

Executive Summary: Core Competency Self-Reflection and Goal-Setting Report
February 2025

At the end of Semester 1 of the 2024–25 school year, all students at GISS completed a self-reflection and goal-setting activity around three BC Ministry of Education and Child Care Core Competencies: **Thinking, Personal and Social, and Communication**. This Executive Summary of the full report summarizes their self-reflection levels (Emerging, Developing, Proficient, Extending), the reasons for those levels, and the goals they've set for themselves.

1. Thinking Competency

Overall Results

- 89% identified as Proficient (72%) or Extending (17%).
- 11% identified as Developing (9%) or Emerging (2%).

Key Themes

Problem Solving in Academic Subjects

Students often cited math, science, and social studies as classes that push them to think critically and solve complex problems:

- *"I could work through a math problem or a science project or equation."*

Metacognitive Awareness

A number of students described reflecting on how they learn and adjusting their strategies if something wasn't working:

- *"If my strategy is not working, I can take a step back and create a better one."*

Creative and Critical Thinking

Many emphasized generating original ideas and adapting their approach to challenges:

- *"I always critically think in any class whether it's gym or math class."*

Overcoming Challenges and Persistence

Even those who struggle indicated resilience in tackling difficult tasks:

- *"Sometimes if something is too difficult, I will give up, but I keep trying."*

Confidence and Self-Perception

While some students displayed strong confidence (*"I'm the best"*), others expressed uncertainty about their abilities.

Practical Examples in School

Students pointed to class projects, group discussions, labs, and presentations as settings where they demonstrate thinking.

2. Personal and Social Competency

Overall Results

- 85% assessed themselves as Proficient (60%) or Extending (25%).
- 15% identified as Developing (14%) or Emerging (1%).

Key Themes

Friendships and Social Connections

Many students believe they do well because they easily make friends and maintain positive relationships:

- *“I have a lot of friends and try to be inclusive and nice.”*

Collaboration and Group Work

Students point to in-class tasks like group projects or discussions where social competency is essential:

- *“I can work well with others in small and large groups.”*

Open-Mindedness and Empathy

There’s strong emphasis on respecting differences and caring for peers:

- *“I strive to understand my peers and surroundings. I’m pretty good at caring about myself and others.”*

Self-Awareness and Personal Growth

Many see school as a place to learn more about themselves, set goals, and reflect on their identity:

- *“I am constantly changing and improving, developing in my own identity.”*

Communication Skills

Being able to talk, listen, and connect with teachers and classmates was a significant factor:

- *“I show proficient personal and social skills because I can communicate with others...”*

Leadership and Helping Others

Some enjoy taking initiative in class, tutoring classmates, or supporting them emotionally:

- *“I’m a really good leader at leading groups.”*

Challenges and Areas for Improvement

Students struggling with social competency cite shyness or social anxiety but still want to improve.

3. Communication Competency

Overall Results

- 83% rated themselves as Proficient (64%) or Extending (19%).
- 17% identified as Developing (16%) or Emerging (1%).

Key Themes

Seeking Help and Asking Questions

Students successful in communication proactively reach out to teachers and peers for assistance or clarification:

- *“I reach out when I’m struggling and ask questions in class.”*

Collaboration and Group Projects

Class assignments where they divide tasks or discuss ideas prompt students to recognize their communication skills:

- *“I work well in group projects and contribute fairly.”*

Confidence with Teachers and Classmates

Students rated as Proficient or Extending often feel comfortable speaking up or emailing teachers:

- *“I can communicate effectively, and I am good at talking about my ideas.”*

Self-Expression and Written Communication

Several highlighted essay writing, journaling, or emailing teachers as ways they express themselves clearly.

Challenges (Shyness or Anxiety)

Developing or Emerging students often mentioned fear or discomfort about raising their hand or giving presentations:

- *“I’m awful at communicating with teachers; it’s hard for me to ask for help.”*

Honest and Direct Communication

Some stressed the importance of being upfront with peers and teachers, showing a desire for clarity and empathy.

Bilingual or Multilingual Abilities

A handful noted that learning multiple languages in French Immersion or at home broadens their communication competency.

4. Student Goals

Students chose at least one area (Thinking, Personal and Social, or Communication) in which they want to improve by semester's end. Common goals include:

Thinking:

- *"Think more deeply and connect learning to real life."*
- *"Improve problem solving and study habits."*

Personal and Social:

- *"Make more friends and be less shy."*
- *"Take better care of myself, balance stress."*

Communication:

- *"Ask more questions and speak up in class."*
- *"Become more comfortable in group presentations."*

These goals reflect students' desire for increased confidence, engagement, and ownership of their growth in each competency.

5. Conclusion

Thinking: Most students see themselves as proficient or better, citing class projects, math/science problem-solving, and reflection as evidence. Those developing or emerging want more support, struggle with focus, or feel uncertain about learning strategies.

Personal and Social: A majority feel comfortable socially, describing many friendships and collaborations. Challenges around shyness or social anxiety led some to self-reflect lower, but they aspire to build more connections and confidence.

Communication: Students who communicate effectively speak of leading group work, emailing teachers, or sharing ideas openly. Those developing mention hesitancy, lack of confidence, or shyness, but aim to improve through more class participation and direct communication with teachers.

Key Insight: Across all three competencies, students highlight **ongoing reflection, challenging coursework, group activities**, and **teacher feedback** as crucial drivers of their development. Goals often involve pushing themselves in class discussions, managing anxiety, and taking initiative to improve their skills.
