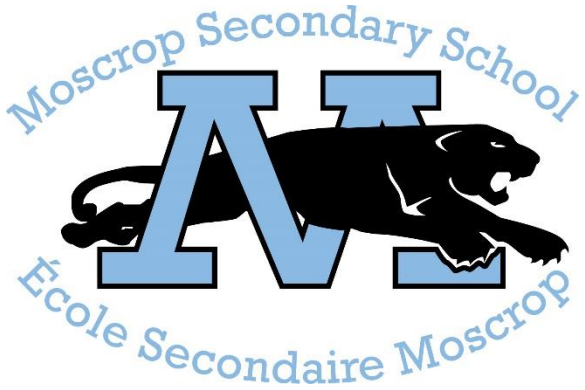


Core Competencies and the Student Self Assessment

What are the Core Competencies?

The *Core Competencies* are a set of intellectual, personal, social, and emotional skills and abilities that all students need to develop so that they can engage in deep, life-long learning.

What are the Core Competencies?

- Core Competencies are not course-specific

- **Every** piece of work you do in class helps you develop in at least one core competency

What are the Core Competencies?

There are six Core Competencies:

- Communication
- Creative Thinking
- Critical Thinking
- Positive Personal and Cultural Identity
- Personal Awareness and Responsibility
- Social Responsibility

Student-Led Interview

- The Ministry of Education has mandated that students assess themselves on the Core Competencies by the end of this school year
- **This Self-Assessment is meant to be a <u>reflection</u> and celebration of your learning and development in the Core Competencies**

Student-Led Interview

- At Moscrop, the Self-Assessment will be held in a student-led interview format
- You will meet with a teacher to reflect on how you've developed in TWO (8 and 9) or THREE (10s) of the Core Competencies.

Student-Led Interview

- Start thinking about an assignment you want to use for your interview

- This assembly will show you several examples to help you get an idea of what would work!

COMMUNICATION

How students exchange information, experiences and ideas.

COMMUNICATION

- I ask and respond to simple, direct questions.
- I present information clearly and in an organized way.
- I can take on roles and responsibilities in a group.
- I can recount simple experiences and activities and tell something I learned.

English example

- Assignment: creatively explore “how do you measure a year?”
- Core Competencies covered: communication, creative thinking
- Original song by Lana Hui
- https://youtu.be/GeDwdwzR9R4

CREATIVE THINKING

How students generate new ideas and take them from thought to reality.

CREATIVE THINKING

- I generate new ideas as I pursue my interests.
- I have interest and passions that I pursue over time.
- I use my experiences with various steps and attempts to direct my future work.

ADST 8 (Home Ec) example

- Assignment: create a design for a stuffy and make it!
- Core Competencies covered: creative thinking and critical thinking

French example

- Assignment: create a preview of a short story read in class
- Core Competencies covered: creative thinking and communication
- **Je Bouquine ROMAN-L'affaire du zoo (Bande Annonce)**
- This is basically a trailer that you are creating for a short story that you have read.

CRITICAL THINKING

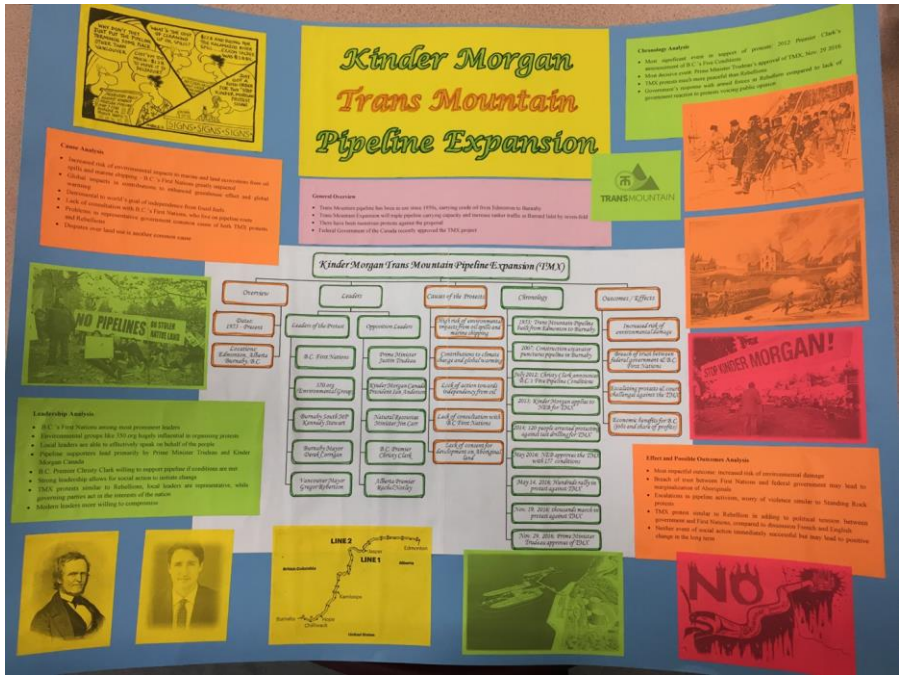
How students make judgements based on reasoning and available information.

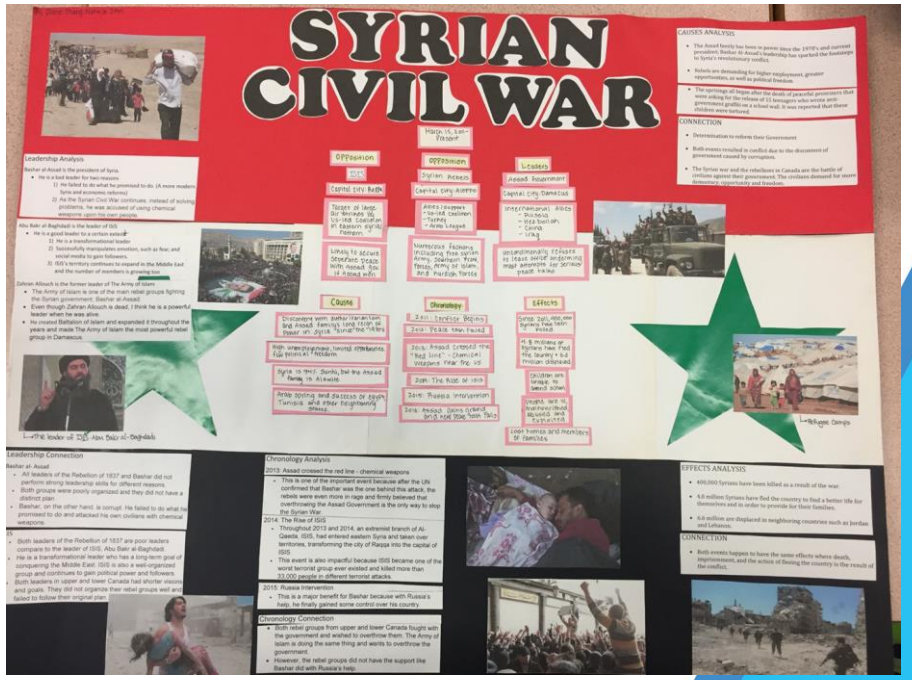
CRITICAL THINKING

- I can analyze evidence from different perspectives.
- I can evaluate the credibility of sources of information.
- I can experiment with different ways of doing things.

Social Studies example

- Assignment: Social Action in Action: An Examination and Analysis of an Event
- Details: research an event involving social action and create a presentation to be shared during a Gallery Walk
- Core Competencies covered: communication, critical thinking, social responsibility





English example

- Assignment:
  Annotated poem
- Details: students were asked to use critical and creative thinking to explore and analyze a poem
- Core Competencies covered: communication, critical thinking, creative thinking

Introduction to Poetry
by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press its ear against the hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Introduction to Poetry
by Billy Collins

I ask them to take a poem
and hold it up to the light
like a color slide

or press its ear against the hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

Science example

- Assignment: all science lab experiments
- Details: students are asked to form a hypothesis (creative/critical thinking), decide on relevant factors and observations (critical thinking), analyze results to formulate a conclusion (critical thinking), and ultimately communicate those results
- Students will be reminded in their Science 8 to 10 classes what skills and competencies they are using on a regular basis and be asked to complete a checklist a number of times throughout the year.
- Core Competencies covered: communication, creative thinking, critical thinking

POSITIVE PERSONAL AND CULTURAL IDENTITY

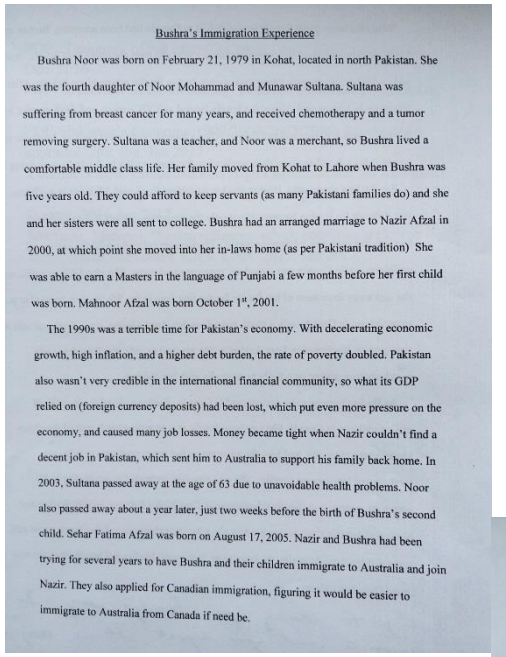
How students create healthy personal and cultural awareness in a pluralistic society.

POSITIVE PERSONAL AND CULTURAL IDENTITY

- I can describe my family and community.
- I can tell what is important to me.
- I can describe/express my attributes, characteristics, and skills.

Social Studies example

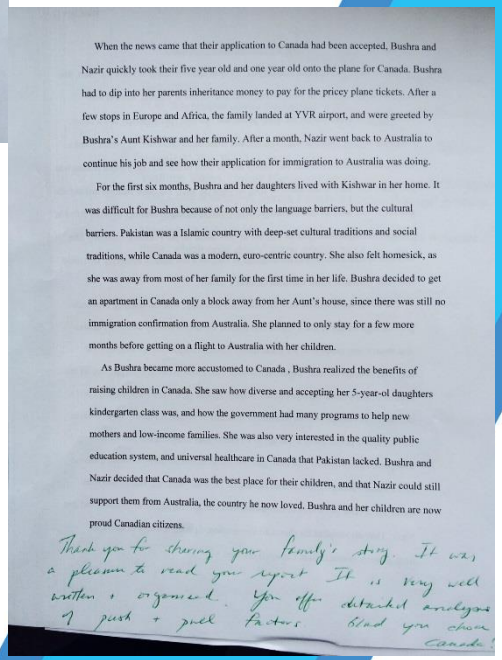
- Assignment:
  Your Family Immigration Experience
- Details: Interview a family member about their decision to come to Canada, write a report that describes their experiences and analyses the push and pull factors that led them to move, and create a visual timeline that highlights this process and transition
- Core Competencies covered: positive personal and cultural identity, critical thinking, communication



Bushra's Immigration Experience

Bushra Noor was born on February 21, 1979 in Kohat, located in north Pakistan. She was the fourth daughter of Noor Mohammad and Munawar Sultana. Sultana was suffering from breast cancer for many years, and received chemotherapy and a tumor removing surgery. Sultana was a teacher, and Noor was a merchant, so Bushra lived a comfortable middle class life. Her family moved from Kohat to Lahore when Bushra was five years old. They could afford to keep servants (as many Pakistani families do) and she and her sisters were all sent to college. Bushra had an arranged marriage to Nazir Afzal in 2000, at which point she moved into her in-laws home (as per Pakistani tradition) She was able to earn a Masters in the language of Punjabi a few months before her first child was born. Mahnoor Afzal was born October 1st, 2001.

The 1990s was a terrible time for Pakistan's economy. With decelerating economic growth, high inflation, and a higher debt burden, the rate of poverty doubled. Pakistan also wasn't very credible in the international financial community, so what its GDP relied on (foreign currency deposits) had been lost, which put even more pressure on the economy, and caused many job losses. Money became tight when Nazir couldn't find a decent job in Pakistan, which sent him to Australia to support his family back home. In 2003, Sultana passed away at the age of 63 due to unavoidable health problems. Noor also passed away about a year later, just two weeks before the birth of Bushra's second child. Sehar Fatima Afzal was born on August 17, 2005. Nazir and Bushra had been trying for several years to have Bushra and their children immigrate to Australia and join Nazir. They also applied for Canadian immigration, figuring it would be easier to immigrate to Australia from Canada if need be.



When the news came that their application to Canada had been accepted, Bushra and Nazir quickly took their five year old and one year old onto the plane for Canada. Bushra had to dip into her parents inheritance money to pay for the pricey plane tickets. After a few stops in Europe and Africa, the family landed at YVR airport, and were greeted by Bushra's Aunt Kishwar and her family. After a month, Nazir went back to Australia to continue his job and see how their application for immigration to Australia was doing.

For the first six months, Bushra and her daughters lived with Kishwar in her home. It was difficult for Bushra because of not only the language barriers, but the cultural barriers. Pakistan was a Islamic country with deep-set cultural traditions and social traditions, while Canada was a modern, euro-centric country. She also felt homesick, as she was away from most of her family for the first time in her life. Bushra decided to get an apartment in Canada only a block away from her Aunt's house, since there was still no immigration confirmation from Australia. She planned to only stay for a few more months before getting on a flight to Australia with her children.

As Bushra became more accustomed to Canada , Bushra realized the benefits of raising children in Canada. She saw how diverse and accepting her 5-year-ol daughters kindergarten class was, and how the government had many programs to help new mothers and low-income families. She was also very interested in the quality public education system, and universal healthcare in Canada that Pakistan lacked. Bushra and Nazir decided that Canada was the best place for their children, and that Nazir could still support them from Australia, the country he now loved. Bushra and her children are now proud Canadian citizens.

Thank you for sharing your family's story. It was a pleasure to read your report. It is very well written + organized. You offer detailed analysis of push + pull factors. Glad you chose Canada

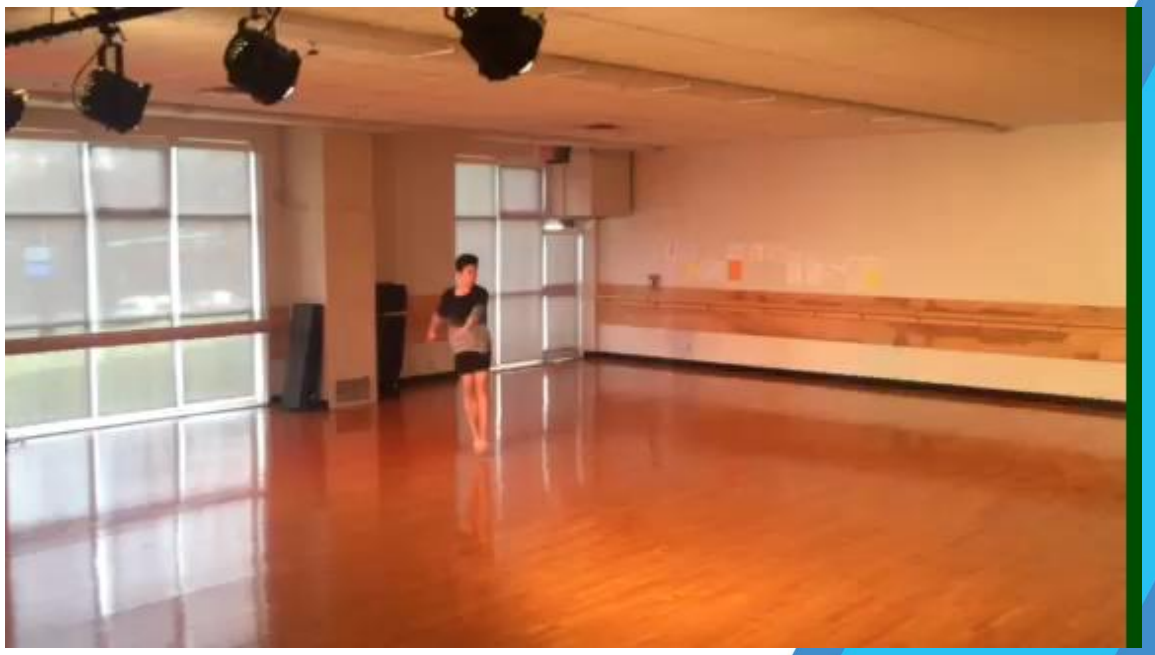
First Apartment in Japan
Applied for Canadian Citizenship
1996.1.14
Sister Enrolled in University of Toronto
2005.7.15
Went to China for
Study purpose
2008.7.24
Sister Married in Tha
2016.10.19
ShanXi China
Date of Birth of Mother
1963.10.22
ShanXi China
Date of Birth of Sister
1987.8.13
2004 Father finds
first Job in Canada
at PTI
1959
1986
1993
1997
2001
2006
2015
2017
1963
1987
1996
2000
2005
2008
2016
1959.11.12
ate of Birth of Father
Shan Dong China
1986.9.16
Father and Mother Married
in ShanXi China
1993.9.21
Family moved to Japan
1997.4.7
Landed in
Vancouver, Canada
2001.7.22
I was born in Vancouver, Canada
2006.9.7
Stared first year
pre-school at Pacific Academy
2015.11.18
Present
Come back to Canada fo
Completion of Education

Speak Water (French Poem)

- Assignment: critique a political/social issue using French and English
- Core Competencies covered: communication, critical thinking, positive personal and cultural identity
- Original poem by Mireta Strandberg-Salmon

Dance example

- Assignment: Student Choreography Assignment
- Details: students were asked to create a piece of choreography to a song and genre of dance of their choice
- Core Competencies covered: positive personal and cultural identity, creative thinking, communication, personal awareness and responsibility



PERSONAL AWARENESS AND RESPONSIBILITY

How students develop awareness of skills and strategies to stay healthy both physically and mentally.

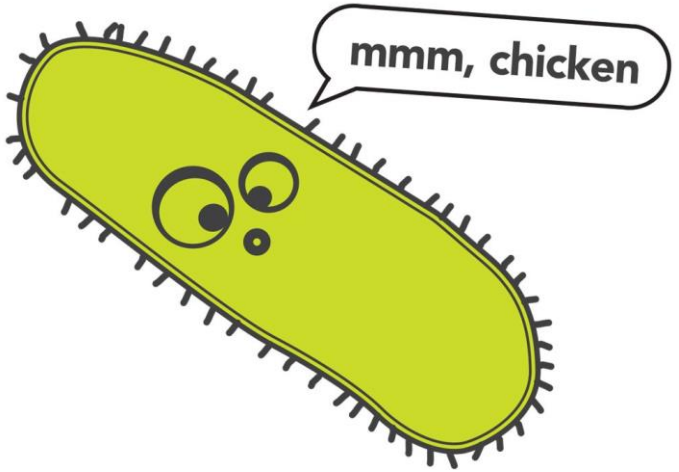
PERSONAL AWARENESS AND RESPONSIBILITY

- I can celebrate my efforts and accomplishments.
- I can take ownership of my goals, learning, and behaviour.
- I can participate in activities that support my well-being, and tell/show how they help me.

Dance example

- Assignment:
  Suitcase Presentation
- Details: Choose 5-7 items that represent who you are as a person and in your community
- Core Competencies covered: communication and personal awareness and responsibility

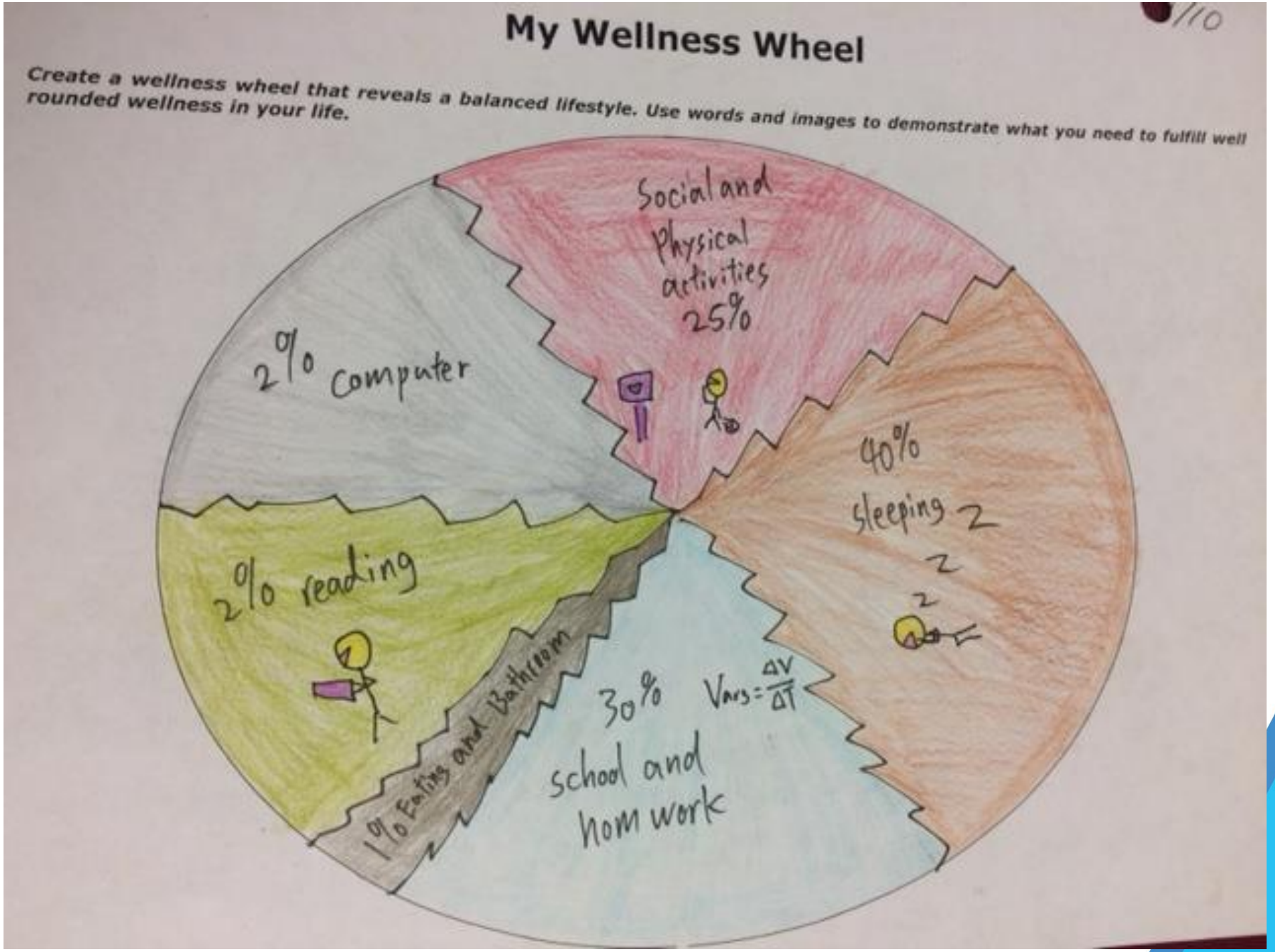
Food Studies example



- Assignment: Pathogenic Microbe Story
- Details: Students created a story about a character who got sick from food that had been contaminated with a pathogenic microbe, such as salmonella. Stories raised awareness about the sources, causes, symptoms and treatment methods of the common pathogenic microbes, while encouraging students to be cautious when handling and storing food.
- Core Competencies covered: creative thinking, communication, and personal awareness and responsibility

Physical Education example

- Assignment:
  My Wellness Wheel
- Details: create a wellness wheel that reveals a balanced lifestyle
- Core Competencies covered: personal awareness and responsibility, critical thinking, creative thinking, communication


My Wellness Wheel
Create a wellness wheel that reveals a balanced lifestyle. Use words and images to demonstrate what you need to fulfill well rounded wellness in your life.
Social and Physical activities 25%
40% sleeping
30% school and hom work
1% Eating and Bathroom
2% reading
2% computer

SOCIAL RESPONSIBILITY

How students contribute positively to their families, community, society, and the environment.

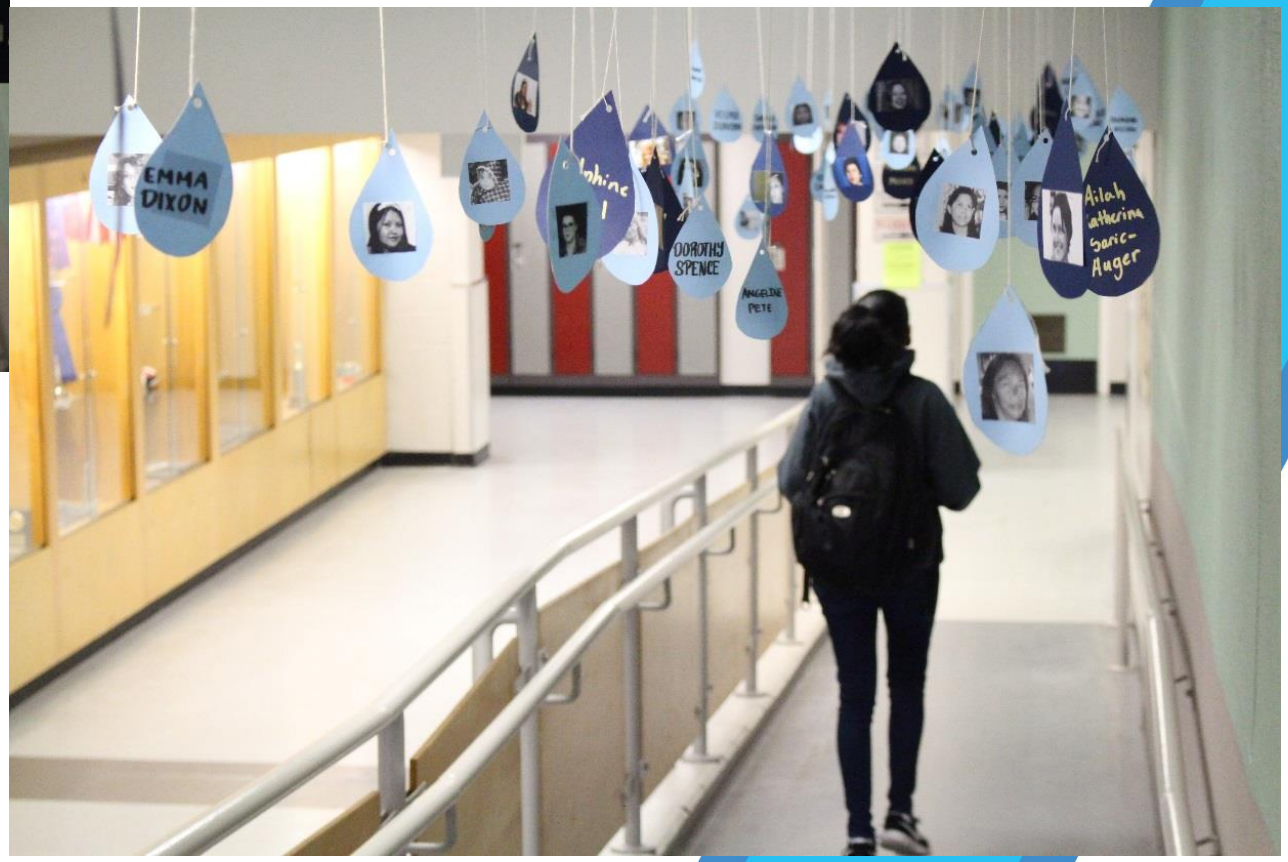
SOCIAL RESPONSIBILITY

- I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- I can solve some problems myself and can identify when to ask for help.
- I can advocate for others.
- I am aware of how others may feel and take steps to help them feel included.

Art example

- Assignment:
  Highway of Tears Art Installation
- Details: students were asked to design a public art piece that explores First Nations social conditions and inequalities in Canadian society
- Core Competencies covered: social responsibility, positive personal and cultural identity, creative thinking, communication, personal awareness and responsibility

Tamara Chipman
SAVANNA HALL


EMMA DIXON
DOROTHY SPENCE
ANGELINE PETE

Social Studies example

- Assignment: Sustainable Community Development
- Details: As part of a focus on sustainability, students were “given” a section of land that that they developed into their own sustainable community. Each section of land formed a joined landscape with water ways and forests.
- Core Competencies covered: communication, creative thinking, critical thinking, and social responsibility

INTERVIEW DATES

Look for a posted schedule outside of the office. Grade 9 and 10 will be doing these on day 0's.

QUESTIONS?

Feel free to ask any of us after this assembly, or any of your teachers.

Thanks for your attention!