

CORE COMPETENCIES

Reference Cards

Communication and Collaborating I-can Statements)



Grades K/1

- I am calm, alert and ready to learn
 - I am a good listener
 - I can ask questions that connect with who I am talking to
 - I share information about what I learn
- Grades 2/3
- I can reflect on experiences and tell something I learned.
 - I am a respectful listener.
 - I can ask questions that connect with who I am talking to.
 - I show my learning using pictures, words, or objects.

Thinking (Creative Thinking I-can Statements)



Grades K/1

- My ideas are fun for me and make me happy.
 - I get ideas when I use my senses to explore.
 - I build on other people's ideas and add new ideas of my own.
 - I make my ideas work and can change it when it doesn't.
- Grades 2/3

- My ideas are fun for me and make me happy.
- I get ideas when I use my senses to explore.
- I can use my imagination to think of new ideas or build on ideas from other people or things I have seen.
- I make my ideas work and can change it when it doesn't.

Thinking (Critical Thinking I-can Statements)



Grades K/1

- I can show if I like something or not.
 - I am willing to try new things.
 - I can ask a question and wonder about something.
 - I can gather information.
 - I can learn from my mistakes.
- Grades 2/3
- I can explain to others the work I am doing, and why I am doing it.
 - I am willing to try new things.
 - I can ask a question and wonder about something to help me learn.
 - I can gather information.
 - I can learn from my mistakes.



Bear

Personal and Social (Personal Awareness and Responsibility I-can Statements)

Grades K/1

- I feel proud of myself as a learner.
- I can deal with my feelings in an appropriate way.
- I can keep trying even when it's hard.
- I make healthy choices.

Grades 2/3

- I feel proud of myself as a learner.
- I can deal with my feelings in an appropriate way.
- I can celebrate and learn from my mistakes.
- I can use strategies to make healthy choices.

Personal and Social

(Positive Personal and Cultural Identity I-can Statements)

Grades K/1

- I can describe my family and community.
- I can tell what is important to me.
- I can identify what I am good at.
- I can identify what I need to work on.

Grades 2/3

- I can describe my family and community.
- I can tell what is important to me and why.
- I can identify what I am good at.
- I can identify what I need to work on.



Orca



Beaver

Personal and Social (Social Awareness and Responsibility I-can Statements)

Grades K/1

- I am a good member of our team.
- I am kind to others, by using kind words and actions.
- I can work with others and take turns.
- I can solve problems by myself or find someone to help if I need it.

Grades 2/3

- I am a good member of our team.
- I can build and keep positive relationships with others.
- I can work with others to make our classroom, school, and environment a better place.
- I can solve problems by myself or find someone to help if I need it.

TEACHER KNOWING

What are the Core Competencies?

- Core Competencies/Sub-competencies/I-can Statements
- Setting up the room
- Organizing timetable to make CC's visible (play-based learning)
- Communicating with students and helping them understand the concepts
- Communicating with parents about student learning through digital portfolio

TEACHER-LIBRARIAN KNOWING Working with the Core Competencies

- CC poster displayed and referred to
- Puppets matching animals used when referencing CC's
- CC bins with books that focus on competencies
- Books set out on displays for students to take out focusing on CC's
- School projects focusing on CC
- Helping with student self-assessments

STUDENTS KNOWING

Learning about and Working with the Core Competencies

- Learning the language of the I-can statements to reflect their personal learning through class discussions and activities with teacher and teacher-librarian
- Using CC cards to communicate the CC's they felt they were focused on during their play
- Participating in projects concentrating on certain CC's
- Having their picture taken or taking pictures to place in portfolio
- Completing self-assessments

Student Self-Assessment

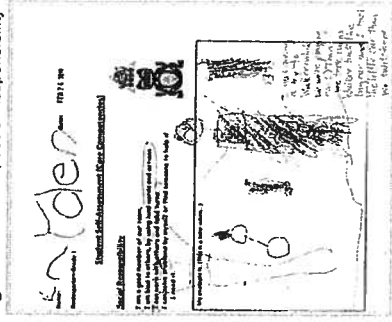
K/1

- Teacher reads the I-can statements
- Students identify which statement matches a behaviour
- Students draw a picture
- Teacher scribes student's explanation

2/3

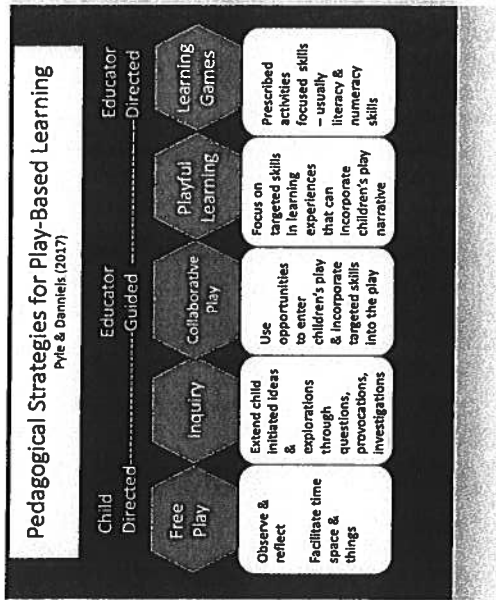
- Teacher reads the I-can statements
- Students identify which statement matches a behaviour(s)
- Students draw a picture and/or writes the words that describe a situation
- Teacher scribes student's explanation if writing is difficult

Include as a PORTFOLIO ENTRY
Tags: Self-Reflection, Social Responsibility



Play-based Program

- Free Choice Times
- Provocations
- Literacy Centres
- Projects
- Inquiry Times
- Outdoor / Place-based programming
- Wonder Wednesdays
- Learning through Fine Arts activities



TEACHERS REFLECTING ...

- I have already tried...
- I would like to try...
- I don't quite understand this part yet...
- My understandings are...
- Examples of times Core Competencies have been visible in my classroom are...
- So CC's can be more visible in my classroom, I could arrange my timetable to include...
- An example of a time when I observed and unpacked an everyday moment was...
- I communicate CC's learning by...
- What is one question I still have regarding my role in making CC more visible?
- What am I already doing to work with CC's and what can I add to my program that will enhance what I am already doing?

