COMPETENCIES

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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.

Examples:
- I examine reliability, bias or credibility of claims.
- I evaluate evidence for relevance, precision or accuracy.
- I use criteria to organize, classify or evaluate information.
- I follow logical procedures to draw conclusions.
- I explain why I think, believe or act.
- I consider context or incorporate different perspectives to evaluate thoughts or actions.
- I bring together relevant information and perspectives to inform thoughts, actions or beliefs.
- I make inferences or predictions regarding situations or information.

INDICATOR
questioning and analyzing evidence, assertions or assumptions

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

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

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.
**PROBLEM SOLVING**

involves selecting strategies and resources to move from what is known to what is sought. Students analyze situations, create plans of action and implement solutions. They evaluate alternatives and their consequences. Students approach challenges with creativity, flexibility, and determination.

**INDICATOR**

- identifying what is known and what is required to clarify a problem
  - Examples:
    - I identify the needs or goals of solving a problem.
    - I break problems into smaller or simpler parts.

- exploring problem-solving strategies using relevant information, resources or criteria
  - Examples:
    - I examine parameters or available resources associated with a problem.
    - I develop criteria for which solutions can be evaluated.

- assessing options to generate courses of action
  - Examples:
    - I outline plans for solving problems or challenges.
    - I choose between independent and collaborative problem-solving approaches.

- evaluating the impact of possible solutions to carry out the most viable option
  - Examples:
    - I assess how selected solutions impact relationships or quality of life.
    - I weigh the impacts of proposed solutions on social, political, cultural or environmental contexts.

**INDICATOR**

- approaching challenges with creativity, flexibility and determination
  - Examples:
    - I adjust problem-solving plans to address changing circumstances.
    - I see setbacks as challenges to seek better solutions.
MANAGING INFORMATION

Involves organizing and using information for specific purposes. Students access, interpret, evaluate and share information from a variety of 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.

Examples:
- I search and retrieve information from digital or print sources.
- I locate additional sources to help me clarify or verify information.
- I summarize or paraphrase the main or implied ideas found in information.
- I organize and present information to create or demonstrate understandings.
- 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.
- 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.
- I evaluate the authenticity, reliability or validity of information to appropriately interpret or use information.

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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.

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

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

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.

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.

**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.

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

**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.

**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.

**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.
COLLABORATION

Involves working with others to achieve a common goal. Students participate, exchange ideas and share responsibilities. They respect competing views and nurture positive relationships. Students are adaptable, willing to compromise and value the contributions of others.

**Examples:**
- I encourage team members to contribute their perspectives, skills or knowledge.
- I foster collaboration through shared leadership, responsibility or ownership.

**Demonstrating sensitivity to diverse cultures, audiences or contexts when working with others**

**Examples:**
- I acknowledge diverse opinions or contributions to build teams or relationships.
- I listen with care and patience to understand others’ interests, perspectives or opinions.

**Valuing flexibility, compromise and the contributions of others to nurture positive working relationships**

**Examples:**
- I model a growth mindset when facing change or challenge.
- I practise respectfully disagreeing, compromising or negotiating in the spirit of cooperation.

**Exhibiting reciprocity and trust when sharing ideas or roles**

**Examples:**
- I accept and contribute ideas when working with others for mutual benefit.
- I earn the trust of my team by fulfilling my responsibilities.
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.

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.

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.

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.

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.

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.

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

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.

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.

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