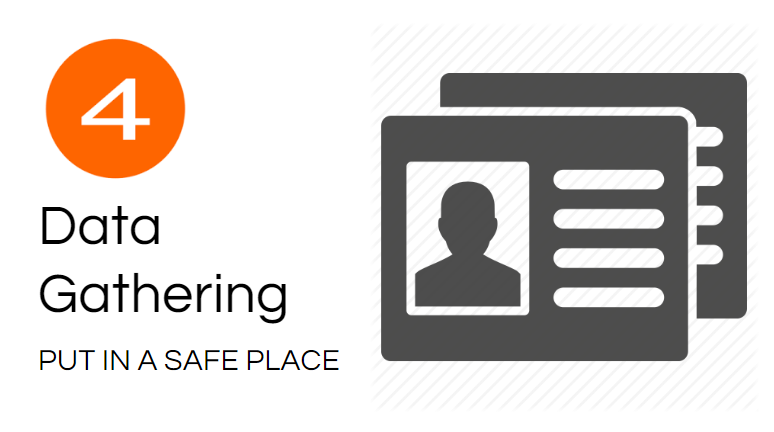


CRITICAL THINKING Self-Assessment

Think back to the four investigative activities from this unit: 1A The Effect of Concentration on Reaction Rate; 1B The Effect of Temperature on Reaction Rate; 1C How Temperature Affects Exothermic vs Endothermic Reactions; 1D Changing the Catalyst in a Reaction. Look through your lab write-ups if they are available to you. Try to find examples where you used the following science thinking skills. (You do not need to find an example of every skill from every activity.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Analyze and Critique**  - Identify criteria to use when analyzing evidence.  - Analyze evidence from different perspectives. | **Question and Investigate**  - Ask open-ended questions and gather information.  - Differentiate between facts and interpretations. | **Develop and Design**  - Experiment with different ways of doing things.  - Develop criteria for evaluating design options |
| 1A |  |  |  |
| 1B |  |  |  |
| 1C |  |  |  |
| 1D |  |  |  |

Step



Students should be responsible for this as much as possible.

Teacher intervention if file folder is too empty or too full.

Mark with a note as to why it is good evidence (colour triangle/Letters ‘C’, ‘T’, ‘PS’)

Step



For example:

What are you proud of?

What are you good at?

How do you know?

What will you work on next?

