

COMPETENCIES

DESCRIPTIONS, INDICATORS AND EXAMPLES

COMPETENCIES

Competencies are combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas. Students develop competencies through programs of study learning outcomes. Alberta's Kindergarten to Grade 12 curriculum promotes development of the following competencies, which are streamlined expressions of the competencies in the *Ministerial Order on Student Learning* (#001/2013):

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

COMPETENCY DESCRIPTIONS

Competency descriptions provide an overview of key features of each competency. They holistically describe attitudes, skills and knowledge associated with each competency.

COMPETENCY INDICATORS

Competency indicators identify specific aspects of a competency that are transferable across subject areas or contexts. Competency indicators:

- focus the scope of each competency
- help educators determine which aspects of a competency are evident within learning outcomes, learning experiences or assessments
- describe cognitive, affective or psychomotor behaviors to help identify situations where a competency may be applied or developed

Educators may use one or more indicators to identify situations that develop a particular competency.

EXAMPLES

The examples illustrate ways that competency indicators might appear in different contexts. They help educators consider a range of situations where a competency may be evident.

CRITICAL THINKING

involves using reasoning and criteria to conceptualize, evaluate or synthesize ideas. Students reflect on their thinking to improve it. They challenge assumptions behind thoughts, beliefs or actions. Students value honesty, fairness and open-mindedness.

INDICATOR

questioning and analyzing evidence, assertions or assumptions

Examples:

- I examine reliability, bias or credibility of claims.
- I evaluate evidence for relevance, precision or accuracy.

INDICATOR

applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements

Examples:

- I use criteria to organize, classify or evaluate information.
- I follow logical procedures to draw conclusions.

INDICATOR

reflecting upon and evaluating reasoning behind thoughts, beliefs or actions

Examples:

- I explain why I think, believe or act.
- I consider context or incorporate different perspectives to evaluate thoughts or actions.

INDICATOR

synthesizing thoughts and information to discover or extend understandings

Examples:

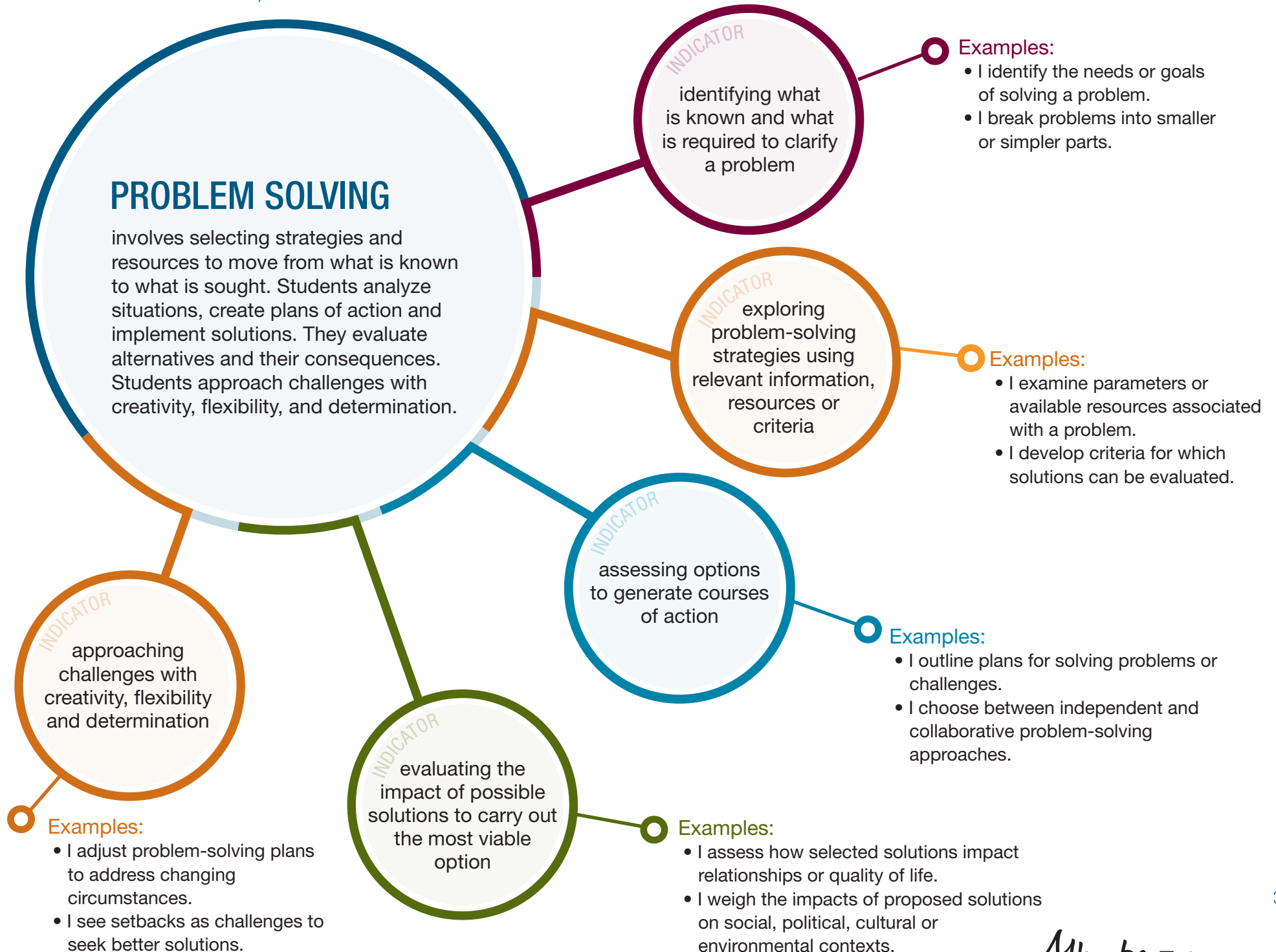
- I bring together relevant information and perspectives to inform thoughts, actions or beliefs.
- I make inferences or predictions regarding situations or information.

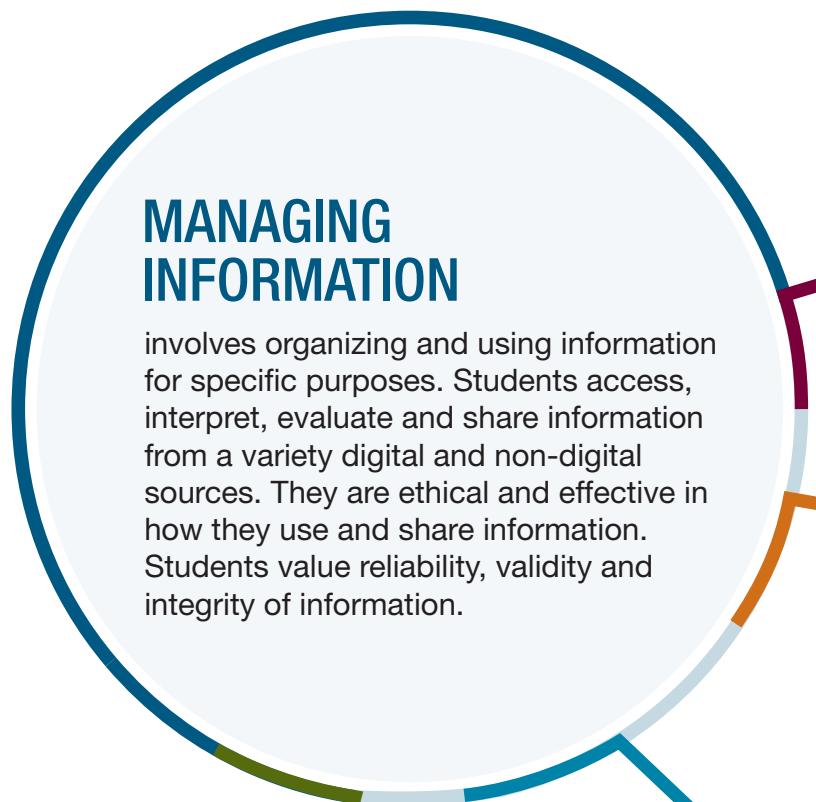
INDICATOR

demonstrating intellectual integrity, fairness and open-mindedness

Examples:

- I am fair-minded and confront my own biases when making a judgment or decision.
- I take ethical responsibility for the implications of my thoughts or actions.





MANAGING INFORMATION

involves organizing and using information for specific purposes. Students access, interpret, evaluate and share information from a variety digital and non-digital sources. They are ethical and effective in how they use and share information. Students value reliability, validity and integrity of information.

INDICATOR

accessing information from a variety of digital or non-digital sources

Examples:

- I search and retrieve information from digital or print sources.
- I locate additional sources to help me clarify or verify information.

INDICATOR

synthesizing or organizing multiple pieces of information to enhance or clarify understanding

Examples:

- I summarize or paraphrase the main or implied ideas found in information.
- I organize and present information to create or demonstrate understandings.

INDICATOR

evaluating authenticity, reliability or validity to appropriately interpret or use information

Examples:

- I identify the author(s) or owner(s) of information.
- I conduct systematic research to find information sources that may support or contradict one another.

INDICATOR

using, sharing or storing information effectively and ethically

Examples:

- I appraise how information may be shared to enhance experiences, expression, or collaboration.
- I evaluate the positive and negative impacts of using, sharing or storing information.



CREATIVITY AND INNOVATION

involves generating and applying ideas to create something of value. Students recognize opportunities to apply ideas in new ways. They are open to and play with ideas, take risks and adapt to changing conditions. Students demonstrate optimism, initiative and ingenuity.



recognizing opportunities and imagining possibilities to apply ideas in new ways

Examples:

- I seek out opportunities to improve ideas, objects or situations.
- I brainstorm ways to create or transform objects or situations.



exploring or playing with ideas, materials or processes to create something new

Examples:

- I manipulate models, prototypes or simulations to experiment with new ideas.
- I combine materials or resources in unique ways to create something new.



evaluating and adapting ideas, materials or processes in response to feedback or emerging conditions

Examples:

- I evaluate and adjust ideas, materials or processes to suit an intended purpose.
- I modify ideas or innovations to suit alternative purposes or contexts.



demonstrating initiative, resourcefulness and perseverance when transforming ideas into actions, products or services

Examples:

- I exhibit the courage to take risks and pursue new ideas.
- I demonstrate the confidence to implement innovative ideas.

COMMUNICATION

involves sharing ideas through oral, written or non-verbal media. Students engage in formal and informal exchanges with others. They consider how culture, context and experience impact messaging. Students demonstrate respect, empathy and responsibility when communicating with others.

INDICATOR
clarifying the purpose or intention of a message in relation to audience, context or culture

- Examples:**
- I adapt messaging to ensure clarity for its intended audience.
 - I am aware that I may not interpret a message as it was intended and seek clarification.

INDICATOR
considering perspectives, emotions and experiences when seeking shared understandings

- Examples:**
- I examine messages from people with different opinions, views or experiences than my own to enrich my understanding.
 - I respect the experiences or views of others when expressing opinions or ideas.

INDICATOR
decoding and interpreting ideas or information shared through verbal or non-verbal formats

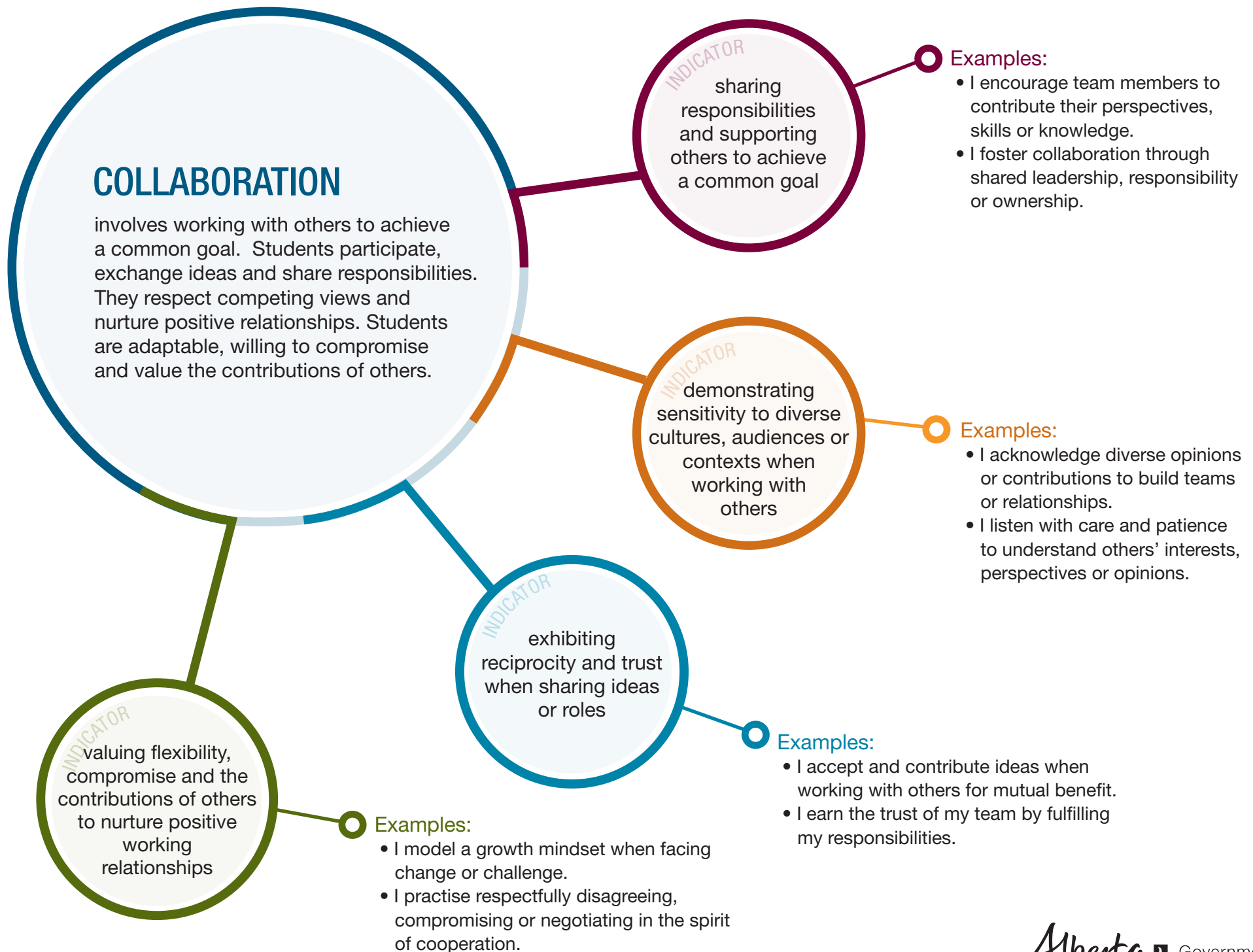
- Examples:**
- I consider multiple meanings of a symbol, gesture or word.
 - I consider both context and content when interpreting messages.

INDICATOR
demonstrating respect and responsibility when communicating with others

- Examples:**
- I support or empower others who are reluctant to share their knowledge or views.
 - I take responsibility to communicate in ways that benefit others.

INDICATOR
expressing ideas or concepts using appropriate language, conventions or protocols

- Examples:**
- I follow appropriate protocols when expressing myself in formal or informal settings.
 - I select style, content and format of messages to inform, instruct, motivate, persuade, or share ideas.



CULTURAL AND GLOBAL CITIZENSHIP

involves actively engaging with cultural, environmental, political or economic systems. Students acknowledge First Nations, Métis, Inuit, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference.

INDICATOR
 considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and communities

- Examples:**
- I examine how values influence communities.
 - I evaluate how communities address issues to ensure that diverse social and cultural identities, roles or interests are included.

INDICATOR
 analyzing various ways in which decisions are made within cultural, environmental, political or economic systems

- Examples:**
- I explore how shared or diverse interests contribute to decision making.
 - I recognize the importance of including different perspectives in decision-making processes.

INDICATOR
 demonstrating responsible citizenship through actions that contribute to healthy and sustainable communities

- Examples:**
- I model leadership or stewardship to promote healthy and sustainable communities.
 - I volunteer my time and efforts to support local or global initiatives.

INDICATOR
 evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities

- Examples:**
- I examine how my choices and actions affect the world around me.
 - I determine the degree to which human activities affect the well-being of communities.

INDICATOR
 valuing equity and diversity and believing in the capacity to make a difference

- Examples:**
- I acknowledge that I am an agent of change.
 - I balance the need for both equity and diversity in communities.

PERSONAL GROWTH AND WELL-BEING

involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.

INDICATOR

identifying interests, values or skills to set learning, life or career goals

Examples:

- I create realistic and relevant goals based on self-reflection.
- I explore opportunities for personal growth in my learning, community or work environments.

INDICATOR

exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways

Examples:

- I seek out people or opportunities that support my personal, learning or career goals.
- I develop personal habits that contribute to my well-being and overall success.

INDICATOR

making choices or taking action to promote the safety and well-being of self or others

Examples:

- I make lifestyle choices, such as diet, exercise, sleep, or socializing, that have a positive impact on my well-being.
- I use safety equipment and follow appropriate procedures to ensure the safety of myself and others.

INDICATOR

demonstrating optimism, flexibility or resilience when adapting to new situations and transitions

Examples:

- I approach change or challenge as opportunities to grow and improve.
- I work through setbacks to achieve goals.

INDICATOR

building healthy relationships to support growth and well-being of self and others

Examples:

- I listen with care and patience to understand and learn from others.
- I use strategies to develop emotional awareness and social skills.