

Exploring Core Competencies: What's important?

Quick Review-Overview

The Educated Citizen

A quality education system assists in the development of human potential and improves the well-being of each individual person in British Columbia society.

Continued progress toward our social and economic goals as a province depends upon well-educated people who have the ability to think clearly and critically, and to adapt to change.

Progress toward these goals also depends on educated citizens who accept the tolerant and multifaceted nature of Canadian society and who are motivated to participate actively in our democratic institutions.

The Educated Citizen

To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base
- creative, flexible, self-motivated and who have a positive self image
- capable of making independent decisions
- skilled and who can contribute to society generally, including the world of work
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

BC Curriculum Framework

Literacy and Numeracy Foundations

- grade level expectations for required skills in reading; writing; and numeracy
- expressed in the Reading, Writing and Numeracy Performance Standards

Core Competencies

- broad areas of development: thinking; communication; personal & social
- expressed in competency profiles

Essential concepts and content for deeper learning

- prescribed learning standards for acquisition and use of key disciplinary concepts, principles and generalizations
- expressed in the curriculum

Curriculum: Key elements

- **Core Competencies:** sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning and become thoughtful, ethical, and active citizens. The core competencies include thinking, communication and social and personal competencies.
- **Big Ideas:** a statement that is important to one's understanding in an area of learning. A big idea is broad and abstract ... generally timeless and is transferable to other situations.
- **Curricular Competencies:** explicit statements of what students are expected to be able to do in a given grade and area of learning.
- **Content and Concepts:** what students should know and understand in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of big ideas for that area of learning in that grade.

Core Competencies

- Core competencies are the 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, and become thoughtful, ethical and active citizens:
 - Communication
 - Thinking
 - Personal and social competence

What's important?

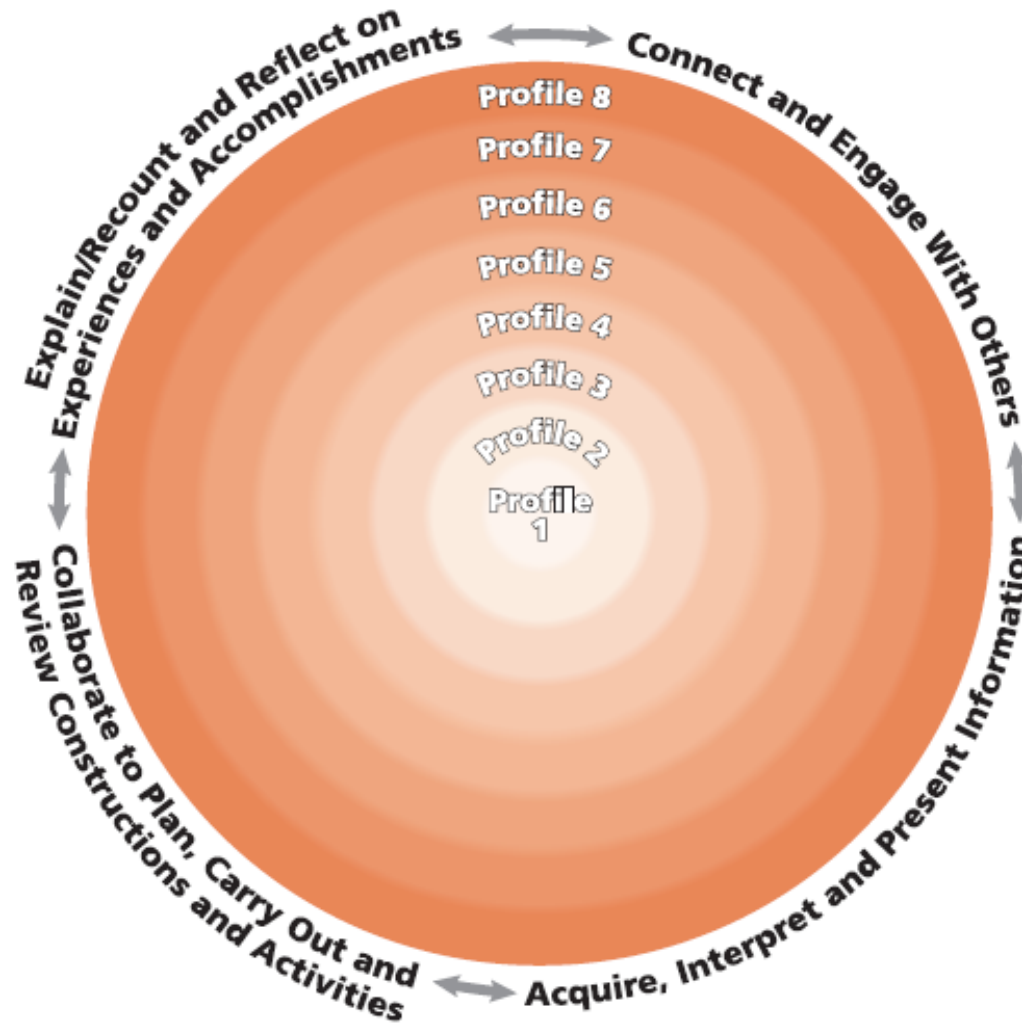
- Reveals our vision for “Educated Citizens” – these are backbone of BC education
- Reflects our collective ongoing feeling that we were often missing or setting aside essential aspects
- Created to reflect BC schools and communities – no recipe
- Developed in collaboration with BC teachers
- Teachers across grades worked together
- Based on actual classroom illustrations from Strong Start to graduation
- Everything described in the competency work is already happening somewhere in BC
- It's a beginning

Competency Profiles and Illustrations

What do the competency profiles and illustrations offer?

- Explicit description and definition of key features of education in BC – “the educated citizen”
- A way to connect all aspects of education across all grade levels, starting with preschool
- Common language for teachers, students, families
- Emphasis on relevance – the competencies focus on APPLICATION
- Focus on personalized learning
- Support for inclusion and differentiation
- “Unhiding” the hidden curriculum, esp in SEL

COMMUNICATION COMPETENCY



Draft Competency Profiles

<https://curriculum.gov.bc.ca/competencies>

- **Drafts available for review:**
 - Communication
 - Creative Thinking
 - Positive Personal and Cultural Identity
 - Critical Thinking Social Awareness and Responsibility
 - Personal Awareness and Responsibility

Essence of the Competency Profiles

- Shifted away from talking about reporting to talking about how the competency work can bring us together and focus on the learner
- The place where we see past, present and future for every student – joined by “AND” (not “or”)
- The “educated citizen” beginning in pre-school

Profiles and illustrations

- Focus on “illustrating” rather than exemplifying
- Each piece of work is an “illustration” of what you might observe, not an exemplar that we try to “match”
- Allows us to incorporate a greater variety and range of student work – each piece just does what it does

Characteristics of the Profiles

- **“BIG” signposts of becoming an “Educated Citizen”**
- **CROSS-CURRICULAR:** evident in all curricular areas
- **STRENGTH-BASED:** the series of profiles emphasize the concepts of expanding and growing
- **STUDENT-CENTERED:** based on actual samples from BC students and grounded in “I” statements
- **DESCRIPTIVE AND PROGRESSIVE:** profiles of progression from early childhood through adult expertise – joined by **AND** not **OR!**

How are teachers getting started?

EXPLORATION AND AWARENESS

They started long ago! What's new is the attempt to be more intentional and connected.

Examples of actions teachers are taking this year

- Working in inquiry groups where they meet regularly to share what they are doing and noticing, and to plan together (try something new and report)
- Teachers in a school or department choosing one to focus on: sharing what they are already doing; developing ideas about how to support each other and share strategies
- Staff choosing one competency as a focus for school planning
- Individual teachers choosing one competency; trying ways to incorporate it in all of their planning and activities
- In one study group, some teachers are integrating one competency into “tried and true” assignments; others are reading and talking about the profiles and illustrations, and trying new directions (many of these focus on identity)

How are teachers getting started? (cont.)

- Teacher choosing one competency:
 - Notice, name and nurture
 - Build awareness and prior knowledge: talking to students about what it means – looks like, sounds like, examples of when they have demonstrated it, and who in their lives exemplifies it.
 - In ELA and SS, choosing one or two of the competencies and analyzing a character's behaviour. (Writing "I" statements for the character.)

How are teachers getting started? (cont.)

- Students choosing one competency to focus on in their work and learning; regularly write and illustrate “I” statements
- Students working in teams to create visuals, narratives, or dramatizations for one competency
- Class discusses all competencies; then chooses one to work on

POTENTIAL ACTIVITIES

- Competencies in your school/classroom
- FRAYER MODEL
- Opportunities/ skills, dispositions, strategies
- What needs to be in place?
- Looks like/sounds like/thinks like/shows like
- Planning by facet

Competencies in Your classroom or school

- Choose one of the competencies.
- What are your students currently doing that demonstrates that competence?
 - Contexts (within, across, outside curric)
 - Teacher's role:
 - Initiating?
 - Supporting?
 - Observing?

Definition

Essential Qualities

Examples (of what it includes)

Non-examples (Does not include)

Choose a grade level/range

Opportunities	Skills, dispositions, strategies (etc.) What students demonstrate

What needs to be in place?

- Choose a competency.
- Familiarize yourself with the profiles.
- Choose a profile that would reflect your goal for many of your students.
- Complete the chart.

What needs to be in place for students to develop this profile?

Classroom/school context (e.g., beliefs about student's role; trust ...)

Background knowledge/understanding

Opportunities

Support

Choose a facet/competency

What does it look like when you are demonstrating this?

What does it sound like?

What's going on in your head? What's the self-talk?

How do you know when you're making progress?

Planning

Facet	Activities