Embedding Core Competencies in the Classroom

Sofie Maurice August, 2017

Acknowledgements

- * Territory of the the Kwanlin Dun First Nation and the Ta'an Kwäch'än Council
- * Thank you to the many school districts and BC educators who have already started this work and who have bravely made their learning visible by sharing.



Learning Intentions





- * Explore ways to embed Core Competencies explicitly and intentionally in your classroom and share ideas with your colleagues
- * Begin thinking about how you will present and support the Core Competencies in your classroom

Before we begin...

What do you hope to get out of today's session?

BC's New Curriculum

* The Core Competencies are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning."



BC Ministry Page

Core Competencies

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Through provincial consultation, three core competencies were identified.



ACommunication

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. The Communication Competency Profiles have been developed by BC teachers based on students' work. The communication competency consists of two elements:

Communication Competency Profiles (PDF)



present an overview and the set of profiles. The overview provides background about communication competency and includes a description of its facets. The set of profiles are descriptions of students as they progress to sophisticated stages of competency. The profiles are written from the student's point of view, reflecting student ownership and responsibility for demonstrating the competencies.

Download the Communication Competency Profiles in English or French

experiences and ideas, to explore the world around them, and to understand and effectively engage

View the Communication Profiles and Illustrations »

Thinking - The thinking competency encompasses the knowledge, skills and processes we assoc

Communication -The communication competency encompasses the set of abilities that students



Communication Competency Illustrations

The illustrations offer examples of ways in which students from diverse backgrounds and communities can demonstrate the communication competency.

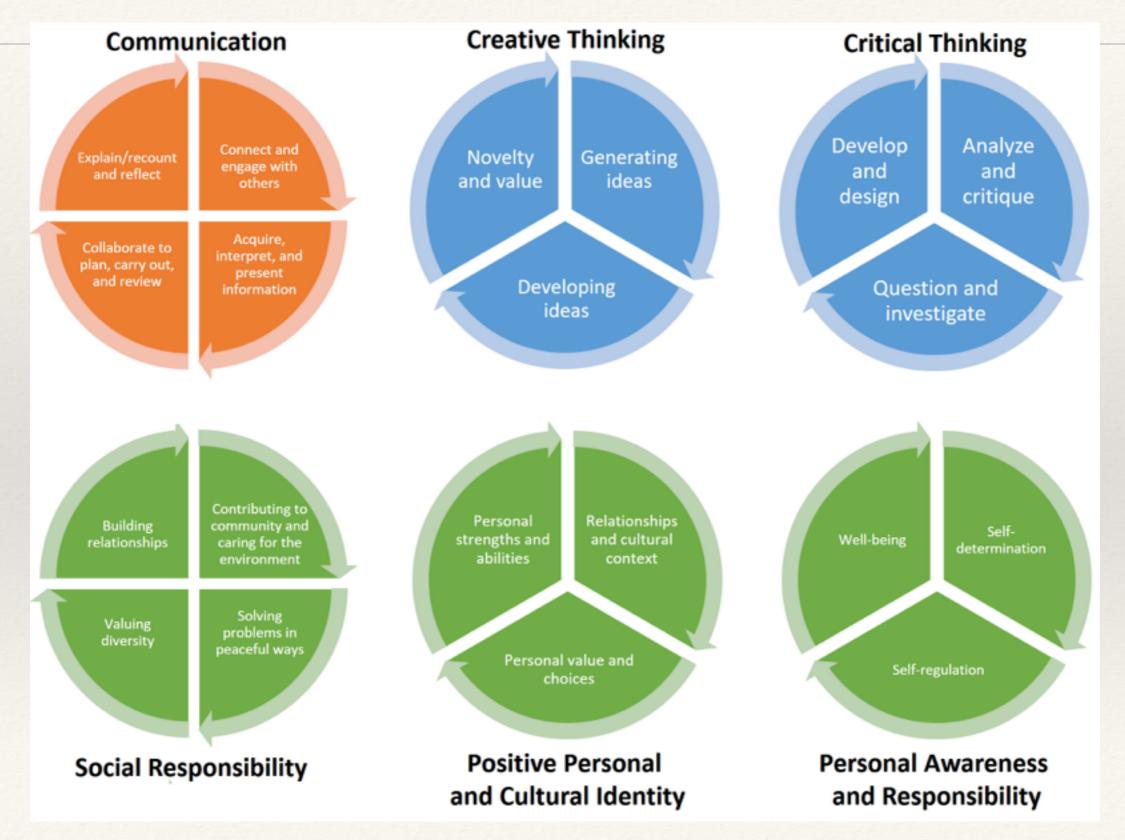
Competency Illustrations

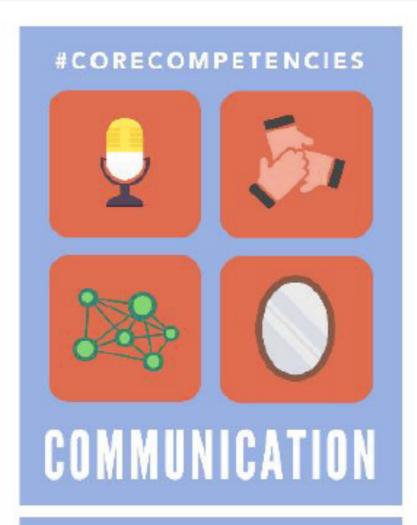
Profile	Title	Context	Facets
1	Journal du lundi : une journée à la plage	Les lundis matins, les élèves racontent en plénière ce qu'ils ont fait pendant leur fin de semaine. Ils sont encouragés à illustrer un fait et à le décrire dans leur cahier.	Entrer en relation
1	Girl Making List	During Daily 5 literacy activities, this young girl chose to make a list of the names of children in the classroom. She is supported by an adult.	Acquire, interpret, and present, Connect and engage
2	Reporting On Oyster Farming	These two pictures show a student and his father presenting the father's career in the oyster business. The other students listened and then asked questions.	Acquire, interpret, and present, Collaborate
2	Personnages uniques : « Slam dunk »	Après avoir lu plusieurs albums et exploré la notion de personnage, les élèves ont étudié les composantes d'un récit selon les préceptes de la ressource « Le récit en 3D ». Dans ce projet,	Entrer en relation, Acquérir, interpréter et présenter de l'information, Collaborer

Competencies Simplified

- Communication: listen and share ideas, work with others, present my work, communicate my thinking
- Creative Thinking: new ideas (new to me and/or new to others), building on others' ideas, keep trying through failure and refining, self-expression
- Critical Thinking: making decisions/judgements/conclusions based on examination, evidence, critique, set and refine goals, processes
- Personal and Cultural Identity: knowing who you are, your values, your strengths and abilities
- * Personal Awareness and Responsibility: value self, ideas, take responsibility for actions and choices, perseverance, well-being/health
- * Social Responsibility: care and responsibility for others, community, and environment, valuing diversity, solving problems in peaceful ways

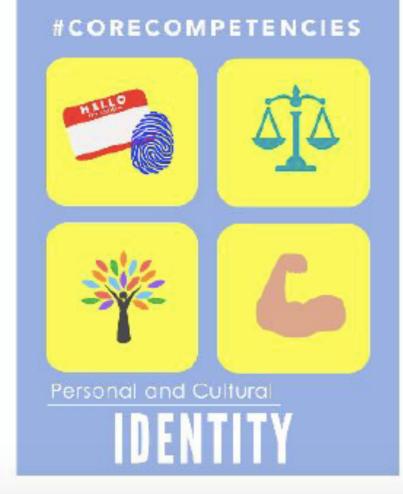
Facets

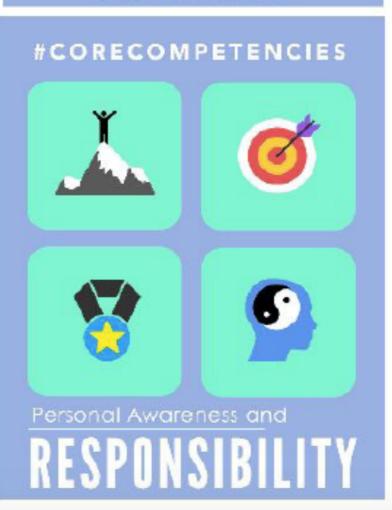




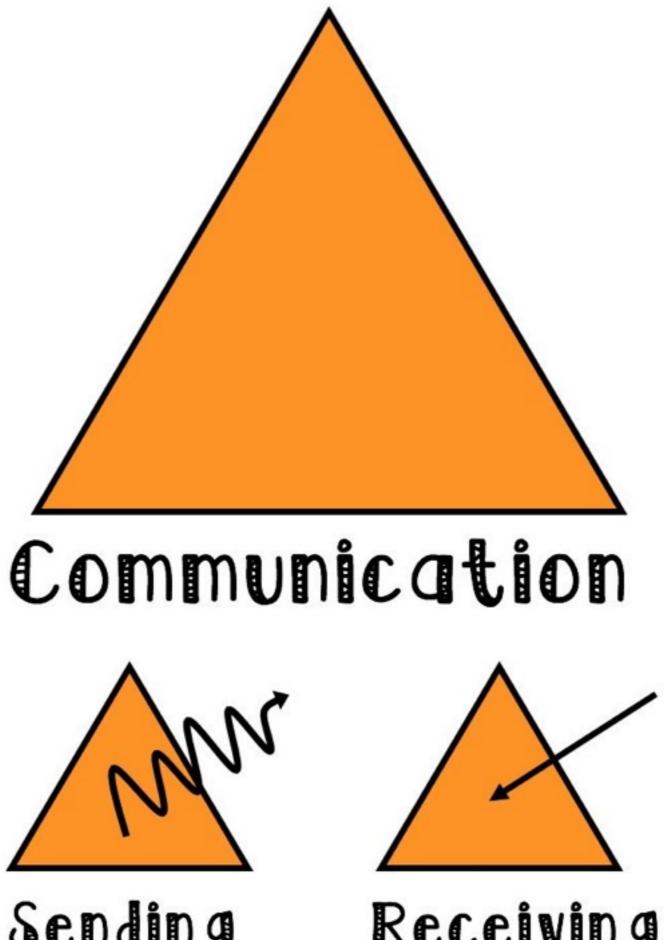






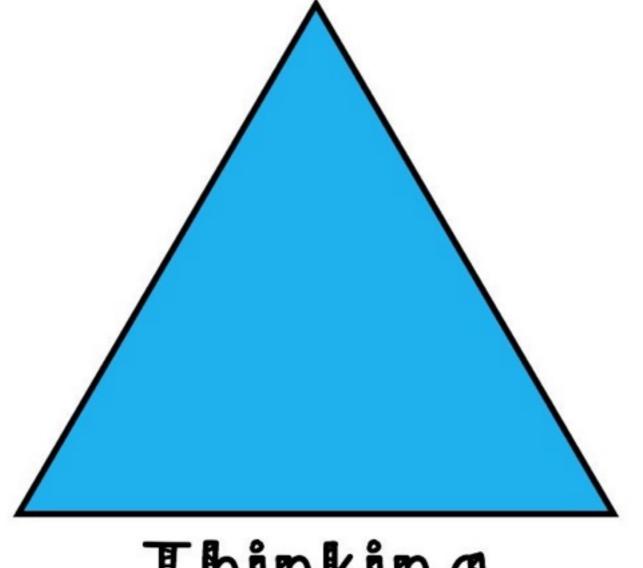




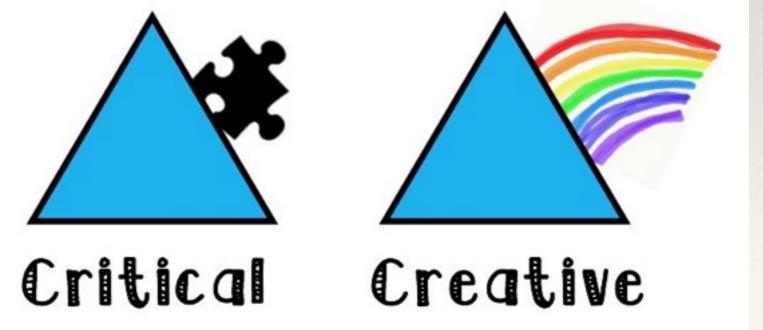


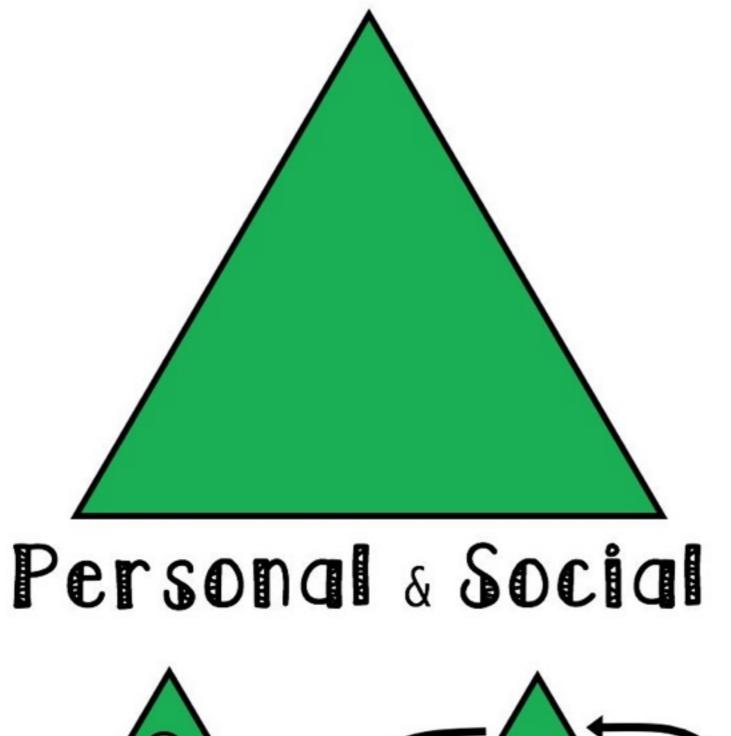
Sending

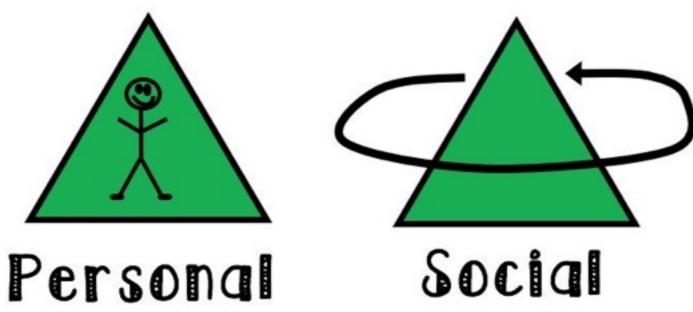
Receiving

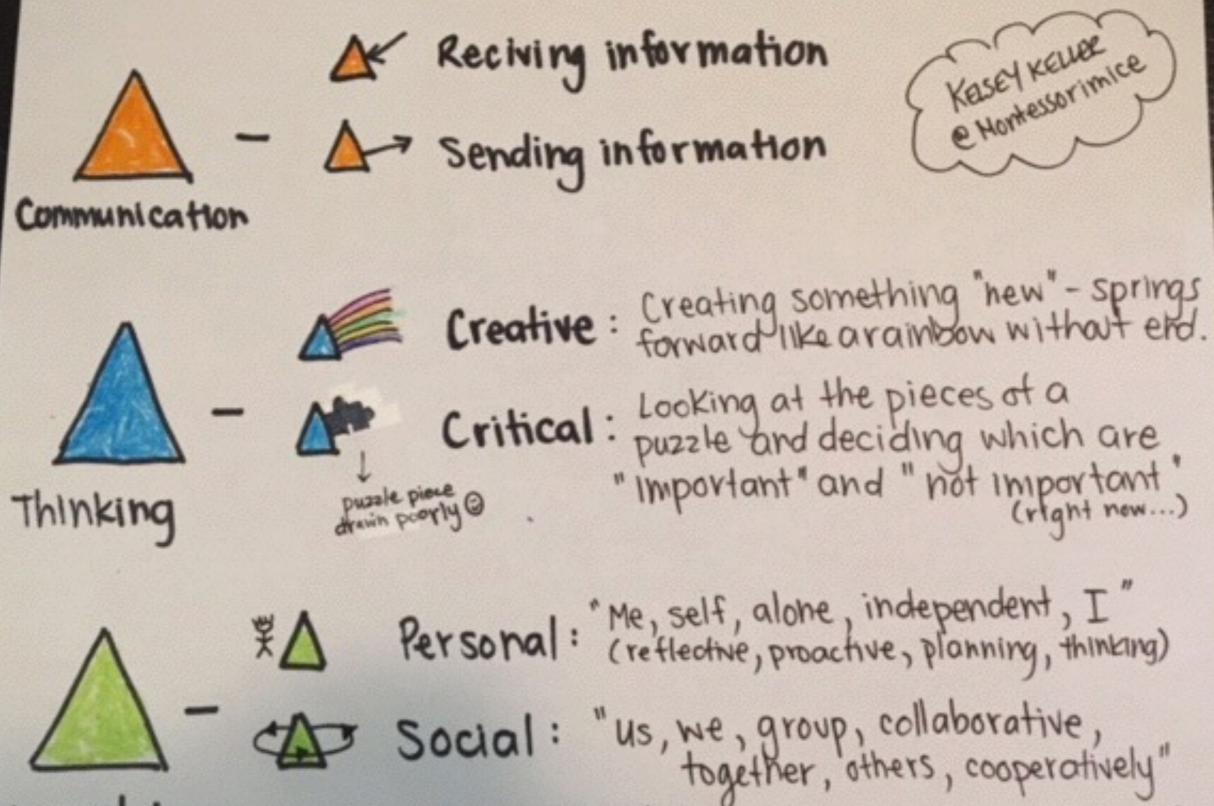


Thinking





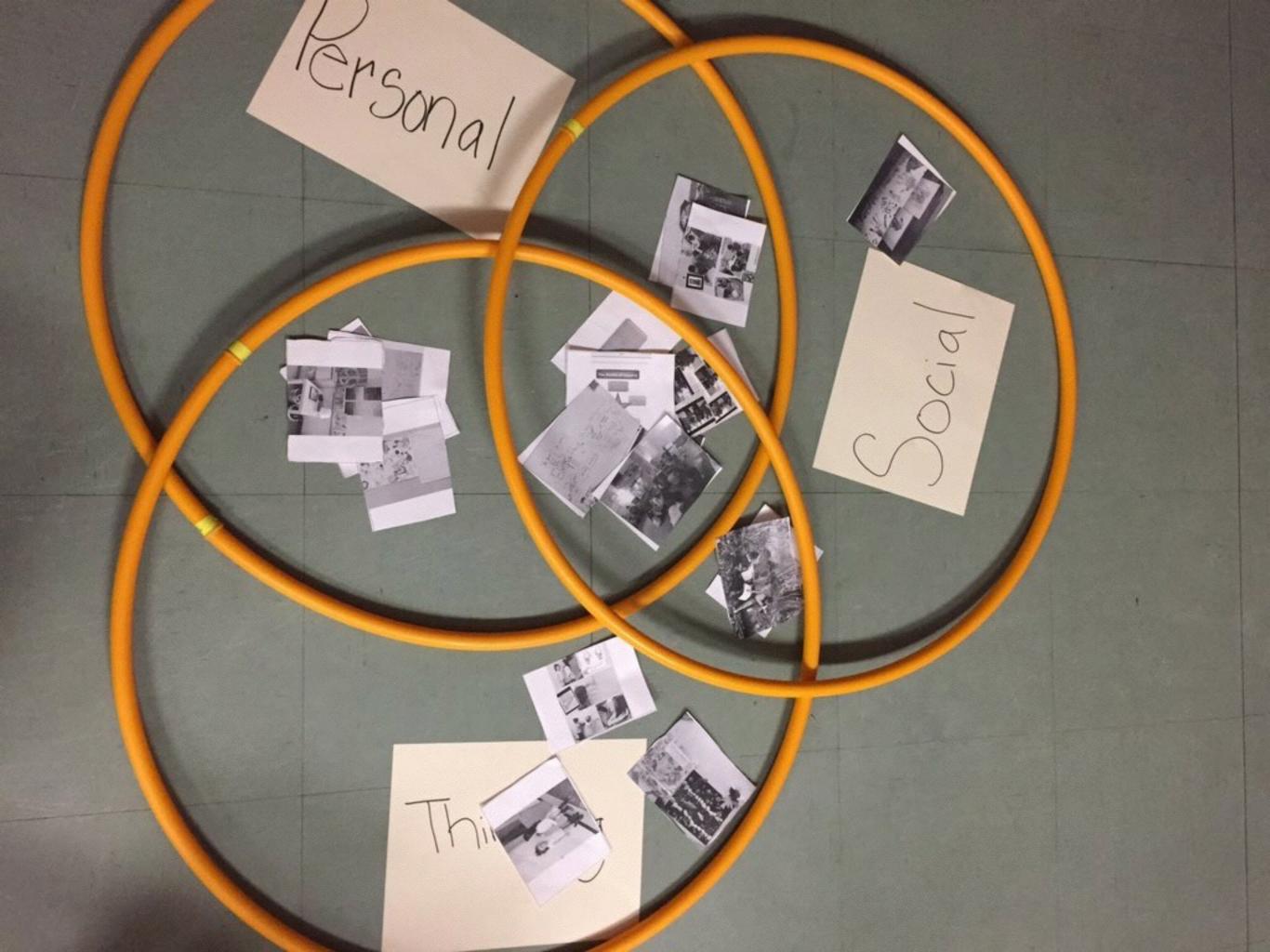




(doing, building, working, accountable)

Personal + Social

Sorting Activity



Presenting and Embedding the Core Competencies

A video from a Kindergarten classroom "What are some key messages?"

















I can work and play co-operatively.

















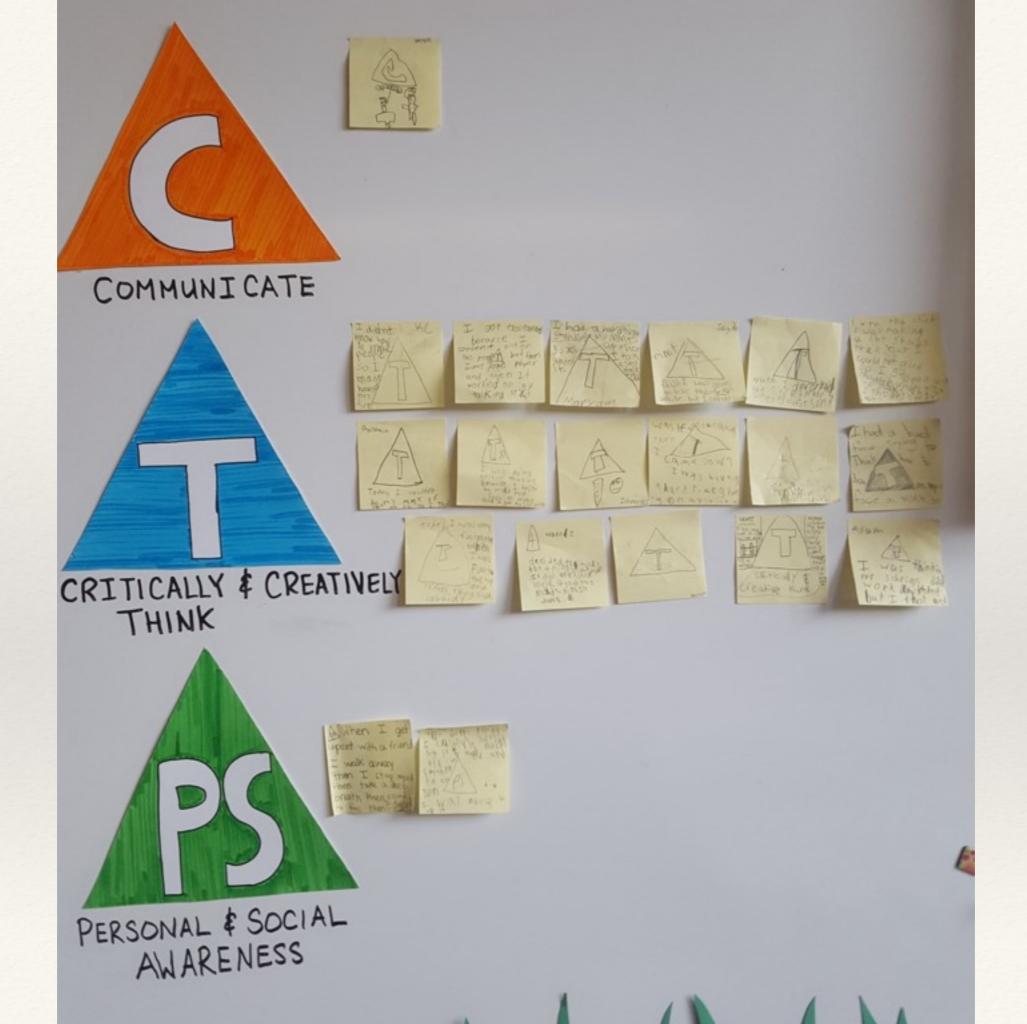




















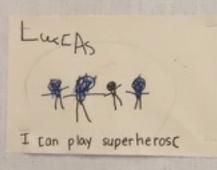
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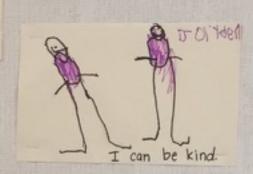
























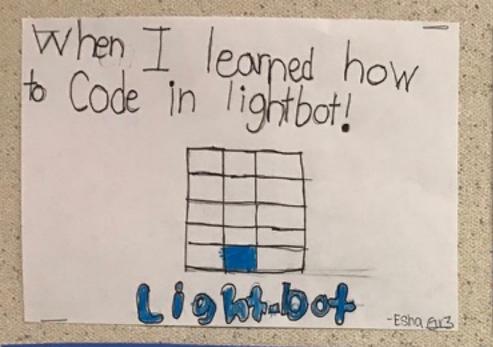


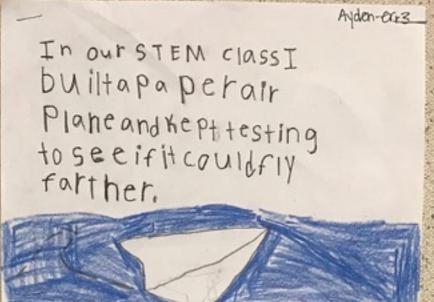


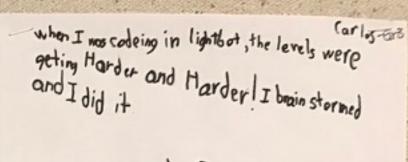


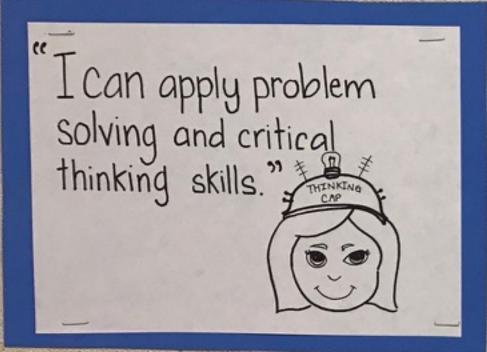


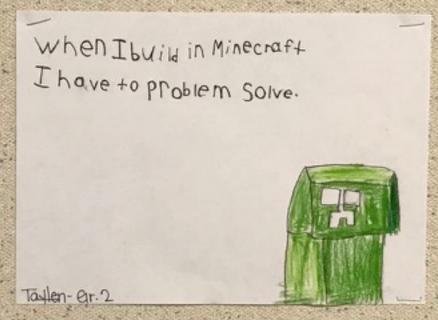


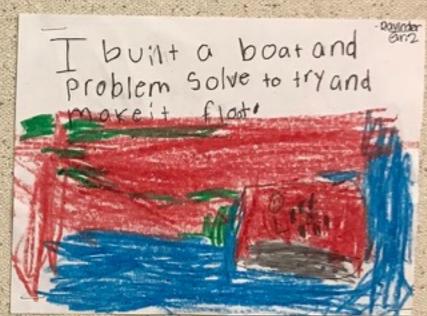










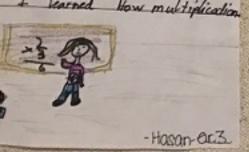


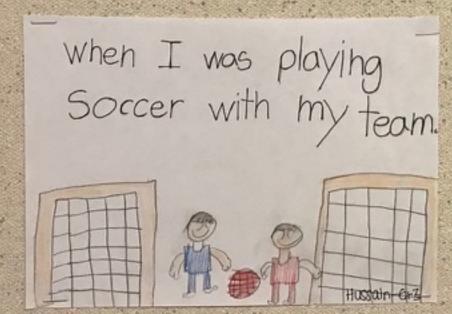
Was my first

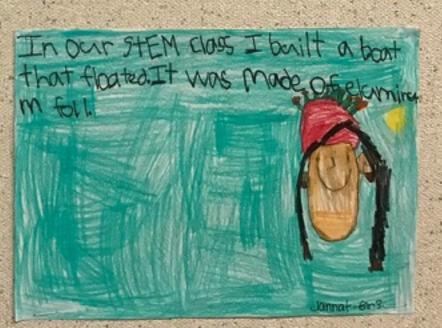
Multiplication. It was

hen I started learning.

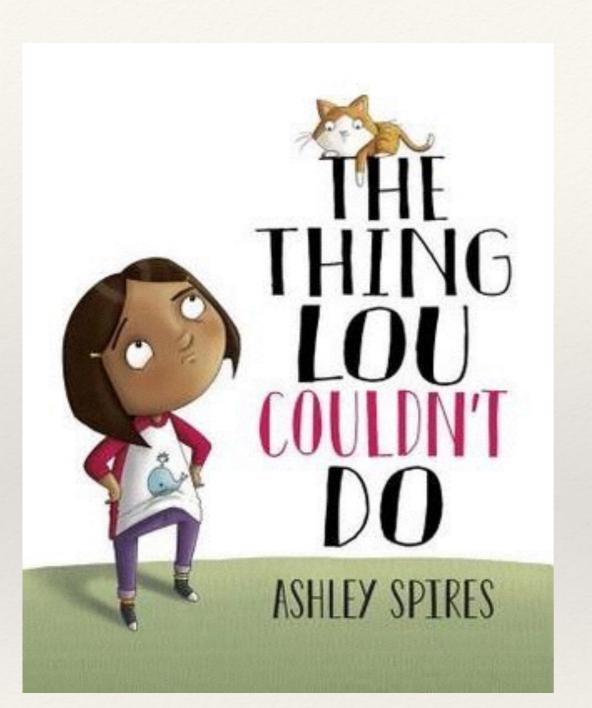
I learned How multiplication.







Using literature



I think Lou is showing....

(Communication, Creative or Critical Thinking, Personal and Social Responsibility)

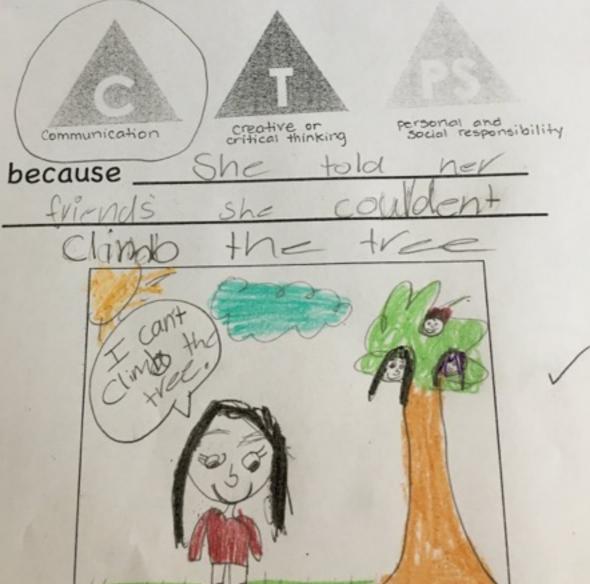
....because....

Name Ally Date May 31s+2017

Core Competencies in Stories

The Thing Lou Couldn't Do by Ashley Spires

I think Lou is showing



Name Palah

Date MAY312017

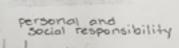
Core Competencies in Stories

The Thing Lou Couldn't Do by Ashley Spires

I think Lou is showing







because

friends She co

not chimb





Dear Dragon How are Blaise and George demonstrating:



Communication Writing letters

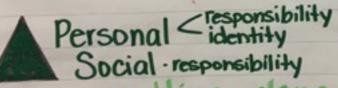
reading letters
talking and listening (picnic)
high fives

Smiling



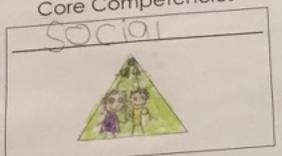
Thinking Creative

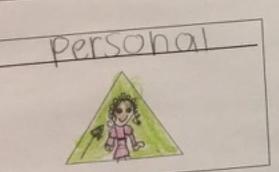
what to write (about myself)
pictures in their heads when reading
happy ideas
rhyming



· getting along
· telling about yourself
· proud of themselves
· playing and having fun

Book Review Book Title: Odd VP. Core Competencies





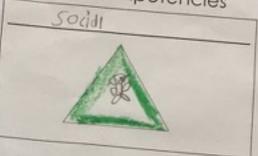
Explanation (why)

BOOK dosint WHOT OOK LIKE Matrs YOU MOCK Brah NOW Frens and mens have Fun Hor getere

Book Review

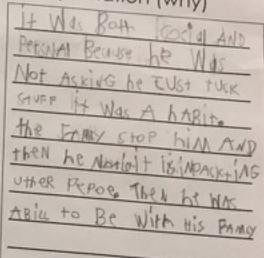
Book Title: SOMY I FORGOT TO ASK

Core Competencies



PetsNAT

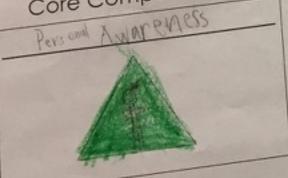
Explanation (why)

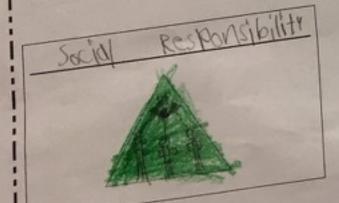


Book Review

Book Title: The Worst Day OF MY Life

Core Competencies





Explanation (why)

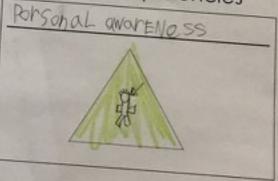
15 Personal AMAYENESS BECONUR RI LEAGURE HOW His Belovior Is Intocking owners.

> SOCIOL MESDONSIBILITY THE SEC

Book Review

BOOK Title: THE IM NOT SCARED BOOK

Core Competencies



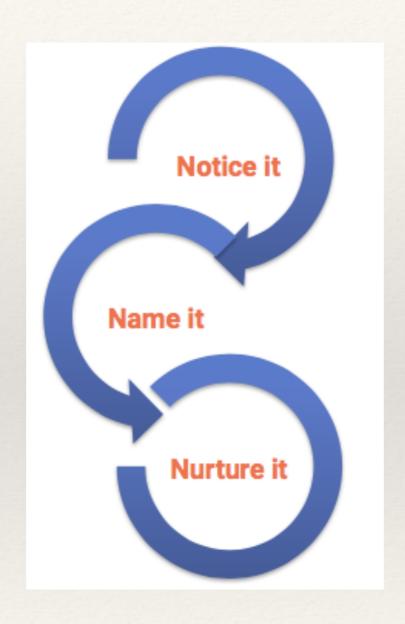
Explanation (why)

The Book is about a Box HO IS SCEPED. WAY: WEN THE Boy is skahl HE YELS OMONSH! AND THEN THE OUTHER BOY GETS SKEPED BECAUSH inpacts Both of tHEM. THEN THE BOY HELPS HIM SO LE IS NOT SKEND any none.

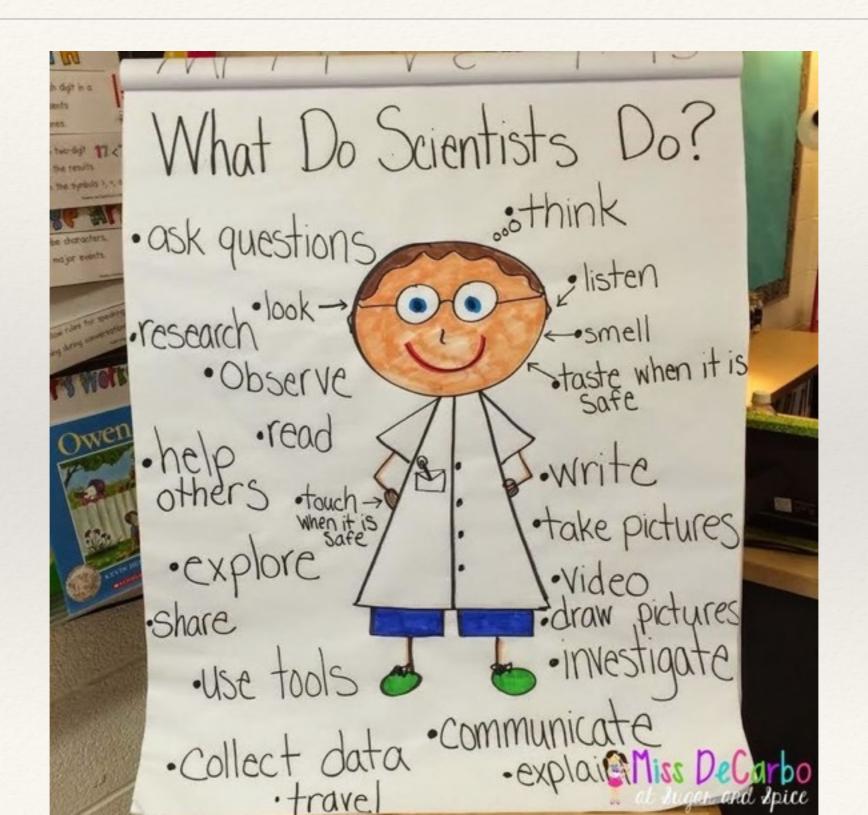
Book lists exist!

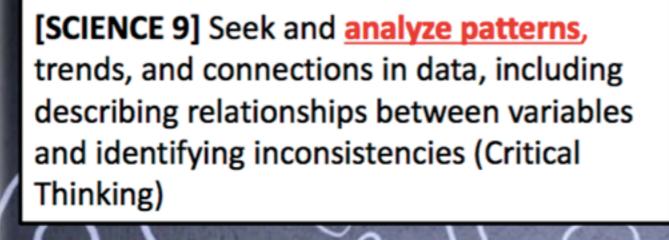
Embedding CC in classroom instruction

Be explicit...



Anchor Charts

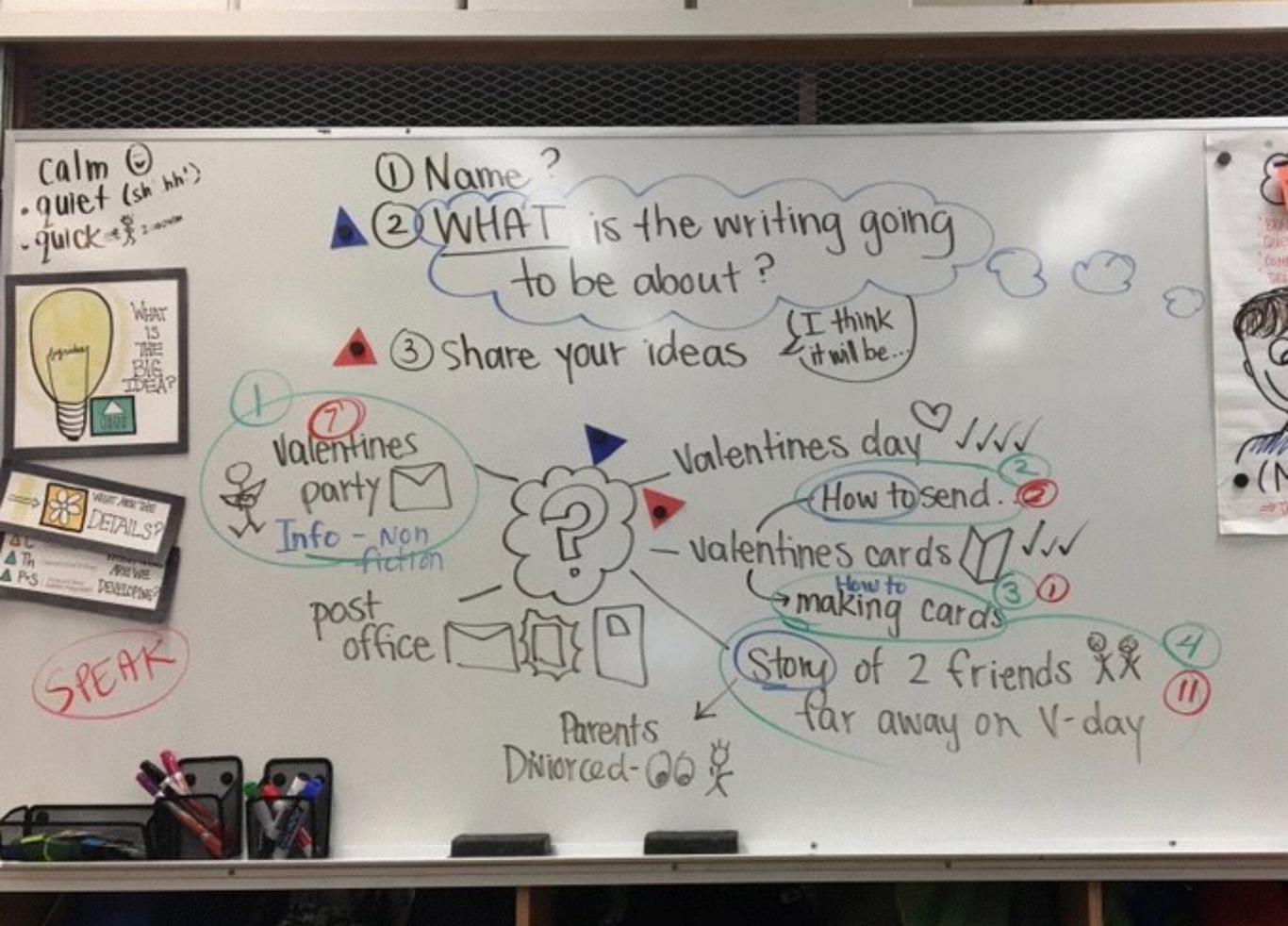




[SOCIAL STUDIES 8] Make <u>reasoned ethical</u> <u>judgments</u> about controversial actions in the past and present after considering the context and standards of right and wrong (Critical Thinking, Social Responsibility)

[MATH 6] Communicate mathematical thinking in many ways (Critical and Creative Thinking, Communication)

[LANGUAGE ARTS 3] <u>Create</u> stories and other texts to deepen awareness of self, family, and community (Creative Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility)





Turn and Talk

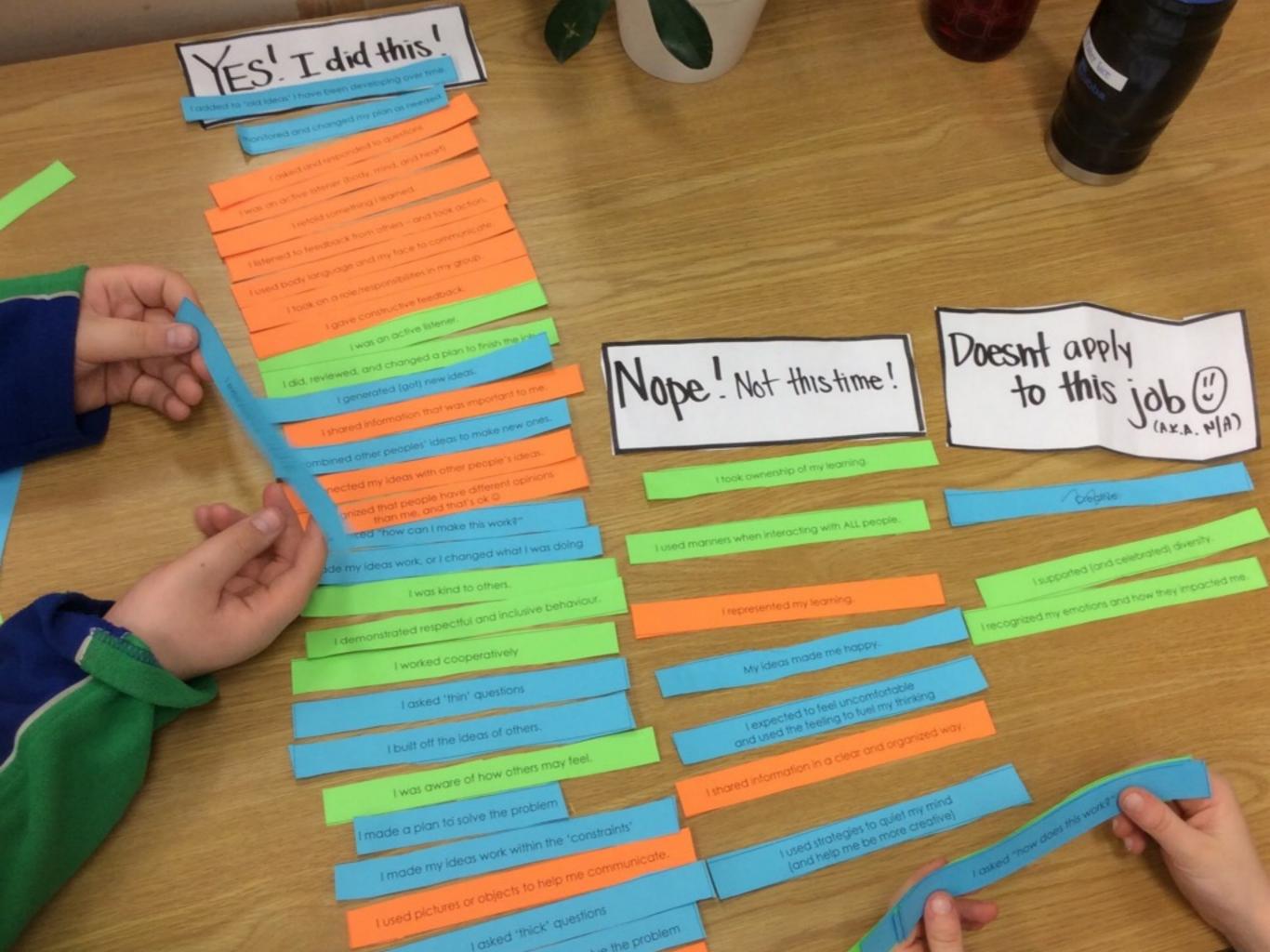
- "One take away I have so far..."
- "One question I have so far..."

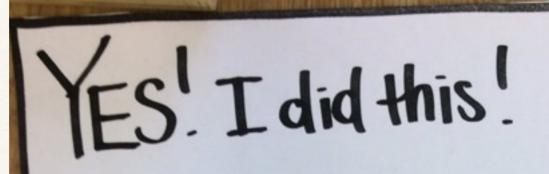
Student Self-Assessment

Self-assessment's should...

- be positive and strength based
- be descriptive, not evaluative
- move learning forward
- provide examples and evidence
- * not be a checklist or a rubric
- * be done throughout the year







I demonstrated respectful and inclusive behaviour.

I built positive friendships.

I was part of a group - body, mind, and heart.

I <u>participated</u> in a group activity.

THE RESIDENCE OF THE PERSON OF

I was kind to others.

I worked cooperatively

I was an active listener.

I used manners when interacting with ALL people.

Name Rayah APril. 18 2017

My Weekly Core Competency Goal is:

Core Competencies

Communication



My Plan is to:

of carring out.

Friday Reflection: I rate my effort toward my goal as









Accountability check - Classroom Constitution I believe in leadership and being an accountable role model I showed how. this week when I voted for an ancountable role at mini train vote! madel I was developing my Personal Awareness Social Responsibility pecause to vote vou have to be in a group I was also developing Communication Skills Thinking Skills because. about

good leader

My Core Competency Goals for next term include developing my ability to... Make my Body expressions more clear for other People to Understand what I'm trying to say, or what feel. Be more Thoughtfall about choosing my spaces to work, during Independent work. Be Pashiont when I Play a game, with freind and to 11 sten to their Ideas.

Communication:
Ichose Double-Journal Entry for Wonder to show
how I have been developing my communication skills.
It shows my ability to communicate My thinking about the
text from a chapter in writing. Lt shows
how I can write detailed connections.
I want you to notice how torrefully Insurate about
something that happened to me. I could feel for Augic
I am still learning to even add more detail when I
write down my thinking.
will make sure I find a text that's worth
writing about.

Personal and Social Responsibility:
I chose the Estimation challenge to show
how I have been developing my personal skills and social responsibility.
It shows that I am a caring and responsible class citizen by being
Kind and encoureging to the students who came to
my station. I kept my station organized and
I want you to notice how I data baped my littlest
visiter a kindergardener make his estimation
I am still learning to be cilly patint when I workin a grow
I will remember to stop and invite other peoples
ideas

1 f

e Competency Self-Assessme	Very much like me	
A bit like me	Quite like me	
can use strategies to manage stress.	I can recognize my strengths.	I can use strategies to accomplish my goals.
	I can use strategies to focus.	
lain some of your choices for ho	w you sorted the statements:	

Student Self-Assessment of Core Competencies







Name:		Date:
The Core Compete	ency I am reflecting	on is:
☐ Creat	munication.	Personal & Cultural Identity Personal Responsibility Social Responsibility
can		
<u>Tare are are are are are</u>		
showed this when	n	
- Siloned IIII IIII		
		le de de de de de de de de de
My next step is		
My next step is		
My next step is		

Science 3 'Design a Forest Habitat Poster'

C. Martin, Nukko Lake

Curricular Comp.	Emerging	Beginning	Developed	Applying
Questioning and Predi	cting: Demonstrate	curiosity about th	e natural world (Pla	inning)
-shows three levels of the forest habitat on poster	- Partially complete; may be missing one or two layers; may focus on only one layer	- Partially complete; may be missing one layer completely	-generally complete: may be weak with description of one layer of forest	- accurate and precise; makes no errors or omissions in showing forest levels
-2-3 different animals and plants in each layer of the forest habitat	-may have one animal and plant in each layer of forest habitat	-shows 2 animals and plants in layers but may omit one layer	-shows 2 -3 animals and plants in each layer of the habitat	-shows 3 animals and plants in each layer and may add more
Applying and Innovatin	g: Transfer and a	pply learning to new	situation (Creating))
-Use several materials to build forest habitat -The way the materials are presented is effective at demonstrating forest habitat	-tends to stick to only one material -needs more materials to show elements of forest habitat	-uses more than one material when prompted -the materials chosen show some aspects of forest habitat	-uses different materials -the materials chosen shows most aspects of forest habitat	-brings materials from home or asks for specific material -the materials show all aspects of forest environment and are effective
Communicating: Repres	ent and communicat	te ideas in a variety	y of ways; diagrams	/labelling;
label plants clearly with correct spelling	-labels are hard to read	-labels are somewhat clear	-all labels are clear	-all labels are clear and attractive
label animals clearly with correct spelling	-doesn't use draft versions	-with ongoing assistance will create drafts	-creates drafts; will make improvements	-independently creates draft versions

Student Name: ELina





My Creative Thinking

My best new idea was:

I Like my wolfand brear dens the best because that are under ground.



My Communication

Others can learn from my poster because:

TS	howed	+h=	can oppy 2 grand
	under		



Personal Awareness & Responsibility Self-Regulation

Here is my example: My learning goal is: Stont can use Red I can use strategies that nelp me manage ny feelings and emotions.

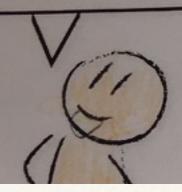




Personal Awareness & Responsibility Self-Regulation

I can use strategies that help me manage my feelings and emotions.

My learning goal is: Here is my example:



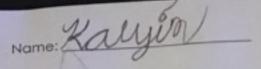
My "Good" this week was: down my wall my sort it was.
My "Ugly" this week was: doing book club because I had.
I developed my Skills this week when I
Mas daing Island groves I combined my ideas with other people to make
I struggled with A skills this week during Book To gret peace in or stress PVI time.
I want you to notice that I had a some want time doing my.



Reporting on the Core Competencies

"Students learn how to assess themselves and their learning progress on the core competencies each year. The final report card includes the student's selfassessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate." (Interim Guide on Student Assessment)



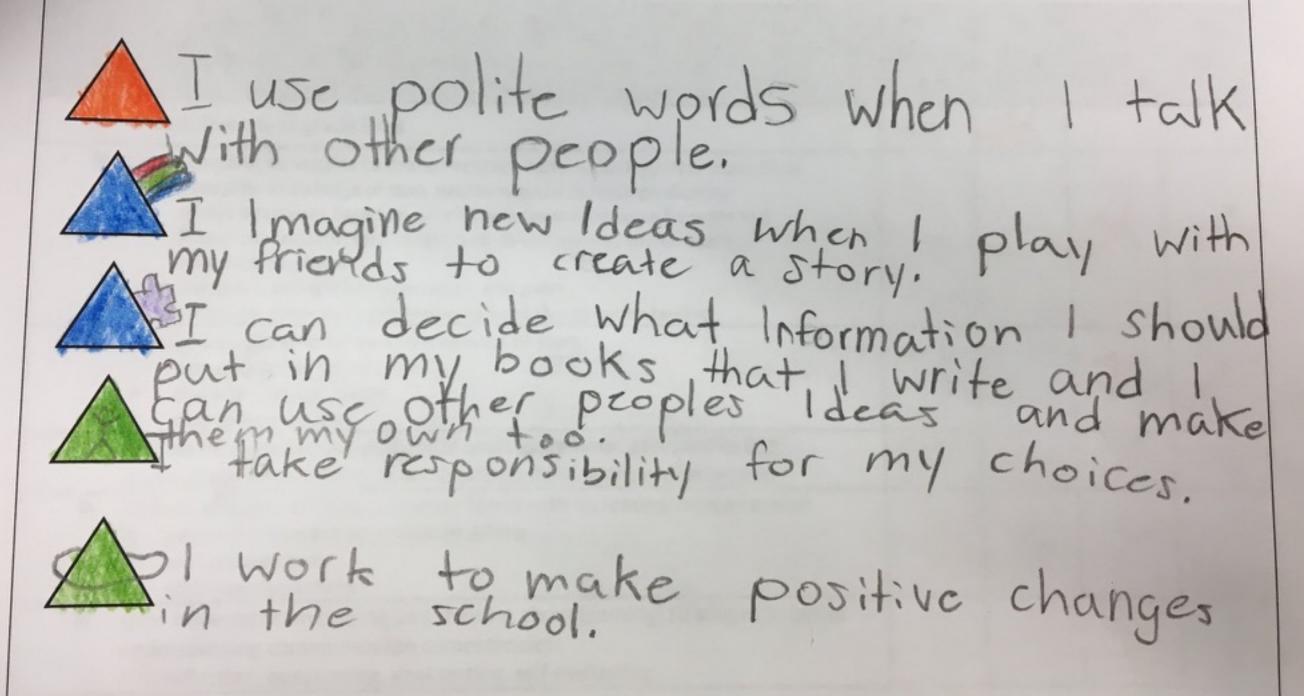


Accountability check - Classroom Constitution I treat others with respect I showed how. this week when I hello 1900d morning to Mrs. Keller and others every morning enless I'm sick of there is a substatute Teacher. I was developing my Personal Awareness because I'm getting to know miss belief and others and terning about I was also developing Communication Skills because im thinking of what to say so I can COMMUNICATE

Student Core Competency Reflection

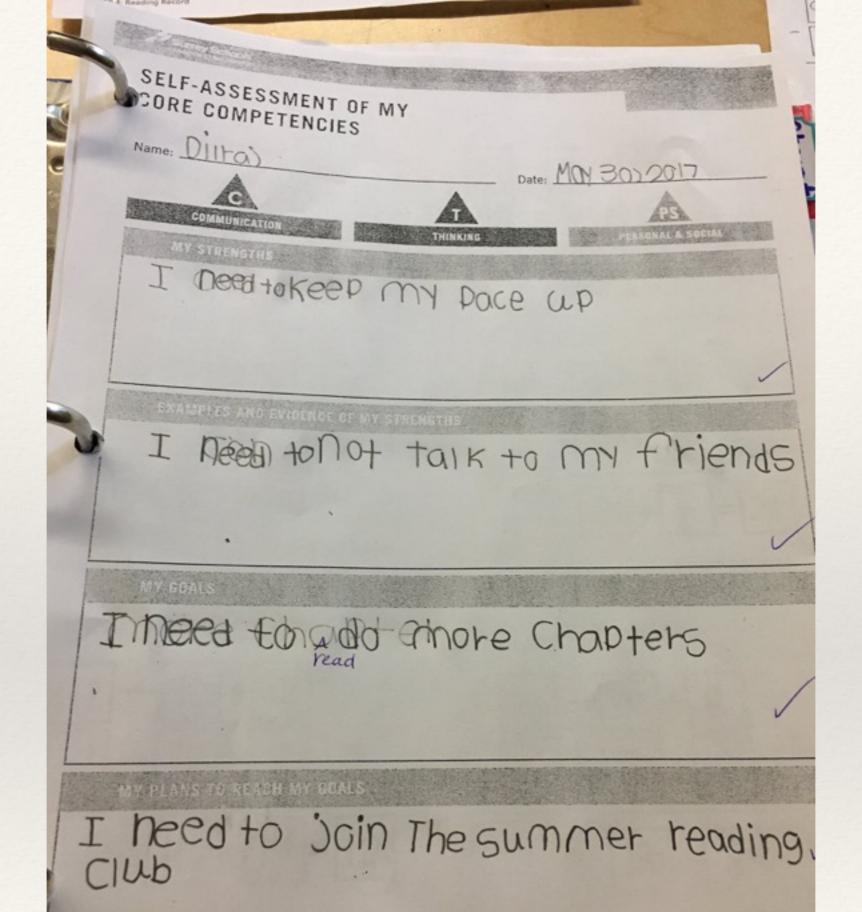
When I am my best self...

*note: documentation/evidence of these statements can be found in the student's Freshgrade portfolio.

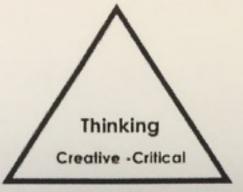


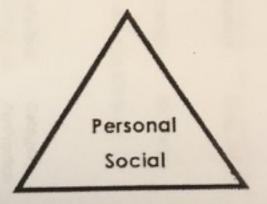
My Core Competency Goals for next term include developing my ability to...

SELF-ASSESSMENT OF MY CORE COMPETENCIES ~ Writing Name: Hoit Korai Date: May 24201 PS COMMUNICATION THINKING PERSONAL & SOCIAL MY STRENGTHS Write+ 9000 Juicy Wordsy
EXAMPLES AND EVIDENCE OF MY STRENGTHS JUICY WORDS Propriey. MY GOALS
Frigged to Kenneber benty r. Capitals and peridos r MY PLANS TO REACH MY BOALS
I head to from it otom









to show how I have been developing my communication skills.

It shows my communication because:

I've presented my ideas dearly and gave examples to support my point-of-view. As well. I summarized the key ideas and asked about others' opinions.

I want you to notice

I've communicated with the dossmates about how to do a formal writing and shared my opinions as well as listening to others'

one thing I would do differently next time is
to osk the teacher more because
sometimes I'm nervous asking the teacher while
sometimes the teacher could actually a more,

direct instruction or answer than classmates

to show how I have been developing my creative and critical thinking skills.

It shows my thinking because:

I generated new ideas as I pursue my interests and I asked for others' ideas and improved myself.

I want you to notice

I've delibrately rount a lot about how to do some research and analyze my ideas when doing this assignment.

one thing I would do differently next time is to add more new things or try something new I want to show my interest or perspective more clearly and make others recognize my

unique way of thinking or writing quickly

1 chose Creative journals

to show how I have been developing my personal awareness or social responsibility skills.

It shows my personal or social awareness because:

I've expressed my feelings properly when writing the journals and advocated for myself and my ideas. As well, I preserved with challenging tasks

I want you to notice

I've mixed my emotions into my journals and I tried to advocate for myself and my ideas

one thing I would do differently next time is
to parcipitate more and express myself more
I could know others' emotions as well
as improve my way of expressing my emotion

Kelsey Keller exeler@sd43.bc.ca



to show how I have been developing my creative and critical thinking skills.

It shows my thinking because:

mind what matireal stould!

we and what is the awnser

of this a mestion?

I want you to notice

That No matter what I mworks on Im always trying my very best I will never Give Up.

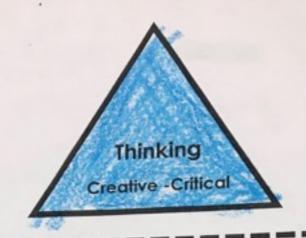
One thing I would do differently next time is

choose a diffrent workspot because

at the cappet It was

hoisey, Annoying and crouded.

chose the fla workspot and what job
in working on.
In solved the Question. working space chan. a math Awnser key In my brain. I had to gather the materials. I had to Judge, and compair If It was good or not. I had to organize my works pace, I had to examine what It looked like.



to show how I have been developing my creative and critical thinking skills.

It shows my thinking because:

mind what matireal stould!

we and what is the awnser

of this agrestion?

I want you to notice

That No matter what I muorking on I'm always trying my very best I will never Give Up.

One thing I would do differently next time is

choose a diffrent worksport because

at the carpet It was

noisey, Annoying and crouded.



Ichose tipidho My Job) to show how I have been developing my personal awareness or social responsibility skills. It shows my personal or social awareness because: + demonst la Tes Effoll and stomina and not give UP, I want you to notice be able to finish this, balk. The Level of Lesly One thing I would do differently next time is TIX TO SOVE JONE because Mole have To do somely because



to show how I have been developing my personal awareness or social responsibility skills.

It shows my personal or social awareness because:

I can be part of a group and learn more about them.

I want you to notice

how I listen actively.

One thing I would do differently next time is

is share every round because every one around me will know more about me:

I am good at reading because

I learned from a young age and stuck

uith the I use things I read in my

uiting to according I am apod at reading and writing writing to create my own style and to write novels. I love to ask why? I not only enjoy 1 questions and spend long periods of but find time in my day to time awhsesing those questions. I like to create art inspired do it. Im good at by plants and animals reaserching and stud as well as understand Plants and animals how those things to base act off live and grow. My goals are to memorise my times tables, and day tor a month Practice reading and read, aloud for ten minutes every day. loud, daily as wel my times tables will help make most math easyer for me. Keating aloud will help me in speaking in front of the class.

Resources

- * Kristin Visscher (Surrey Teacher) @Visschinspired
- Vivian Collier (Sooke District Principal) @VivianCollyer
- * Kelsey Keller (Coquitlam Teacher) @Montessorimice
- Kelli Vogstad (Surrey Principal) @KelliVogstad
- * BC School Districts: 36 Surrey, 44 North Vancouver, 62, Sooke 71 Comox

Resources

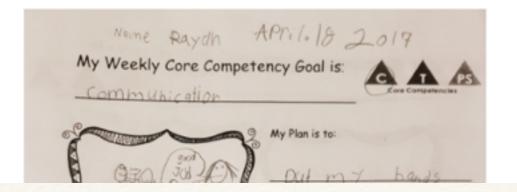
http://lss.yukonschools.ca/assessment.html

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Core Competencies Self-Assessment

Core competencies are an integral part of the new curriculum. Students will be required to self-assess their core competencies at the end of a course or school year. In order to be able to self evaluate, students will need ample opportunities to identify and talk about their competencies. Below are some samples of student self-assessments kindly shared by BC educators.



Unit Rubric Samples

BC Educators have been working at creating unit rubrics that align the learning standards with the assessment.

Kindergarten Science Unit Rubric - Design a Bridge by BC Educators J. Moroz and Deb Coupe

Grade 2 Science Unit Rubric - Forces Influence the Motion of an Object by BC Educators J. Brennan & C. Patenaude

Grade 3 Science Unit Rubric - Design a Forest Habitat Poster by BC Educator C. Martin

Grade 4 Science Unit Rubric - Create an Animal in a Local Habitat by BC Educator J. Moroz

Resources



osie Revere Engineer By Andrea Beaty

Rosie may seem quiet during the day, but at night she's a brilliant inventor at olimos and gadgets who dreams of