

## Key Competencies Matrix Development

The development and contextualisation of the Key Competencies is an essential element of our curriculum and our reporting system.  
Task: To draft the stages / progressions for each of the KC's to be used for planning and for reporting.

Thinking			
<p>Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.</p> <p>Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.</p>			
Needing Support	Developing	Capable	Skilled
<i>I need help from the teacher to share my opinions and ideas.</i>	<i>I am beginning to share my opinions.</i>	<i>I can share my opinion about different topics.</i>	<i>I can confidently share my opinions on a wider range of topics, explain and give a personal example.</i>
<i>I can reflect on my learning with help from the teacher.</i>	<i>I am beginning to reflect on my learning and notice my mistakes.</i>	<i>I can reflect on my learning in some curriculum areas and start to make changes with some support from the teacher.</i>	<i>I can reflect on my learning and independently make changes in all curriculum areas</i>
<i>I need help from my teacher to help me to talk about my thinking.</i>	<i>I am beginning to think about my thinking by asking myself questions.</i>	<i>I can think about my thinking by asking myself questions.</i>	<i>I can confidently think about my thinking, I ask myself questions and answer them to increase my knowledge.</i>
<i>I sometimes ask questions with support from my teacher to help me to understand.</i>	<i>I can ask simple questions to help me to understand.</i>	<i>I can ask more complex questions and sometimes find answers to help me understand.</i>	<i>I can ask a range of open ended questions, and independently find answers that increase my knowledge and understanding.</i>
<i>I can solve problems with help from my teacher.</i>	<i>Sometimes I can solve problems using one of my strategies.</i>	<i>Most of the time I can solve problems independently by listening to others and finding a solution.</i>	<i>I can solve problems independently by using appropriate strategies and by listening to others carefully so that I can find a solution.</i>
<i>I am beginning to display curiosity.</i>	<i>Sometimes I am curious and I usually need support to make decisions.</i>	<i>Most of the time I am a curious and creative thinker who needs support to make informed decisions.</i>	<i>I am a curious and creative thinker who is flexible and original, allowing me to make informed decisions.</i>

Using language, symbols, and texts			
<p>Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.</p> <p>Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others</p>			
Needing Support	Developing	Capable	Skilled
<i>I need support to express my ideas.</i>	<i>I am beginning to express my ideas to my peers and teacher.</i>	<i>I can express my ideas clearly and I am beginning to give reason for my views. I am aware there are different ways of speaking for different contexts</i>	<i>I can express my ideas confidently and give reasons for my views. I alter the way I speak to suit the context.</i>
<i>I need my teacher to help support me to focus and to listen.</i>	<i>I am beginning to listen to what others are saying and I am trying to make links with what is being said.</i>	<i>Sometimes I can listen to others' opinions and make connections to my own views.</i>	<i>Most of the time I can listen to others opinions, keep what is relevant, alter my own opinion and build onto the core ideas. I am confident enough to ask for clarity.</i>
<i>I need support to interpret and use words, numbers, images, movement and be an e-learner in a range of contexts.</i>	<i>Sometimes I need support to interpret and use words, numbers, images, movement and be an e-learner in a range of contexts.</i>	<i>I usually can interpret and use words, number, images, movement and be an e-learner in a range of contexts</i>	<i>I can interpret and use words, number, images, movement and be an e-learner in a range of contexts</i>
<i>I need support to use ICT to access information and/or communicate with others safely</i>	<i>Sometimes I need support to use ICT to access information and communicate with others safely.</i>	<i>I usually can use ICT to access information and communicate with others safely.</i>	<i>I can confidently use ICT to access and provide information and to safely communicate with others.</i>

### Managing self

This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Needing Support	Developing	Capable	Skilled
<i>I can answer questions about my teacher led learning goals with support.</i>	<i>I can reflect on the achievement of my goals mostly with support.</i>	<i>I can set goals and assess progress towards these goals with support.</i>	<i>I can set my own goals and self assess against these independently.</i>
<i>I need support to use strategies to meet challenges.</i>	<i>I can sometimes use strategies to meet challenges.</i>	<i>I can often use strategies to meet challenges.</i>	<i>I can come up with strategies to meet challenges.</i>
<i>With support I have a ‘can-do’ attitude and I do make an effort with my learning.</i>	<i>Sometimes I have a ‘can-do’ attitude and I do make an effort with my learning.</i>	<i>Most of the time I have a ‘can-do’ attitude and I do make an effort with my learning.</i>	<i>I have a ‘can-do’ attitude by being open minded enough to make an effort.</i>
<i>I need support to recognise when to take the lead, when I need to follow and when I need to act independently, I sometimes try.</i>	<i>I sometimes need support to recognise when to take the lead, when I need to follow and when I need to act independently, I sometimes do it.</i>	<i>I can recognise when I need to take the lead, when I need to follow and when I need to act independently, I mostly do it.</i>	<i>I can recognise when I need to take the lead, when I need to follow and when I need to act independently, I usually do it.</i>

### Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Needing Support	Developing	Capable	Skilled
<i>I need support to:</i> <i>- listen to instructions</i> <i>- follow directions</i> <i>- listen without interrupting.</i>	<i>I sometimes can listen to:</i> <i>- instructions and sometimes follow directions</i> <i>others without interrupting.</i>	<i>I usually listen to:</i> <i>- instructions and follow directions</i> <i>- without interrupting .</i>	<i>I can confidently listen to:</i> <i>- instructions and follow directions.</i> <i>- others without interrupting.</i>
<i>I need support to recognise, respect and understand the importance of others' views.</i>	<i>I sometimes recognise and respect the importance of others' views.</i>  <i>I sometimes know that I don't necessarily have to accept those views but can do so respectfully.</i>	<i>I usually recognise and respect the importance of others' views.</i>  <i>I usually know that I don't necessarily have to accept those views but can do so respectfully.</i>	<i>I recognise and respect the importance of others' views.</i>  <i>I know that I don't necessarily have to accept those views but can do so respectfully.</i>
<i>I need support to work with others and understand the value of working in a team.</i>	<i>I sometimes work well with others and I can sometimes understand the value of working in a team.</i>	<i>I usually work well with others and understand and respect the importance of being a team player.</i>	<i>I work well with others and understand and respect the importance of being a team player.</i>
<i>With support I share my ideas.</i>	<i>I sometimes know and understand sharing ideas is important</i>	<i>I usually know and understand sharing ideas is important to improve my learning.</i>	<i>I know and understand sharing ideas is important to improve my learning.</i>
<i>I need support to show understanding for others' situations.</i>	<i>I sometimes show understanding for others' situations.</i>	<i>I usually show understanding for others' situations.</i>	<i>I show understanding for others' situations and show support for them.</i>

**Participating and contributing**

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Needing Support	Developing	Capable	Skilled
<i>I am beginning to learn:</i> - about roles and responsibilities in a group - to support others.	<i>I have some awareness:</i> - about roles and responsibilities in a group - of supporting others.	<i>I am usually aware:</i> - about roles and responsibilities in a group - of supporting others.	<i>I have a clear awareness:</i> - about roles and responsibilities in a group - of supporting others.
<i>I am beginning:</i> - to contribute and participate in a group. - to create opportunities for others to contribute and participate in a group.	<i>I sometimes:</i> - contribute and participate in a group. - create opportunities for others to contribute and participate in a group.	<i>I usually:</i> - contribute and participate in a group in a variety of ways. - create opportunities for others to contribute and participate in a group.	<i>I volunteer to::</i> - contribute and participate in a group in a variety of ways. - create opportunities for others to contribute and participate in a group.
<i>I am beginning to connect with others in a group and be encouraging of my peers.</i>	<i>I sometimes connect with others in a group and am encouraging of my peers.</i>	<i>I usually connect with others in a group and am encouraging of my peers.</i>	<i>I connect with others in a group and am encouraging of my peers.</i>