

Dear Families,

1. For those of you choosing to use these optional templates, please guide your child in selecting one or more lessons/activities/projects from the resources shared on the website, by your classroom teacher, or through other resources you have gathered.

2. Review the **Personal and Social**, **Communication**, and **Thinking Self-Assessment of Core Competency** templates to select which area your child would like to focus upon.

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

3. On the first page of each of these templates, you will find a planning tool (**Planning My Learning**). Support your child in selecting 2-3 **“I Can” statements** and 2 **First Principles of Learning** that they would like to focus upon while completing the lessons/activities/projects. For more information on either of these topics, please read page 2 and page 3.

4. Complete the selected lessons/activities/projects.

5. When you and your child feel ready, complete the Self-Assessment section (**Reflecting on My Learning**) on the second page of your selected template. To guide your child with their self-assessment process, discuss with your child what they learned from these lessons/activities/projects. As well, they can use the “I Can” statements to help them self-assess: two stars focused on areas they are proud of and one goal focused on an area that they would like to further develop.

Additional Resource:

- Students, parents, and guardians can find learning resources and more information about schools at www.openschool.bc.ca/keeplearning. You can also find a comprehensive set of frequently asked questions that will continuously updates as things progress at www.gov.bc.ca/SafeSchools/.



Core Competencies

In the NVSD, we recognize that there are different ways learners can identify with the Core Competencies. One of these ways is to incorporate an Indigenous Worldview. When reading the planning tool, you will notice there are Coast Salish animal descriptors that go along with each Core Competency. You and your child can also connect to the Core Competency through this lens. As well, you will notice that we have integrated the First Peoples Principles of Learning into our learning. For more information, please visit <https://firstpeoplesprinciplesoflearning.wordpress.com>.

To learn more about Core Competencies, please visit: <https://curriculum.gov.bc.ca/competencies>

Personal Awareness and Responsibility – Beaver is our diligent collaborator. Sḵeláw (“skuh-lau” – beaver) teaches us to work cooperatively to make a change for the greater good by making the world a better place for all. Through Beaver, we can learn to care for our community and environment by valuing diversity, advocating for others and working together. (NVSD Indigenous Education Team)

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

Positive Personal and Cultural Identity – Bear is our great protector. Míx alh (“may-hoth” – black bear) teaches us to reflect on our feelings and find balance with rest. Through the Black Bear, we can learn to nurture our own personal well-being by valuing ourselves and our accomplishments; understanding our feelings and making good choices that demonstrate respect for ourselves and others. (NVSD Indigenous Education Team)

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one’s family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

Social Awareness and Responsibility – Orca is our guardian and navigator of the sea. Yéw yews (“yo-yose” – orca) teaches us about who we are, where we come from, and to understand our own personal histories by learning the ways of our ancestors. Through Orca, we can learn about ourselves by exploring our relationship to others through cultural contexts such as family background, heritage, language, sexuality, etc. We can develop an understanding of our personal strengths and abilities, as well as how our values shape our choices in the varied contexts of our lives. (NVSD Indigenous Education Team)

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships

Communicating – Wolf is a great communicator. Tkáya (“tuh-kai-ya” – wolf) teaches us to communicate clearly. Wolf teaches us how we can connect and engage with others; gather and share information; and cooperate with others by listening to and respecting each other. (NVSD Indigenous Education Team)

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure their understanding of their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others’ perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

Creative Thinking – Raven is a creative thinker. Sk̓ew̓k̓ (“sk-oww-k” – raven) teaches us to be creative and playful in all that we do. Raven teaches us to generate new ideas inspired by others or by our own personal experiences. As Creative Thinkers, we can generate unique and innovative ideas. (NVSD Indigenous Education Team)

Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

Critical Thinking – Mink is a critical thinker. Kay̓ (“kai-hh” – mink) teaches us to think critically and persevere when faced with a challenge. Mink teaches us to observe, analyze and critique information and experiences. Our inquiries provide us with opportunities to question and investigate as well as develop and design plans. (NVSD Indigenous Education Team)

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.