

# ***Critical Thinking***

Competencies as identified by Alberta Education

**Involves using reasoning and criteria to conceptualize, evaluate or synthesize ideas. Students reflect on their thinking to improve it. They challenge assumptions behind thoughts, beliefs or actions. Students value honesty, fairness and open-mindedness.**



**Alberta students:**

*Question, reflect, evaluate, analyze,  
synthesize, conceptualize, and reason*

**Alberta students value:**

*Honesty, intellectual integrity, fairness,  
and open-mindedness*

## ***CRITICAL THINKING INDICATORS:***

- ✓ **Demonstrating intellectual integrity, fairness, and open-mindedness**
- ✓ **Synthesizing thoughts and information to discover or extend understandings**
- ✓ **Reflecting upon and evaluating reason behind thoughts, beliefs or actions**
- ✓ **Applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements**
- ✓ **Questioning and analyzing evidence, assertions or assumptions**



# ***Problem Solving***

Competencies as identified by Alberta Education

**Involves selecting strategies and resources to move from what is known to what is sought. Students analyze situations, create plans of action and implement solutions. They evaluate alternatives and their consequences. Students approach challenges with creativity, flexibility, and determination.**



**Alberta students:**

*Clarify, identify, analyze, explore, create, implement, and evaluate*

**Alberta students value:**

*Resourcefulness, creativity, flexibility, and determination*

## ***PROBLEM SOLVING INDICATORS:***

- ✓ Identifying what is known and what is required to clarify a problem
- ✓ Exploring problem-solving strategies using relevant information, resources or criteria
- ✓ Assessing options to generate courses of action
- ✓ Evaluating the impact of possible solutions to carry out the most viable option
- ✓ Approaching challenges with creativity, flexibility, and determination



# *Managing Information*

Competencies as identified by Alberta Education

**Involves organizing and using information for specific purposes. Students access, interpret, evaluate and share information from a variety of digital and non-digital sources. They are ethical and effective in how they use and share information. Students value reliability, validity and integrity of information.**



**Alberta students:**

*Access, interpret, organize, evaluate, share, and use information*

**Alberta students value:**

*Reliability, validity, integrity, and ethical use of information*

## **MANAGING INFORMATION INDICATORS:**

- ✓ **Accessing information from a variety of digital or non-digital sources**
- ✓ **Synthesizing or organizing multiple pieces of information to enhance or clarify understanding**
- ✓ **Evaluating authenticity, reliability or validity to appropriately interpret or use information**
- ✓ **Using, sharing or storing information effectively and ethically**



# ***Creativity and Innovation***

Competencies as identified by Alberta Education

**Involves generating and applying ideas to create something of value. Students recognize opportunities to apply ideas in new ways. They are open to, and play with ideas, take risks and adapt to changing conditions. Students demonstrate optimism, initiative and ingenuity.**



**Alberta students:**

*Imagine, create, play, manipulate, adapt,  
and explore*

**Alberta students value:**

*Opportunities, optimism, initiative,  
ingenuity, resourcefulness, risk-taking,  
and perseverance*

## **CREATIVITY AND INNOVATION INDICATORS:**

- ✓ Recognizing opportunities and imagining possibilities to apply ideas in new ways
- ✓ Exploring or playing with ideas, materials or processes to create something new
- ✓ Evaluating and adapting ideas, materials or processes in response to feedback or emerging conditions
- ✓ Demonstrating initiative, resourcefulness and perseverance when transforming ideas into actions, products or services





# *Communication*

Competencies as identified by Alberta Education

**Involves sharing ideas through oral, written or non-verbal media. Students engage in formal and informal exchanges with others. They consider how culture, context, and experience impact messaging. Students demonstrate respect, empathy, and responsibility when communicating with others.**



**Alberta students:**

*Express, listen, exchange, decode, clarify,  
and consider perspectives*

**Alberta students value:**

*Understanding, respect, empathy, and  
other opinions*

**COMMUNICATION INDICATORS:**

- ✓ Clarifying the purpose or intention of a message in relation to audience, context or culture
- ✓ Considering perspectives, emotions, and experiences when seeking shared understandings
- ✓ Decoding and interpreting ideas or information shared through verbal or non-verbal formats
- ✓ Expressing ideas or concepts using appropriate language, conventions, or protocols
- ✓ Demonstrating respect and responsibility when communicating with others



# ***Collaboration***

Competencies as identified by Alberta Education

**Involves working with others to achieve a common goal. Students participate, exchange ideas and share responsibilities. They respect competing views and nurture positive relationships. Students are adaptable, willing to compromise and value the contributions of others.**



**Alberta students:**

*Participate, nurture, share responsibilities, compromise, and support*

**Alberta students value:**

*Adaptability, sensitivity, trust, and positive relationships*

## ***COLLABORATION INDICATORS:***

- ✓ **Sharing responsibilities and supporting others to achieve a common goal**
- ✓ **Demonstrating sensitivity to diverse cultures, audiences or contexts when working with others**
- ✓ **Exhibiting reciprocity and trust when sharing ideas or roles**
- ✓ **Valuing flexibility, compromise and the contributions of others to nurture positive working relationships**



# ***Cultural and Global Citizenship***

Competencies as identified by Alberta Education

**Involves actively engaging with cultural, environmental, political or economic systems. Students acknowledge First Nations, Metis, Inuit, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference.**



**Alberta students:**

*Acknowledge, advocate, take action,  
consider perspectives, and evaluate  
impact*

**Alberta students value:**

*Engagement, dignity, diversity, equity,  
healthy communities, and responsible  
citizenship*

## **CULTURAL AND GLOBAL CITIZENSHIP INDICATORS:**

- ✓ Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems, and communities
- ✓ Analyzing various ways in which decisions are made within cultural, environmental, political or economic systems
- ✓ Demonstrating responsible citizenship through actions that contribute to healthy and sustainable communities
- ✓ Evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities
- ✓ Valuing equity and diversity and believing in the capacity to make a difference



# ***Personal Growth and Well-being***

Competencies as identified by Alberta Education

**Involves managing emotional, intellectual, physical, social and spiritual aspects of living.**

**Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.**



**Alberta students:**

*Set goals, develop strengths and interests, make choices, and strive for excellence*

**Alberta students value:**

*Self-reflection, resilience, resourcefulness, growth-orientation, and optimism*

## **PERSONAL GROWTH AND WELL-BEING INDICATORS:**

- ✓ Identifying interests, values or skills to set learning, life or career goals.
- ✓ Exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways
- ✓ Making choices or taking action to promote the safety and well-being of self or others
- ✓ Building healthy relationships to support growth and well-being of self and others
- ✓ Demonstrating optimism, flexibility or resilience when adapting to new situations and transitions

