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| Category | Cluster | Skills |
| Communicaiton | Communication Skills | **Exchanging thoughts, messages and information effectively through interaction**  • Give and receive meaningful feedback  • Use intercultural understanding to interpret communication  • Use a variety of speaking techniques to communicate with a variety of audiences  • Use appropriate forms of writing for different purposes and audiences  • Use a variety of media to communicate with a range of audiences  • Interpret and use effectively modes of non-verbal communication  • Negotiate ideas and knowledge with peers and teachers  • Participate in, and contribute to, digital social media networks  • Collaborate with peers and experts using a variety of digital environments and media  • Share ideas with multiple audiences using a variety of digital environments and media |
| **Reading, writing and using language to gather and communicate information**  • Read critically and for comprehension  • Read a variety of sources for information and for pleasure  • Make inferences and draw conclusions  • Use and interpret a range of discipline-specific terms and symbols  • Write for different purposes  • Understand and use mathematical notation  • Paraphrase accurately and concisely  • Preview and skim texts to build understanding  • Take effective notes in class  • Make effective summary notes for studying  • Use a variety of organizers for academic writing tasks  • Find information for disciplinary and interdisciplinary inquiries, using a variety of media  • Organize and depict information logically  • Structure information in summaries, essays and reports |
| Social | Collaboration Skills | **Working effectively with others**  **•** Use social media networks appropriately to build and develop relationships  • Practise empathy  • Delegate and share responsibility for decision-making  • Help others to succeed  • Take responsibility for one’s own actions  • Manage and resolve conflict, and work collaboratively in teams  • Build consensus  • Make fair and equitable decisions  • Listen actively to other perspectives and ideas  • Negotiate effectively  • Encourage others to contribute  • Exercise leadership and take on a variety of roles within groups  • Give and receive meaningful feedback  • Advocate for one’s own rights and needs |

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| Category | Cluster | Skills |
| Self –Management | Organization Skills | **Managing time and tasks effectively**  **•** Plan short- and long-term assignments; meet deadlines  • Create plans to prepare for summative assessments (examinations  and performances)  • Keep and use a weekly planner for assignments  • Set goals that are challenging and realistic  • Plan strategies and take action to achieve personal and academic goals  • Bring necessary equipment and supplies to class  • Keep an organized and logical system of information files/notebooks  • Use appropriate strategies for organizing complex information  • Understand and use sensory learning preferences (learning styles)  • Select and use technology effectively and productively |
| Affective Skills | **Managing state of mind**  • Mindfulness  – Practise focus and concentration  – Practise strategies to develop mental focus  – Practise strategies to overcome distractions  • Perseverance  – Demonstrate persistence and perseverance  – Practise delaying gratification  • Emotional management  – Practise strategies to overcome impulsiveness and anger  – Practise strategies to prevent and eliminate bullying  – Practise strategies to reduce stress and anxiety  • Self-motivation  – Practise analysing and attributing causes for failure  – Practise managing self-talk  – Practise positive thinking  • Resilience  – Practise “bouncing back” after adversity, mistakes and failures  – Practise dealing with disappointment and unmet expectations  – Practise dealing with change |
| Reflection Skills | **(Re)considering the process of learning; choosing and using ATL skills**  • Develop new skills, techniques and strategies for effective learning  • Identify strengths and weaknesses of personal learning strategies  • Demonstrate flexibility in the selection and use of learning strategies  • Consider content (What did I learn about today? What don’t I yet understand? What questions do I have now?)  • Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?)  • Consider personal learning strategies ( What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?)  • Focus on the process of creating by imitating the work of others  • Consider ethical, cultural and environmental implications  • Keep a journal to record reflections |

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| Category | Cluster | Skills |
| Research | Information Literacy Skills | **Finding, interpreting, judging and creating information**  • Collect, record and verify data  • Access information to be informed and inform others  • Make connections between various sources of information  • Understand the benefits and limitations of personal sensory learning  preferences when accessing, processing and recalling information  • Use memory techniques to develop long-term memory  • Present information in a variety of formats and platforms  • Collect and analyse data to identify solutions and make informed decisions  • Process data and report results  • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks  • Understand and use technology systems  • Use critical-literacy skills to analyse and interpret media communications  • Understand and implement intellectual property rights  • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions  • Identify primary and secondary sources |
| Media Literacy Skills | **Interacting with media to use and create ideas and information**  • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)  • Demonstrate awareness of media interpretations of events and ideas  (including digital social media)  • Make informed choices about personal viewing experiences  • Understand the impact of media representations and modes of presentation  • Seek a range of perspectives from multiple and varied sources  • Communicate information and ideas effectively to multiple audiences  using a variety of media and formats  • Compare, contrast and draw connections among (multi)media resources |

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| Category | Cluster | Skills |
| Thinking | Critical Thinking Skills | **Analysing and evaluating issues and ideas**  • Practise observing carefully in order to recognize problems  • Gather and organize relevant information to formulate an argument  • Recognize unstated assumptions and bias  • Interpret data  • Evaluate evidence and arguments  • Recognize and evaluate propositions  • Draw reasonable conclusions and generalizations  • Test generalizations and conclusions  • Revise understanding based on new information and evidence  • Evaluate and manage risk  • Formulate factual, topical, conceptual and debatable questions  • Consider ideas from multiple perspectives  • Develop contrary or opposing arguments  • Analyse complex concepts and projects into their constituent parts  and synthesize them to create new understanding  • Propose and evaluate a variety of solutions  • Identify obstacles and challenges  • Use models and simulations to explore complex systems and issues  • Identify trends and forecast possibilities  • Troubleshoot systems and applications |
| Creative Thinking Skills | **Generating novel ideas and considering new perspectives**  **•** Use brainstorming and visual diagrams to generate new ideas and inquiries  • Consider multiple alternatives, including those that might be unlikely or impossible  • Create novel solutions to authentic problems  • Make unexpected or unusual connections between objects and/or ideas  • Design improvements to existing machines, media and technologies  • Design new machines, media and technologies  • Make guesses, ask “what if” questions and generate testable hypotheses  • Apply existing knowledge to generate new ideas, products or processes  • Create original works and ideas; use existing works and ideas in new ways  • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments  • Practise visible thinking strategies and techniques  • Generate metaphors and analogies |
| Transfer Skills | **Using skills and knowledge in multiple contexts**  • Use effective learning strategies in subject groups and disciplines  • Apply skills and knowledge in unfamiliar situations  • Inquire in different contexts to gain a different perspective  • Compare conceptual understanding across multiple subject groups  and disciplines  • Make connections between subject groups and disciplines  • Combine knowledge, understanding and skills to create products or  solutions  • Transfer current knowledge to learning of new technologies  • Change the context of an inquiry to gain different perspectives |