

May 2019

Dear Parents/Guardians:

Re: *Self-Assessment of the Approaches to Learning*:

In 2017, to complement Provincial curriculum changes, the BC Ministry of Education introduced the *Core Competencies* of *Thinking, Communication and Personal/Social Responsibility*. One of the requirements with the new BC Curriculum is that at the end of each school year, students reflect on and “self-assess” their strengths and areas of growth in relation to the *Core Competencies*. The proficiencies identified as *Core Competencies* in the BC curriculum align with the International Baccalaureate (IB) *Approaches to Learning* skills. Students attending the IB schools in North Vancouver will be reflecting on, and assessing their learning using the language of the IB *Approaches to Learning* skills as they relate to the *Core Competencies*. Included with this letter is a chart that demonstrates the alignment between the IB *Approaches to Learning* skills and the BC Ministry of Education *Core Competencies*.

In the IB Primary Years Programme, the *Approaches to Learning* are a main focus in the IB units of inquiry and subject-specific learning. They are skills that are integral to learning and they help students identify how they learn and how they can enhance their learning. Throughout the year students regularly identify and assess their strengths and areas for growth, with respect to the *Approaches to Learning*, and establish goals to support their progress. At the end of May students also complete an annual summative self-assessment, through which they reflect on their strengths and areas of growth in their learning over the course of the year. The focus of this year-end self-assessment is on their learning journey – identifying what they are most proud of in their learning and areas for future growth.

Students at Queen Mary will be completing their year-end reflection and self-assessment in the coming weeks, and teachers will be uploading the students’ reflections into our secure on-line IB PYP student information system, called *Managebac*. Once the uploads are completed parents/guardians will receive a letter explaining how to access their child’s self-assessment (password and login instructions - similar to the process currently used for accessing the on-line report cards).

Increasingly, students are becoming more involved in the assessment process, providing them with greater understanding of themselves as learners. We hope this additional means of communicating student learning results in valuable conversations between parents/guardians and their children. If you have any questions, please do not hesitate to contact your classroom teacher.

Sincerely,

Jennifer Wilson,
Principal, Queen Mary Community Elementary, IB World School



Alignment chart demonstrating alignment of IB PYP *Approaches to Learning* to BC Ministry of Education Core Competencies:

Core Competencies	PYP Approaches to Learning
<p>Communication Competency Communication</p> <ul style="list-style-type: none"> • connect and engage with others (to share and develop ideas) • acquire, interpret, and present information (includes inquiries) • collaborate to plan, carry out, and review constructions and activities • explain/recount and reflect on experiences and accomplishments 	<p>Communication Skills listening, speaking, reading, writing, viewing, presenting, non-verbal communication</p> <p>Research Skills formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings</p> <p>Social Skills accepting responsibility, respecting others, cooperating, resolving conflict, group-decision making, adopting a variety of roles</p> <p>Thinking Skills acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition</p> <p>Self-Management Skills codes of behaviour, organization, time management</p>

Core Competencies	PYP Approaches to Learning
<p>Thinking Competency Creative Thinking</p> <ul style="list-style-type: none"> • novelty and value • generating ideas • developing ideas <p>Critical Thinking</p> <ul style="list-style-type: none"> • analyze and critique • question and investigate • develop and design 	<p>Thinking Skills acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition</p> <p>Research Skills formulating questions, planning</p> <p>Social Skills cooperating, group-decision making, adopting a variety of group roles</p> <p>Self-Management Skills organization, time management, informed choices</p>

Core Competencies	PYP Approaches to Learning
<p>Personal and Social Competency Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> relationships and cultural contexts personal values and choices personal strengths and abilities <p>Personal Awareness and Responsibility</p> <ul style="list-style-type: none"> self-determination self-regulation well-being <p>Social Responsibility</p> <ul style="list-style-type: none"> contributing to community and caring for the environment solving problems in peaceful ways valuing diversity building relationships 	<p>Self-Management Skills gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behaviour, informed choices</p> <p>Social Skills accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles</p> <p>Thinking Skills analysis, evaluation, dialectical thought, metacognition</p> <p>Communication Skills nonverbal communication</p>

