# *Documenting* the *Growth* of *Core Competencies:*
### *thinking, personal & social, and communication*

## at Mill Bay Nature School *(ages 4-14)*

"Core competencies are 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*" (Ministry of Education, 2014).
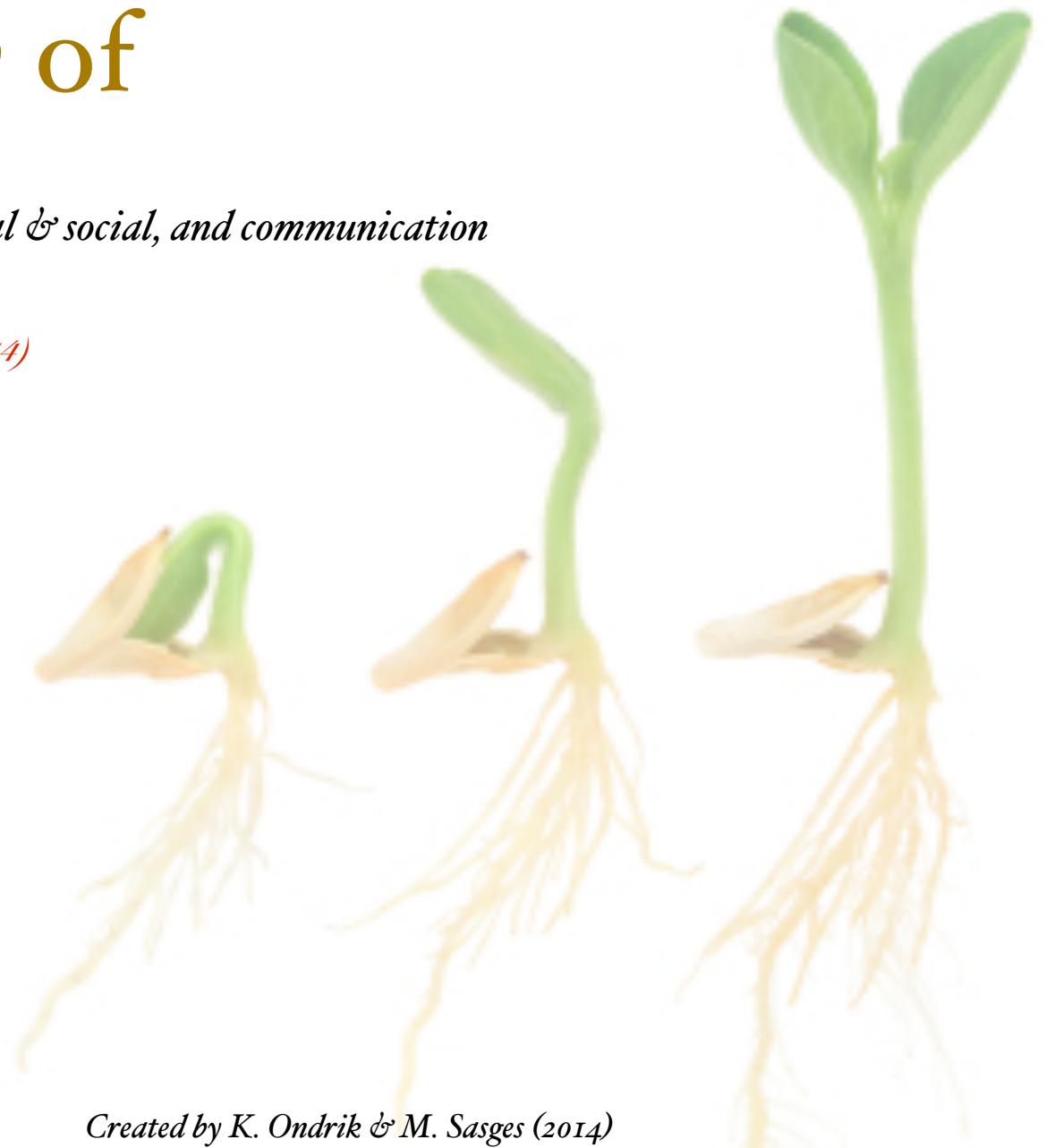
*Documented by:* _____

*Clan:* _____

*Date:* _____

# The Growth of *Thinking Competencies:*
## *creative thinking*

| Core Competency: CREATIVE THINKING | *full of promise* — not yet open to learning & growth | *promise emerging* — open to learning & growth | *promise rooting & first expressions* — desire to learn & grow | *promise realized* — taking up learning & growing opportunities provided | *beyond promise* — self-directed learning & growing |
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| **How open & responsive is this child to new & valuable ideas ?** | I am fearful of different and unfamiliar ideas. | I am open to new ideas from others. | With support & nudging from others, I am recognizing, borrowing & generating (coming up with) new ideas. | I am independently (on my own), recognizing, borrowing & generating (coming up with) new ideas | I am recognizing the impact of new ideas on myself, others & the greater community |
| **How do they generate** (come up with) **ideas ?** | I don't think that I am capable of generating (coming up with) new ideas. | I am open to ideas from others, but don't think I can generate (come up with) my own ideas. | I can generate ideas inspired by the world around me or within myself. | I can generate many ideas inspired by the world around me or within myself. | I can generate ideas from a variety of perspectives inspired by the world around me or within myself. |
| **How does this child develop ideas** (elaborate, make more detailed) **?** | I don't think that I am capable of developing ideas even if I am given them. | I am beginning to engage with ideas. I can select and develop ideas.<br><br>I am not able to persevere and/or can't tolerate failure. | I am engaging with ideas. I can select, develop and improve/polish ideas.<br><br>I am more able to persevere and with support can tolerate some failure. | I am engaging with ideas I can select, develop, improve/polish, and implement (put into action).<br><br>I am able to persevere now and can tolerate failure. | I am engaging with ideas. I can select, develop, improve/polish, and implement (put into action), as well as be inspired by new ideas.<br><br>I can persevere & I use failure as feedback towards new learning and development. |

# The Growth of *Thinking Competencies:*
## *critical thinking*

| Core Competency:<br><br>CRITICAL THINKING | *full of promise*<br><br>*not yet open to learning & growth* | *promise emerging*<br><br>*open to learning & growth* | *promise rooting & first expressions*<br><br>*desire to learn & grow* | *promise realized*<br><br>*taking up learning & growing opportunities provided* | *beyond promise*<br><br>*self-directed learning & growing* |
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| ***How does this child form questions ?*** | I am not curious about myself, others or the world.<br><br>I shut down or check out. | I am opening up and noticing my curiosity about myself, others and the world | With support, I am vocalizing my wonders about myself, others and the world | Independently, I am asking questions about myself, others and the world | I am always asking questions and refining by considering multiple perspectives |
| ***How does this child gather information ?*** | I can't see any need to gather information.<br><br>I rely on my assumptions and my opinions. | I am willing to accept that my assumptions are incomplete.<br><br>I ask for help in gathering information. | With support, I can superficially (the tip of the iceberg) gather additional information.<br><br>I cut and paste other people's thinking. | Independently, I consider and gather information from multiple sources.<br><br>I put this information in my own words. | I consider and gather information from multiple sources and triangulate each piece of information.<br><br>I make sense of this information and put it in my own words. |
| ***How does this child consider points of view ?*** | I am not aware that others see from different points of view than my own.<br><br>I forget that my 'normal' is not everyone's 'normal'. | I am becoming aware that others see from different points of view than my own.<br><br>I remember that my 'normal' is not everyone's 'normal'. | It frustrates me that others see from different points of view than my own because it disrupts my thinking and makes me feel uncomfortable or sometimes wrong or not smart.<br><br>I feel unsettled considering other 'normals'. | I can voice "I feel _____ (agitated, frustrated, disappointed)" that others see from different points of view than my own because it disrupts my thinking. I notice that voicing my feelings helps to calm me.<br><br>I notice ways in which my 'normal' is not everyone's 'normal'. | I can calmly ask questions to understand others' points of view. I consider feedback from other points of view and find that it both disrupts and helps me to grow and learn.<br><br>I enjoy different 'normals' because diversity makes the world complex and intriguing. |
| ***How does this child use evidence to make a conclusion ?*** | I make my own conclusion based on my assumptions and opinions only. | I look for evidence to justify (back up) my assumptions and opinions. | I use limited evidence to form a conclusion. I am now willing to push past my own assumptions and opinions only. | I use multiple sources of evidence to form a conclusion. I may start with my assumptions and opinions, but move past them as I research and study. | I choose the best evidence (most relevant, strongest, triangulated) to form a reasoned & thoughtful conclusion which may or may not include my original opinions. |

# The Growth of *Thinking Competencies:*
# *reflective thinking*

| Core Competency: REFLECTIVE THINKING | *full of promise* <br><br> not yet open to learning & growth | *promise emerging* <br><br> open to learning & growth | *promise rooting & first expressions* <br><br> desire to learn & grow | *promise realized* <br><br> taking up learning & growing opportunities provided | *beyond promise* <br><br> self-directed learning & growing |
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| **How does this child reflect on their thinking and learning ?** | I am not aware of thinking & learning processes. <br><br> I am not interested on reflecting on my thinking & learning, and don't get the point of doing this. | I am willing to think about my thinking without reacting (more calm). <br><br> *I feel nervous and uncertain.* | With support and nudging, I can express (through words, images, numbers) my own thinking. <br><br> *My confidence is growing.* | Independently, I will express (through words, images, numbers) my own thinking and share it with others. <br><br> *I am confident.* | I express (words, images, numbers) my own thinking and I use these insights to impact myself, others &/or the community. <br><br> *I do this with confidence.* |
| **How does this child improve or change (adapt) <u>how</u> they're learning ?** | When asked what I'm thinking about, I react or I act like I don't care. <br><br> *I am scared or not open to change.* | I am willing to consider possible needs for improvement and/or changes (adaptations) to my learning <br><br> *I am open to change sometimes.* | With support and nudging, I am beginning to improve and/or change (adapt) my approach to learning. <br><br> *I am more open to change now.* | Independently, I improve change my approach to learning. <br><br> *I am open to change.* | I approach learning by improving &/or adapting my approach in response to situations and I offer insights to impact myself, others &/or community. <br> *I am always open.* |
| **What does this child believe about learning ?** | I believe that learning is stuff someone forces me to do. | I am becoming aware that I can choose what I learn and don't learn. <br><br> I get mad or shut down when I feel forced to learn something. | With support and nudging, I'm becoming aware of how I best learn. I am a bit vulnerable to challenge/ criticism. | Independently, I take charge of what I am learning. I ask questions for clarification. I challenge teachers/ peers if conditions don't help me grow. | I am actively in charge of my learning and aware of how I learn best. I expect teachers, peers and the environment will support me. If they don't, I step up and problem solve. |

# The Growth of *Personal & Social Competencies:*
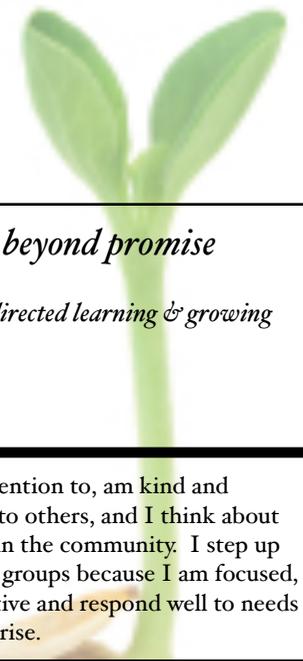## *positive personal & cultural identity*

| Core Competency: POSITIVE PERSONAL & CULTURAL IDENTITY | *full of promise* — not yet open to learning & growth | *promise emerging* — open to learning & growth | *promise rooting & first expressions* — desire to learn & grow | *promise realized* — taking up learning & growing opportunities provided | *beyond promise* — self-directed learning & growing |
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| **What is this child's personal identity ?** | I am who other people tell me who I am, and I don't really notice who I am inside. I accept all feedback that is negative because I feel like I should, and tend to ignore positive feedback. LOUD INNER CRITIC *all the time* | I let the outside world tell me who I am. I accept negative feedback and at times will consider positive feedback. LOUD INNER CRITIC *most of the time* | The outside world still influences who I am. I find myself opposing those messages at times. I challenge negative feedback and think about positive feedback. INNER CRITIC *begins to quiet* | I am starting to have an independent sense of my identity. I'm still influenced by the outside world. I consider negative and positive feedback. I am still more affected by the negative. INNER CRITIC *is quieter* | I have a strong sense of my identity no matter what happens in the outside world. I consider feedback thoughtfully. I sometimes take it and sometimes leave it. INNER CRITIC *is usually quiet* |
| **What is this child's sense of agency ?** *(the capacity to take risks & act - mindful of intended & unintended outcomes)* | I am insecure about myself. I don't feel valuable or am aware of myself. This shows up as arguing, ignoring and/or shutting down. I don't notice that things need to be taken up. | I have a limited (small) sense of myself and have moments of feeling valuable. This shows up as arguing, ignoring and/or shutting down. I may resent or be jealous of the way other's take things up. | My sense of myself and my sense of value are growing. This shows up as being more gracious of others, more patient. At times I may still argue, ignore others and/or shut down. I am impressed by other peoples' agency. | My sense of myself and my sense of value are growing leading to taking risks here and there. This shows up as being more gracious of others, more patient. At times, I may argue, ignore others and/or shut down. I am helping others take things up and want to do it myself. | My sense of myself and my sense of value are strong. I am willing to take risks when needed. This shows up as being more gracious of others, more patient. At times, I may argue, ignore others and/or shut down. I am helping others take things up and want to do it myself. |
| **How are their relationships ?** | Things that have happened to me in the past make me nervous about being in community. I find it very hard to trust others. | Things that have happened to me in the past make me jittery about being in community. I need support to draw any sense of trust out of me. | My relationships within my family and the community are *beginning* to grow and become healthier. I am developing a capacity to trust. | I am strengthening relationships with my family & community members. I have a growing capacity to trust. I notice that conflict threatens trust. | I have strong relationships with family & community members. I have a strong capacity to trust & ability to work through issues/conflict that threaten trust. |
| **What is their sense of cultural identity ?** | I'm not aware of my extended family. I don't know anything of their culture or beliefs. I don't see how my experiences in life have impacted me. | I can talk about aspects of my ancestry, culture, language &/or beliefs. I asks questions and am curious. I am beginning to understand the idea that ancestral experiences affect my family and my sense of myself. | I am actively learning about aspects of my own ancestry, culture, language and/or beliefs. I am beginning to understand that ancestral experiences have affected my own family and myself. | I appreciate aspects of my own ancestry. culture, language and/or beliefs. I am beginning to appreciate the value/wisdom of my own culture within Canadian society. I understand the impact that ancestral experiences have had on family and myself. | I am taking up aspects of my own ancestry, culture, language and/or belief that I find personally meaningful. I appreciate the value/wisdom of my own culture within Canadian society. I can engage in dialogue about the ancestral experiences that affected my family & myself. |

# The Growth of *Personal & Social Competencies:*
## *personal awareness & responsibility*

| Core Competency:<br><br>PERSONAL AWARENESS & RESPONSIBILITY | *full of promise*<br><br>*not yet open to learning & growth* | *promise emerging*<br><br>*open to learning & growth* | *promise rooting*<br>*& first expressions*<br><br>*desire to learn & grow* | *promise realized*<br><br>*taking up learning & growing opportunities provided* | *beyond promise*<br><br>*self-directed learning & growing* |
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| **How is this child at identifying strengths & limitations ?** | I avoid reflecting on myself.<br>I'm scared to be vulnerable (show others who I really am).<br>I don't know who I am.<br>I am unable to reflect on the effects of my actions on myself & others. | *With support and encouragement,* ***at times:***<br>- I am willing to consider feedback about myself.<br>- I am willing to admit that I'm scared to be vulnerable and that I don't know who I am.<br>- I try to reflect on the effects of my actions on myself & others. | *With support and encouragement,* ***most of the time:***<br>- I am willing to consider feedback about myself.<br>- I am willing to admit that I'm scared to be vulnerable and that I don't know who I am.<br>- I try to reflect on the effects of my actions on myself & others. | - I am willing to consider feedback about myself.<br>- I am willing to be vulnerable and I want to know who I am.<br>- I reflect on the effects of my actions on myself & others. | - I actively seek feedback about myself from multiple sources.<br>- I am vulnerable as I continue to seek to understand who I am.<br>- I reflect on the effects of my actions on self & others AND then take action<br>- I adjust my behaviour, consider alternatives and question my assumptions. |
| **How do they identify & manage their emotions ?** | I don't regulate and react.<br>I'm unwilling to process feelings, ideas or experiences after the fact.<br>I cannot identify how I'm feeling in stressful situations.<br>I defend myself or shut-down. | *With support and encouragement,* ***at times:***<br>- I'm willing to consider that I don't regulate and react.<br>- I'm willing to process feelings, ideas or experiences after the fact.<br>- I'm willing to identify how I'm feeling in stressful situations.<br>- I'm willing to admit that I defend myself or shut-down. | *With support and encouragement,* ***most of the time:***<br>- I'm willing to consider that I'm dis-regulated and react.<br>- I'm willing to process feelings, ideas or experiences after the fact.<br>- I'm willing to identify how I'm feeling in stressful situations.<br>- I'm willing to admit that I defend myself or shut-down. | - I regulate myself and most times thoughtfully respond.<br>- I'm willing to process feelings, ideas or experiences after the fact.<br>- I'm willing to identify how I'm feeling in stressful situations.<br>- I notice when I am becoming defensive or shut-down AND consider how to adjust to the situation so I can remain open. | - I regulate myself and thoughtfully respond in most situations.<br>- It's my habit to process feelings, ideas or experiences in the moment.<br>- I'm aware of my mixed feelings in stressful situations.<br>- I notice when I am becoming defensive or shut-down AND adjust to the situation so I remain open. |
| **How do they manage stress ?**<br>**How do they persevere ?** | My response to stress is to give up, surrender, never begin, escape &/or blame others **SO** perseverance is very difficult for me. | *With support and encouragement,* ***at times:***<br>- My response to stress is to give up, surrender, never begin, escape &/or blame others **AND** I'm willing to persevere a bit. | *With support and encouragement,* ***most of the time:***<br>- My response to stress is to give up, surrender, never begin, escape &/or blame others **AND** I'm willing to persevere. | My response to stress is to recognize my internal state **AND** recognize that I need help from others so I can calm down and persevere once again. | -My response to stress is to recognize my internal state and being mindful of what helps me to calm down, do so and then persevere once again. |

# The Growth of *Personal & Social Competencies:*
## *social awareness & responsibility*

| Core Competency:<br><br>SOCIAL AWARENESS & RESPONSIBILITY | *full of promise*<br><br>*not yet open to learning & growth* | *promise emerging*<br><br>*open to learning & growth* | *promise rooting & first expressions*<br><br>*desire to learn & grow* | *promise realized*<br><br>*taking up learning & growing opportunities provided* | *beyond promise*<br><br>*self-directed learning & growing* |
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| **How does this child contribute to MBNS ?** | I am disinterested in others around me. I refuse to work with others. I am not yet willing to do my part in community. I am happy to let others do my part. | I'll only work with others if I'm forced to. I have a difficult time working in a group. I need help to contribute to the community and work cooperatively. | I will risk working with others. With support and encouragement I will contribute and work cooperatively in a group. | I pay attention to, am kind and friendly to others. I contribute to groups and work cooperatively most of the time. | I pay attention to, am kind and friendly to others, and I think about my role in the community. I step up and lead groups because I am focused, cooperative and respond well to needs as they arise. |
| **How do they deal with problems at MBNS ?** | I get upset and am often rude or sometimes hit people or throw things when I have a problem. I have a hard time seeing other peoples' perspectives. I can't own my part of a problem or forgive others. I get stuck and remain stuck. I hope it will all magically go away. | When I have a problem I get upset and need help to see other peoples' perspectives. I can become frustrated and blame others or check-out. I find it difficult to own my part of a problem, to apologize or forgive others. I often get stuck here and hope my problems will all magically go away. | With help and nudging, I will consider other peoples' perspectives. I may feel frustrated or blame others, but I recognize that I need to own my part of a problem, apologize and/or forgive. I am aware that uncomfortable feelings don't magically disappear. | I am calm and want to solve a problem when it arises if I have support. I can see things from different perspectives. With help, I can own my part of a problem and usually apologize. With help, I can forgive others for hurting me. I know that uncomfortable feelings will change if I am willing to work through my problems. | I stay calm and am motivated to solve a problem as soon as it arises. I can see things from different perspectives. I can own my part of a problem and apologize. I can forgive others for hurting me. I want to deal with conflict even if it seems complicated and messy. I will ask for help if needed. I know I'm responsible for my feelings. |
| **How do they treat people who are different from them ? How do they deal with unfairness ?** | I don't get along with people who are different than me or who I don!t understand. I judge myself and others. | I get along with others, but I don't get involved when someone is treated unfairly. I can be judgmental & find it difficult to believe in myself. | I get along with others & I try to help when someone is treated unfairly. I try not to judge myself or others, but I'm not always too sure of myself. | I treat people respectfully. I stick up for others who are treated unfairly or wrongly. I try not to judge myself or others. I usually believe in myself. | I actively treat all people respectfully. I stick up for others who are treated unfairly or wrongly. I catch myself before I judge myself or others. I believe in myself. |
| **How does this child practice their democratic rights and responsibilities at MBNS ?** | **Rights**: I shut down, rather than express myself.<br><br>**Responsibilities**: I can only think of me. I don't think about others yet. | **Rights**: I argue & defend, rather than express myself.<br><br>**Responsibilities**: I have some ideas about what would make the world better, but don't want to do much about it. | **Rights**: My personal voice comes out from time to time as I express myself. It may not always be positive.<br><br>**Responsibilities**: I have a lot of ideas about what would make the community/world better. I am willing to follow others who take things up. | **Rights**: My personal voice is usually expressed in a positive way.<br><br>**Responsibilities**: I have a lot of ideas about what would make the community/world better. With support, I am willing to take things up. | **Rights**: I have a powerful personal voice which I use in a positive way to express myself whenever I believe it's necessary or required<br><br>**Responsibilities**: I seek out & engage in activities or projects that help make the community/world a better place. I lead groups to take things up. |

# The Growth of *Communication Competencies:*
## *communicating*

| Core Competency: COMMUNICATION | *full of promise* <br> not yet open to learning & growth | *promise emerging* <br> open to learning & growth | *promise rooting & first expressions* <br> desire to learn & grow | *promise realized* <br> taking up learning & growing opportunities provided | *beyond promise* <br> self-directed learning & growing |
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| **How able is this child to communicate their needs, wants, ideas, feedback clearly ?** | I'm very quiet and provide very little information with my body. I want others to speak for me. My message is not clear at all. <br><br> I do not feel comfortable feeling vulnerable with anyone or expressing my needs/wants/feedback. | I'm tentative and provide few details. At times my body shows how I feel and assists others in understanding my message. My voice is quiet and gentle, or loud and silly. My message isn't always clear. <br><br> I feel comfortable being vulnerable with a few (maybe just a parent or friend). | I'm more able to express myself. My body shows how I feel and assists others in understanding my message. If they make a wrong assumption I correct them or shake my head. My voice is becoming clearer. My messages are becoming more clear. <br><br> I am comfortable being vulnerable with those I trust (family, friends, teachers, etc.) | I am able to express myself even when I'm upset. My body language assists others in understanding my message and I correct them if they make a wrong assumption. <br><br> I am comfortable being vulnerable with those I don't know as well, and with those I trust. | I can express myself clearly and ensure that the other understands me by asking questions or providing feedback. My body language reflects my words. I am able to do this work whether calm or agitated. <br><br> I am comfortable being vulnerable most of the time with most people. |
| **How does this child receive information or feedback from others ?** | I'm very quiet and provide very little information with my body. I don't seem to listen/receive feedback - *the evidence is I continue to do the same things.* | **Sometimes** I am quiet and seem to not be listening or responding. **At other times** I am more expressive and responsive. *There is some evidence of this engagement through changes in my behaviour.* | I'm more able to receive feedback and with support or reminders will try to look at the person or stand still. If I don't understand, don't agree, or am unsure of what is meant, **sometimes** I will make a statement, and **sometimes** I will show this with my body language (and then will need support to express myself). | I receive feedback from others, and mostly can look at the person and stand still. If I don't understand, don't agree, or am unsure of what is meant, I can express myself and show it with my body language. | I lean into others feedback and appear receptive my body (eye contact, stillness). If I don't understand, don't agree, or am unsure of what is meant, I express myself with words in a respectful (*not necessarily calm*) way. |

# The Growth of *Communication Competencies:*
## *collaborating*

| Core Competency:<br><br>COLLABORATING | *full of promise*<br><br>*not yet open to learning & growth* | *promise emerging*<br><br>*open to learning & growth* | *promise rooting & first expressions*<br><br>*desire to learn & grow* | *promise realized*<br><br>*taking up learning & growing opportunities provided* | *beyond promise*<br><br>*self-directed learning & growing* |
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| **How does this child collaborate with adults ?** | I either cling, ignore, or argue when encouraged to walk together/learn together/clean together.<br><br>I don't collaborate **yet**. | ***At times***, with support, I will respond when encouraged to walk together/learn together/clean together. This is when I'm calm and settled.<br><br>***Mostly***, I feel like I need to obey requests by adults - and so I tend to comply or push back. I'm slowly learning that I can also have a voice, and express myself. | ***Most of the time,*** I listen and speak to adults when encouraged to walk together/learn together/clean together. I give suggestions and tend to cooperate.<br><br>I am learning how to be brave, how to express myself, and not be passive/passive agressive when collaborating with adults. | I am learning when it is appropriate to go along with adult requests and when it's okay to express my own opinions or different perspective. Sometimes I may be a bit strong. (I am willing to own that.)<br><br>Most of the time I am brave and expres myself when collaborating with adults. | I know when to do something independently and when to do something collaboratively. I understand the value of collaboration, as well as the challenges. I know that adults have wisdom to share. (I may speak to another adult if I don't understand another adult - asking for support in understanding.) |
| **How does this child collaborate with peers ?** | I either cling, ignores, or dominate peers when encouraged to walk together/learn together/clean together.<br><br>I don't collaborate **yet**. | ***At times***, with support, I can listen and speak to peers when encouraged (by others) to walk together/learn together/clean together. At times I will give suggestions, but tend to cooperate/ignore the stronger voice *or* dominate if I am the stronger voice.<br><br>I don't understand ***yet*** how to express myself, and not be passive/passive agressive when collaborating with peers. | I listen and speak to peers when encouraged to walk together/learn together/clean together. I give suggestions, but tend to cooperate/ignore the stronger voice *or* dominate if I am the stronger voice.<br><br>I am learning how to be brave, how to express myself, and not be passive/passive agressive when collaborating with peers. | With reminders/support, I am choosing when to do something independently and when to do something collaboratively. ***At times***, I understand the value of collaboration, but it mostly seems like a challenge.<br><br>I can be brave ***and*** kinda bossy. I can be assertive ***and*** kinda unyielding. I am learning the nuances of collaboration. | I know when to do something independently and when to do something collaboratively. I understand the value of collaboration, as well as the challenges. I know that when peers work together, things go better and community is built.<br><br>I am brave ***and*** not bossy. I am assertive ***and*** not unyielding. |