Communication

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.

The following are sample "I" statements related to the communication competency.

1. ***Connect and Engage with others***

- 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

2. ***Acquire, interpret, and present information***

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

3. ***Collaborate to plan, carry out, and review constructions and 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

4. ***Explain/recount and reflect on experiences and accomplishments***

- I give, receive, and act on feedback
- I can represent my learning, and tell how it connects to my experiences and efforts

Thinking: Creative Thinking

Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development if these ideas and concepts from thought to reality. The creative thinking competency profile highlights three facets of creative thinking that can be observed and documented within educational settings and beyond.

The following are sample "I" statements related to the creative thinking competency.

1. ***Novelty and Value***

- 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

2. ***Generating Ideas***

- 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
- 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, walk 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

3. ***Developing Ideas***

- I make ideas work or I change what I am doing
- I can usually make my ideas work within 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 experiences 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 setbacks and use them to advance my thinking

Thinking: Critical Thinking

Critical thinking involves making judgements based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgements. 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.

The critical thinking competency profiles describe and illustrate students' development, focusing on three interrelated facets described below. Note that these overlap, and any task/sample is likely to demonstrate more than one of these facets. All critical thinking tasks and illustrations involve review and reflection; these are highlighted as part of the analyze and critique facet.

The following are sample "I" statements related to the critical thinking competency.

1. ***Analyze and critique***

- 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 views that do not fit with them

2. ***Questions and Investigate***

- 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

3. ***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

Personal/Social: Positive Personal & Cultural Identity

A positive personal and cultural identity is 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. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community and society.

The following are sample "I" statements related to the positive personal and cultural competency.

1. ***Relationships and Cultural Contexts***

- 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

2. ***Personal Values and Choices***

- I can explain what my values are and how they affect my 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
- I have interest and passions that I pursue over time

3. ***Personal Strengths and Abilities***

- 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/Social: Personal Awareness & Responsibility

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.

The personal awareness and responsibility competency profiles describe and illustrate students' development, focusing on the three facets described below. Note that these overlap, and any task/illustration is likely to demonstrate more than one facet and often includes facets from the positive personal and cultural identity profiles.

The following are sample "I" statements related to the personal awareness and responsibility competency.

1. ***Self-determinations***

- 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

2. ***Self-regulation***

- 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

3. ***Well-being***

- I can participate in activities that support my well-being, and tell/show how they help me
- I can take 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

Personal/Social: Social Responsibility

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.
The four facets of social responsibility described are interrelated and interwoven with each other and with other competencies.

The following are sample "I" statements related to the social responsibility competency.

1. ***Contributing to community and caring for the environment***

- I can participate in classroom and group activities to improve the classroom, school, community, or 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 other 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

2. ***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

3. ***Valuing Diversity***

- I can demonstrate respectful and inclusive behaviour
- I can explain when something is unfair
- I can advocate for others
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online

4. ***Building Relationships***

- 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