**Core Competencies Profiles**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** | ***Connect and engage with others (to share and develop ideas)***   * I ask and respond to simple, direct questions. * I am an active listener; I support and encourage the person speaking. * I recognize that there are different points-of-view and I can disagree respectfully. | ***Acquire, interpret, and present information (includes inquires)***   * I can understand and share information about a topic that is important to me. * I can present information clearly and in an organized way. * I can present information and ideas to an audience I may not know. | ***Collaborate to plan, carry out, & review constructions & activities***   * I can work with others to achieve a common goal; I do my share. * I can take on roles and responsibilities in a group. * I can summarize key ideas and identify the ways we agree (commonalities). | ***Explain/recount and reflect on experiences and accomplishments***   * I give, receive, and act on feedback. * I can recount simple experiences and activities and tell something I learned. * I can represent my learning and tell how it connects to my experiences and efforts. |
| **Creative Thinking** | ***Novelty and Value***   * I get ideas when I play. My ideas are fun for me and make me happy. * I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials * I generate new ideas as I pursue my interests. * I get ideas that are new to my peers. * I can develop a body of creative work over time in an area I'm interested in or passionate about. | ***Generating Ideas***   * I get ideas when I use my senses to explore. * I build on others' ideas and add new ideas of my own or combine other people's ideas in new ways to create new things or solve straightforward problems. * I deliberately learn a lot about something (e.g., by doing research, talking to others or practicing so that I am able to generate new ideas or ideas just pop into my head. * I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative. * I have interest and passions that I pursue over time. | ***Developing Ideas***   * I make my ideas work or I change what I am doing. * I can usually make my ideas work with the constraints of a given form, problem, and materials if I keep playing with them. * I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries. * I use my experience with various steps and attempts to direct my future work. * I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setback and use them to change my thinking. |  |
| **Critical Thinking** | ***Analyze and Critique***   * I can show if I like something or not. * I can identify criteria that I can use to analyze evidence. * I can analyze evidence from different perspectives. * I can reflect on and evaluate my thinking, products, and actions. * I can analyze my own assumptions and beliefs and consider view that do not fit with them. | ***Question and Investigate***   * I can explore materials and actions. * I can ask open-ended questions and gather information. * I can consider more than one way to proceed in an investigation. * I can evaluate the credibility of sources of information. * I can tell the difference between facts and interpretations, opinions, or judgments. | ***Develop and Design***   * I can experiment with different ways of doing things. * I can develop criteria for evaluating design options. * I can monitor my progress and adjust my actions to make sure I achieve what I want. * I can make choices that will help me create my intended impact on an audience or situation. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Positive Personal & Cultural Identity** | ***Relationships and cultural contexts***   * I can describe my family and community. * I am able to identify the different groups that I belong to. * I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups). * I understand that learning is continuous and my concept of self and identity will continue to evolve. | ***Personal values and choices***   * I can tell what is important to me. * I can explain what my values are and how they affect choices I make. * I can tell how some important aspects of my life have influenced my values. * I understand how my values shape my choices. | ***Personal strengths and abilities***   * I can identify my individual characteristics. * I can describe/express my attributes, characteristics, and skills. * I can reflect on my strengths and identify my potential as a leader in my community. * I understand I will continue to develop new abilities and strengths to help me meet new challenges. |  |
| **Personal Awareness and Responsibility** | ***Self –Determination***   * I can show a sense of accomplishment and joy. * I can celebrate my efforts and accomplishments. * I can advocate for myself and my ideas. * I can imagine and work toward change in myself and the world. * I take the initiative to inform myself about controversial issues. | ***Self-Regulation***   * I can sometimes recognize emotions. * I can use strategies that help me manage my feelings and emotions. * I can persevere with challenging tasks. * I can implement, monitor, and adjust a plan and assess the results. * I can take ownership of my goals, learning, and behaviour. | ***Well-being***   * I can participate in activities that support my well-being, and tell/show how they help me. * I can take some responsibility for my physical and emotional well-being. * I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. * I can use strategies to find peace in stressful times. * I can sustain a healthy and balanced lifestyle. |  |
| **Social Responsibility** | ***Contributing to community and caring for the environment***   * With some support, I can be part of a group. * I can participate in classroom and group activities to improve the classroom, school, community and natural world. * I can contribute to group activities that make my classroom, school, community, or natural world a better place. * I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. * I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. | ***Solving problems in peaceful ways***   * I can solve some problems myself and can identify when to ask for help. * I can identify problems and compare potential problem-solving strategies. * I can clarify problems, consider alternatives, and evaluate strategies. * I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. | ***Valuing diversity***   * With some direction, I can demonstrate respectful and inclusive behaviour. * I can explain when something is unfair * I can advocate for others * I take actions to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. | ***Building relationships***   * With support I can be part of a group. * I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing. * I can identify when others need support and provide it. * I am aware of how others may feel and take steps to help them feel included. * I build and sustain positive relationships with diverse people, including people from different generations. |