

Self-reflection on Core Competencies and goal setting

Requirements and format for student self-reflection on Core Competencies and goal setting

The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least two written Learning Updates and the Summary of Learning.

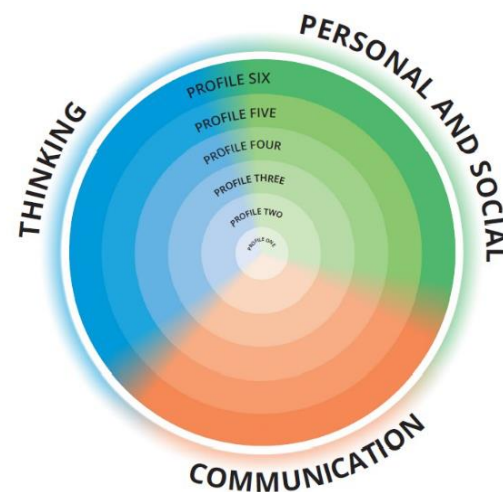
In the interest of flexibility for students and their learning, the policy does not specify how student self-reflection on Core Competencies and goal setting should be taught or documented. The format and process for supporting student self-reflection on Core Competencies and goal setting are to be outlined and determined by the district or school and integrated into local practice.

Furthermore, which Core Competencies students self-reflect on during the school year are also not mandated. Although goal setting is a natural fit with the Core Competencies, it also does not have to be in relation to them, unless decided on by the student, teacher, school, or district. This flexibility ensures that teachers and students are able to engage in these processes in ways that are most meaningful to them.

Information about Student self-reflection on Core Competencies and goal setting

By design, the Core Competencies (Communication, Thinking, and Personal and Social) underpin the entire provincial curriculum and are central to the development of educated citizens. Integrated self-reflection across the school year ensures that students are mindful of their growth in the Core Competencies. As self-reflection becomes a natural part of the learning process, it promotes personalization, inclusion, diversity, and student engagement.

Research shows that students have accurate perceptions of themselves and their own learning, and that self-reflection and goal setting can play a significant role in helping them learn and grow.



The reciprocal process of student self-reflection on Core Competencies and student goal setting nurtures student voice. These processes infuse learning with personal meaning and emphasize working toward future possibilities while developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world. These processes ensure that students are the authors of their learning stories.



Communication- The Communication competency encompasses the knowledge, skills, and processes we associate with interactions with others. Through their communication, students acquire, develop, and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The Communication competency is fundamental to finding satisfaction, purpose, and joy.



Thinking- The Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understandings. The Thinking competency includes specific thinking skills as well as habits of mind and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social- The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. The Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Supporting student self-reflection on Core Competencies

Teachers can support students in self-reflection by intentionally noticing, naming, and nurturing the Core Competencies with their learning in school and beyond. The Core Competencies are embedded within the curriculum's area-of-learning-specific Curricular Competencies. This relationship is intentional, designed to provide teachers with opportunities to support students in their Core Competency growth through an area or areas of learning.

Here are some ideas for ways to support self-reflection on the Core Competencies in the classroom:

- Highlighting and providing opportunities for self-reflection in every area of learning in the curriculum
- Explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities
- Asking open-ended questions to prompt student self-reflection and the acquisition of metacognitive language and skills
- Encouraging students to talk about and document their strengths and areas for future growth in relation to the Core Competencies and in different areas of learning
- Cultivating a mentoring relationship with students and encouraging regular self-reflection on the Core Competencies

Supporting student goal setting

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Here are some ideas for ways to support student goal setting:

- Taking opportunities to talk with students about how self-reflection can support them in setting and achieving their learning goals
- Offering ongoing conversations focused on the student's learning and life aspirations to encourage the development and refinement of personal learning goals
- Supporting students in developing action plans to support their goals and helping them navigate challenges
- Facilitating development and learning opportunities related to specific goals; this may include introducing students to suitable resources, opportunities, other teachers, or community partners relevant to their goals
- Helping students recognize and celebrate their successes
- Bringing parents and caregivers into the conversation about student goal setting by building a strong home-school connection

Self-reflection on Core Competencies and goal setting in the early grades

Younger children are naturally poised to receive support in self-reflection on Core Competencies and goal setting, and it helps young students begin to build connection with self, community, and place. These integral processes in the early grades help children begin a journey of identity, discovery, and agency as they come to understand Core Competencies, and how they are the authors of their learning stories. In the early grades, students are building the foundation they need to communicate and assess their growth in the Core Competencies and set goals for authentic growth in the subsequent grades.



Living inquiries

Living inquiries are the processes of thinking and learning that happen as children, teachers, materials, and ideas interconnect. "Living" suggests that these processes are ongoing and always evolving. "Inquire" means to pay attention in multiple ways – to study, explore, experiment, and ask questions.

The Early Learning Framework's living inquiries are:

- Well-being and belonging
- Engagement with others, materials, and the world
- Communication and literacies
- Identities, social responsibility, and diversity

Drawing on the Early Learning Framework

The [Early Learning Framework](#)'s expanded focus from early years to primary years means the vision, principles, rethinking of practice, and context are relevant to working with children (and their parents and caregivers) from birth to Grade 3.

The Early Learning Framework's living inquiries and the B.C. curriculum's Core Competencies have shared philosophies that support teachers in designing environments and learning opportunities that are flexible, responsive, and relevant to their local community.

Primary teachers are the first to introduce and illustrate Core Competencies in their classrooms, inviting wonder, play, and self-discovery, and facilitating living inquiries. Therefore, the practices outlined in the Early Learning Framework have the power to support teachers of young students in engaging in the self-reflection on Core Competencies and goal-setting components of the K-12 Student Reporting Policy.



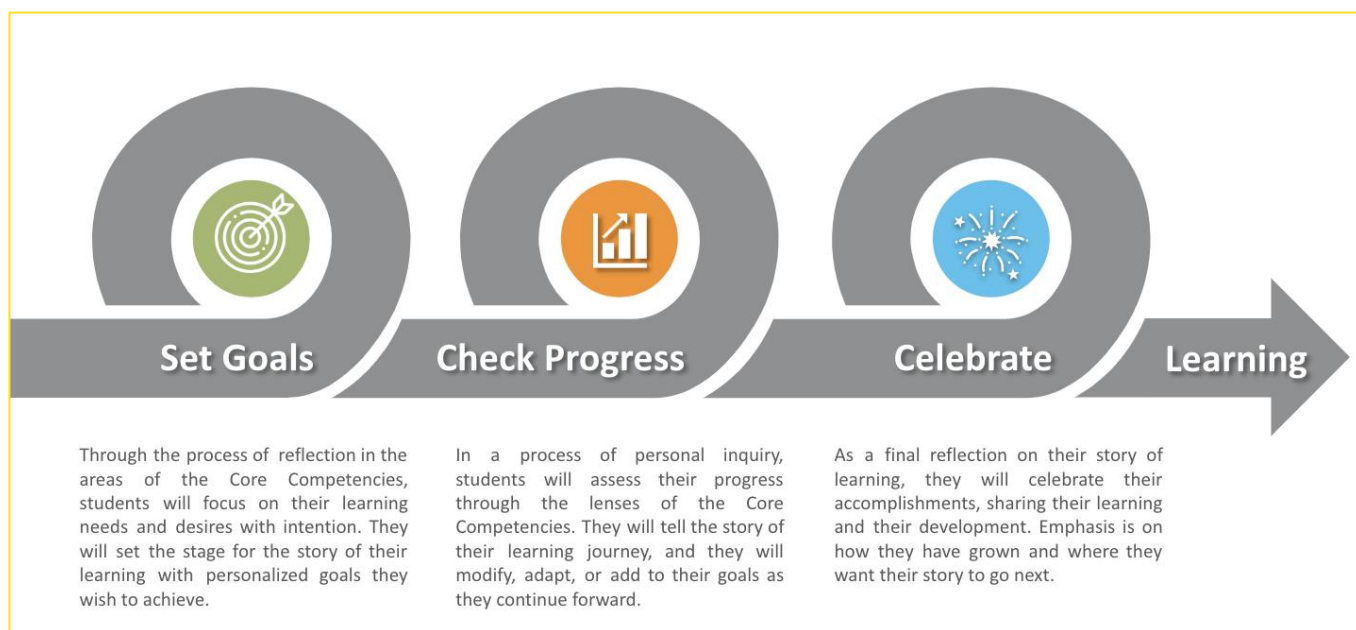
Samples of self-reflection on Core Competencies and goal setting formats

Please note that all of the samples below are for illustrative purposes only. Schools and/or districts have the professional autonomy to decide on how self-reflection on Core Competencies and goal setting is done, and on the formats of their Learning Updates and Summary of Learning communications.

Sample 1: Whole-school structure for self-reflection on Core Competencies in tandem with goal setting at set points throughout the year

A school decided at a staff meeting to pair the self-reflection on Core Competencies and goal setting for each Learning Update or Summary of Learning, and outlined a process the student would engage in at every milestone.

For the first written Learning Update, the student self-assesses and sets goals for themselves. For the second written Learning Update, the student once again self-assesses and modifies or refines their goals. And for the Summary of Learning, the student again self-assesses, celebrates their successes and work toward their goals, and articulates where they would like to go next.



Source: St. George's School in Vancouver, British Columbia, with permission

Students self-assessed on the Thinking and Personal and social Core Competencies by using a multimedia approach and student voice to respond to an essential question. Their project was then sent home along with the Learning Update or Summary of Learning.



Student response on back of multimedia project

Sample 3: Self-reflection on Core Competencies and goal setting in a portfolio

Over the course of the year, all evidence of learning and ongoing student self-reflection on Core Competencies and goal setting content was created and uploaded to a portfolio. Teachers then explained on the Learning Update or Summary of Learning where parents, caregivers, and students could go to find the information. See the example on the following page.

Summary of Learning

British Columbia Elementary

Student Name Jared J

Date June 2023

Grade 7

Attendance 3 absences & 2 late

Teacher descriptive feedback

Jared has been a kind, friendly, and funny member of our class community. He enjoys participating in class activities and discussions and his contributions are consistently interesting and relevant.

He enjoys problem solving and is a curious learner.

He continues to develop his concentration by avoiding distractions in class. He is aware of the things that take him off task and is doing a great job of setting up his learning environment to minimize them. Time management has been an area of growth for Jared. He is doing a good job breaking large projects into small, manageable steps so he can complete his best work rather than rushing to finish at the last minute.

E-portfolio

In the e-portfolio, you will find specific descriptive feedback about what your child is able to do and where they will be going next with their learning.

Areas of Learning	Proficiency Scale
English Language Arts	Developing
Mathematics	Proficient
Science	Proficient
Social Studies	Developing
Physical & Health Education	Proficient
Arts Education	Proficient
Career Education	Proficient
ADST	Proficient

Self-reflection on Core Competencies and goal setting

This year, students have engaged in goal-setting and self-reflection on their learning in relation to the Core Competencies of Communication, Thinking, and Personal and Social. Please see the portfolio post titled "Year-end Late French Immersion Core Competency summary."

Principal signature

Parent signature

Teacher signature

Sample 4: Student self-reflection using a graphic organizer template in a Learning Update

This Kindergarten class used a self-reflection graphic organizer they designed together as a class while reflecting on social responsibility. Each student then self-reflects to come up with an example from their own lives where they demonstrated social responsibility, and then self-reflects on their growth in this area. The students drew a picture and orally dictated their response. The self-reflection was then sent home along with the Learning Update.


Social Responsibility

I am a good member of our team.
I am kind to others, by using kind words and actions.
I can work with others and take turns.
I can solve problems by myself or find someone to help if I need it.

My example is: (This is a time when...)

When I came to school, I didn't ask to use the crayon I just ripped it out of her hands.

But a little while later I asked if I could have it after she was done.



Sample 4: Self-reflection on Core Competencies and goal setting using student voice and written and/or oral response

Students were given an opportunity to self-reflect on Core Competencies and set goals in writing or via oral response. This student generated content was then included on the Learning Update or Summary of Learning as part of the comment field on the reporting template. Please see the example on the following page.

Learning Update

Student Name Ryan B

Date March 2023

Grade 4

Attendance 10 absences & 2 late

Teacher descriptive feedback

Ryan is a great communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan at times requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his strong communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member our classroom community.

Areas of Learning	Proficiency Scale Indicator	Descriptive Feedback
English Language Arts	Developing	Ryan makes meaningful connections, which demonstrates his good comprehension of what he is reading. Although reading below grade level, when provided with books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Ryan would be to continue to spend time reading a variety of books that interest him and practise sounding out new and unfamiliar words.
Mathematics	Proficient	Ryan is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Ryan is still building his understanding of the relationship between perimeter and area and can use his strong problem-solving skills to continue to build this skill.
Science	Proficient	Ryan is a curious student who makes keen observations and predictions through scientific inquiry. During our investigation of body systems, he demonstrated proficiency when planning his inquiry on how to take care of your respiratory system
Social Studies	Proficient	Ryan has asked great questions throughout our various inquiries this year. When looking at a variety of issues and perspectives he also provided well-constructed arguments to defend his thinking. At times Ryan struggled to understand or consider other perspectives beyond his own, but he always took the time to ask questions along the way, which is an important skill.
Physical & Health Education	Developing	Ryan has demonstrated fair play and leadership in all of our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Ryan continues to develop in some of his fundamental movement skills, especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Ryan will become more confident and further develop his skills.
Arts Education	Developing	Ryan was able to identify various elements of art used among Indigenous communities. During our inquiry into the various regions of Canada, Ryan required support to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity.

Self-assessment of Core Competencies and goal setting

My goal was to think in new ways this year. This year I had to think creatively and critically alot. In Science I got to do an inquiry project on anything I wanted and because I really love pretty rocks I decided to study rocks and learned about so many different kind of rocks in BC. I had to relay think about how to group them into categories and how to explain the different carakteristics in my presentation. That was the hardest thing I did all year and I'm really proud that I did a good job.

I had a goal to get better at communicating my thoughts better. I think I did alot of growth this year in my communication cause I learned how to write a really good paragraph and all about punctuation. I didn't know any of that last year. And my teacher gave us lots of projects that got us to write and we made posters and presentations. We wrote our own stories and plays and we also wrote reflections like this one to help us understand how we are growing. I really like that we got to do so many presetnations in class too because it's fun to watch other peoples and because it helps you with speaking in front of a class. I feel more confident in my communication then in grade 3. I am also working on using these skills I am learning with my friends. Sometimes I find it hard when we have a fight but I am learning how to communicate with them too.

Sample 5: Student self-reflection of the Core Competencies with cross curricular connections from a student portfolio of Grade 11 student

Teachers made self-reflection of Core Competencies and goal setting as part of their student's Career Life Connections course and encouraged students to self-reflect on all of their areas of learning. There was then a note on their Learning Update and/or Summary of learning on where the students, parents, and caregivers could find the self-reflection of Core Competencies and goal setting.



Self-assessment and goal-setting

This year, I improved skills related to the thinking core competency by a large degree. I improved my critical thinking skills through solving complex math problems, applying chemistry and comparative government concepts, and analyzing literature pieces. Through these activities, I learned the process needed to understand complex ideas and became better at using these ideas to construct arguments and belief (skills that greatly helped me in debate and essay writing). My critical thinking skills are represented by the miniature copy of War and Peace in my portfolio, since that book essentially breaks the long and complex text into simple and digestible pieces for simple comprehension (a skill that is necessary for critical analysis and reflection). Next year, I hope to become more like the box of coloured markers in my portfolio: more versatile, flexible, and creative. I hope to do so by asking for others' advice and engaging in creative exercises."

In this academic year, I became more adept at using precise language when communicating with others. I grew in this area from calculus (which requires me to show my work in a very precise manner), literature 12 (which requires me to analyze complex texts), and debate (which requires me to articulate complex ideas in an understandable way). My development in my language precision is represented by the ruler in my portfolio since, like a ruler, I try to make my choice of words and mathematics notation as accurate as possible. An area of growth under the communications core competency is my collaboration skills. Like a pair of headphones (an artifact in my portfolio), I should try to better incorporate the ideas of my group members which will not only improve the quality of the assignment, but also make the learning experience of the group members better.

Through this portfolio project, I developed a better understanding of the different aspects of my identity and how they relate to society writ-large. I put a name-tag I received from a debate tournament into the box as that name tag represents how I grew under this core competency. Debate and courses like AP comparative government and social studies helped me become more aware of social issues. For example, AP comparative government made me aware of the environmental devastation of Nigeria caused by foreign oil companies that are the country's natural resources. Next year, I hope to take more action to push for what I believe is right and change society for the better. I hope to do so by joining more clubs and engaging in more volunteering opportunities in my community.

