

Core Competencies



Core Competencies & Self-Assessments



[Core Competencies | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](http://gov.bc.ca)

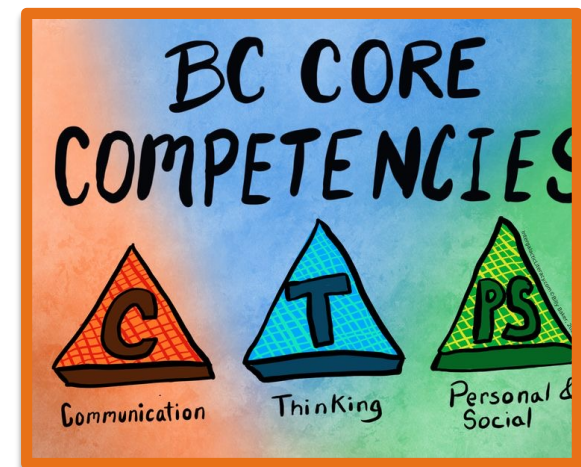
Facets of Communication Competency

1. COMMUNICATION

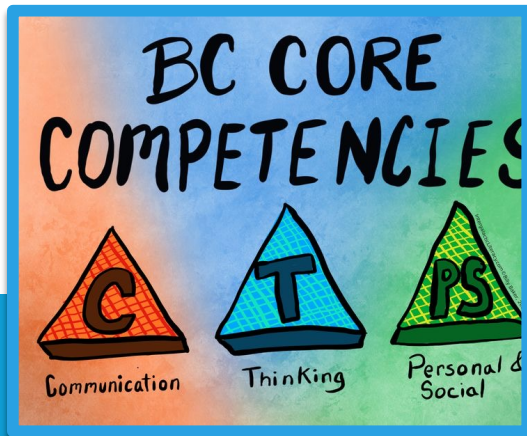
- Connecting and engaging with others
- Focusing on intent and purpose
- Acquiring and presenting information

2. COLLABORATING

- Working collectively
- Supporting group interactions
- Determining common purposes



Facets of Thinking Competency



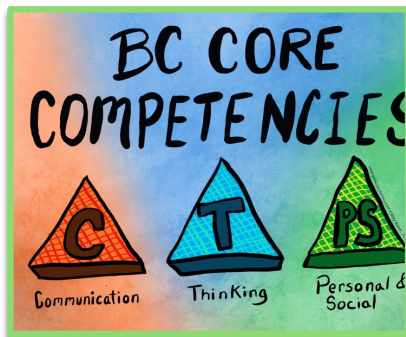
1. CREATIVE THINKING

- Creating and innovating
- Generating and incubating
- Evaluating and developing

2. CRITICAL AND REFLECTIVE THINKING

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

Facets of Personal & Social Competency



1. PERSONAL AWARENESS AND RESPONSIBILITY

- Self-advocating
- Self-regulating
- Well-being

2. POSITIVE PERSONAL AND CULTURAL IDENTITY

- Understanding relationships and cultural context
- Recognizing personal values and choices
- Identifying personal strengths and abilities

3. SOCIAL AWARENESS AND RESPONSIBILITY

- Building relationships
- Contributing to the community and caring for the environment
- Resolving problems
- Valuing diversity



They Form the Foundation for Curricular Competencies

They form the foundation for the Big Ideas and curricular competencies.

They are designed to be flexible to allow teachers to incorporate them into curricular goals.



Core Competencies are Life Skills

- Growing educated citizens and lifelong learners
- Making self-reflection a natural part of the learning process
- Facilitating personal goal setting
- Promoting personalization, inclusion, diversity, and student ownership of learning

Education is "the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come." EGW



How can we use them?

- Try choosing **one core competency at a time** to emphasize across curriculum
- Assure that students know ahead of time the core competencies that are the **current focus** and keep coming back to them as you teach the curriculum
- Intentionally **notice, name, and connect** competencies with their learning
- Deliberately **plan lesson strategies** that incorporate student interaction/interdependence, self-expression, creative elements, and deep thought processes
- Use open-ended, probing **questions**



Use Open-Ended, Probing Questions

Examples of Questions

Communication:

- How do you show that you are listening to someone?
- What do you do when you disagree with someone in your group?

Thinking:

- How has your thinking about this topic changed?
- What strategies did you use to decide whether to believe what you read?

Personal and Social:

- What words or actions do you use to encourage a classmate who is discouraged?
- How do you use your strengths and interests to help you learn best?








Examples of Authentic Experiences: *Language Arts*



- Choose stories, poems, essays that highlight specific core competencies
- Reflect on the cause and effect relationship of plot elements ▲ T
- Write endings for stories ▲ T
- Have small group discussions with each person speaking as a character ▲ C
- Create photo essays ▲ T
- Compare oneself to character and their choices ▲ PS
- Write essays on social issues ▲ PS ▲ T









Examples of Authentic Experiences: *Science*



- Observe nature directly and journal or discuss emotional impact on self 
- Plan a class project to benefit the environment 
- Research and make a class presentation  
- Discuss the impact and importance of... (gravity, bees, the water cycle...) 
- Read a report on a scientific study and recreate it, represent it artistically, write a skit about it...  









Examples of Authentic Experiences: Health & PE



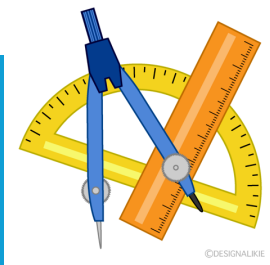
- Have pairs or small groups create and perform a routine 
- Debrief after a competition 
- Discuss personal strengths and stretches  
- Express appreciation to team members  
- Celebrate together 
- Ask thoughtful questions about human health 








Examples of Authentic Experiences: *Socials*



- Discuss whether you agree or disagree with a statement and why 
- Find an artifact or item and explain how it represents a historical element or social issue 
- Create a satirical cartoon 
- Make a model, painting or drawing to represent something you've studied 
- Participate in a class debate or court case  
- Discuss a current event that impacts you or your community  

Examples of Authentic Experiences: Math



- Participate in a multi-step problem where each group member has part of the data required  
- Verbalize to a classmate how you solved a problem  
- Use drawings or objects to demonstrate a math concept 
- Work at group tables where one member is a leader and helps to keep all members moving forward 
- Connect math concepts to personal interests 



Assessment of Core Competencies 1

Core Competencies are to be assessed by the students **themselves**.

These things do **NOT** meet the requirements or goals:

- Teachers reports on work habits
- Student self-assessments on curricular competencies

Students need to learn how to look back on their contributions to or growth in things like:

*relationships, learning, the learning of others, their community, their skills,
justice*



Assessment of Core Competencies 2

- Students take ownership of ongoing and year-end self-assessments, with teacher support provided as needed throughout the school year
- Teacher provides multiple opportunities for students to document and access their reflections throughout the year
- The self-assessment at the end of the year goes in the student's permanent file along with their report card.

What Do Self-Assessments Look Like?

- “I can...” statements
- Rubrics
- Journal entries
- Goal setting
- Mind map or other graphic organizer
- Poems or drawings
- Spoken responses
- Dramatizations
- Lists or charts

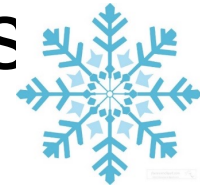


Core Competencies: Fall Ideas



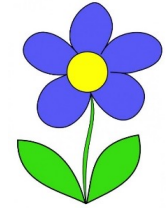
- Create a portfolio or journal to track progress through the year
- Identify areas of growth and goals for each CC
- Create class rules while referring to CCs
- Use CC posters and brainstorm what they “look” like
- Create “All About Me” posters with focus on personal strengths, values, relationships
- On Orange Shirt Day, connect to First People’s Principles of Learning
- After Great BC Shakeout, develop and design safety plan for home and school
- For Remembrance Day, question, investigate, analyze past and present
- After field trips, reflect on engaging with others, explaining what they learned, reflecting on significance of cultural contexts

Core Competencies: Winter Ideas



- Use portfolio or journal and reflect on personal growth
- Refocus on personal goals and/or set new ones
- On Pink Shirt Day, reflect on personal choices, relationships, and contributions to community
- After or during practices for Christmas program, reflect on participation and contribution
- When sharing winter spaces, reflect on self-regulation in small spaces, solving problems in peaceful ways
- Respond creatively to various weather conditions

Core Competencies: Spring Ideas



- Track again with portfolios
- After spring concert, reflect on creative input and developing ideas
- Explore the impact of school sports on social-emotional and physical well-being
- After campout or nature experience, reflect on personal interests, emotions, connections
- End the year with reflection on goals reached and areas for future growth
- Express gratitude in creative ways

Resources for Ideas & Forms



- <https://www.popey.ca/news/proficiency-pigs/see-what-is-happening-in-classrooms-across-bc>
- <https://sd79.bc.ca/services/curriculum/curriculum-resources-k-12/core-competencies/>
- <https://learn.sd61.bc.ca/curriculum/core-competencies/>
- <https://blossomemoore.files.wordpress.com/2016/10/bc-core-competencies-supported-self-assessment.pdf>
- <https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf>