



SOCIAL RESPONSIBILITY
Competency Profiles

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SOCIAL RESPONSIBILITY

Competency Profiles

OVERVIEW



Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Social responsibility is one of three interrelated competencies that relate to the broad area of Social and Emotional Learning (SEL):

- I. Positive personal and cultural identity (PPCI) II. Personal awareness and responsibility III. Social responsibility

Students who demonstrate social responsibility are active, caring, and responsible members of society. They collaborate effectively with others, demonstrate a strong sense of community-mindedness, and take actions to support diversity and the environment. They show respect for everyone's rights, and demonstrate empathy and a sense of ethical care as they develop relationships and consider differing perspectives.

Development of social responsibility begins within families, before students enter formal schooling, and is expanded and enhanced at every stage of life and schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills. Students move from demonstrating social responsibility in relatively simple and highly supported situations, to demonstrating increasing independence in more complex and varied social and environmental contexts. They accept generational roles and responsibilities. The development of competency in social responsibility does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts as adults take individual and collective responsibility for the good of society and the environment.



The four facets of social responsibility described, are interrelated and interwoven with each other and with other competencies.

1. Contributing to community and caring for the environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

SAMPLE “I” STATEMENTS

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

SAMPLE “I” STATEMENTS

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

3. Valuing diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

SAMPLE “I” STATEMENTS

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

4. Building relationships

Students develop and maintain diverse, positive peer and intergenerational relationships in a variety of contexts.

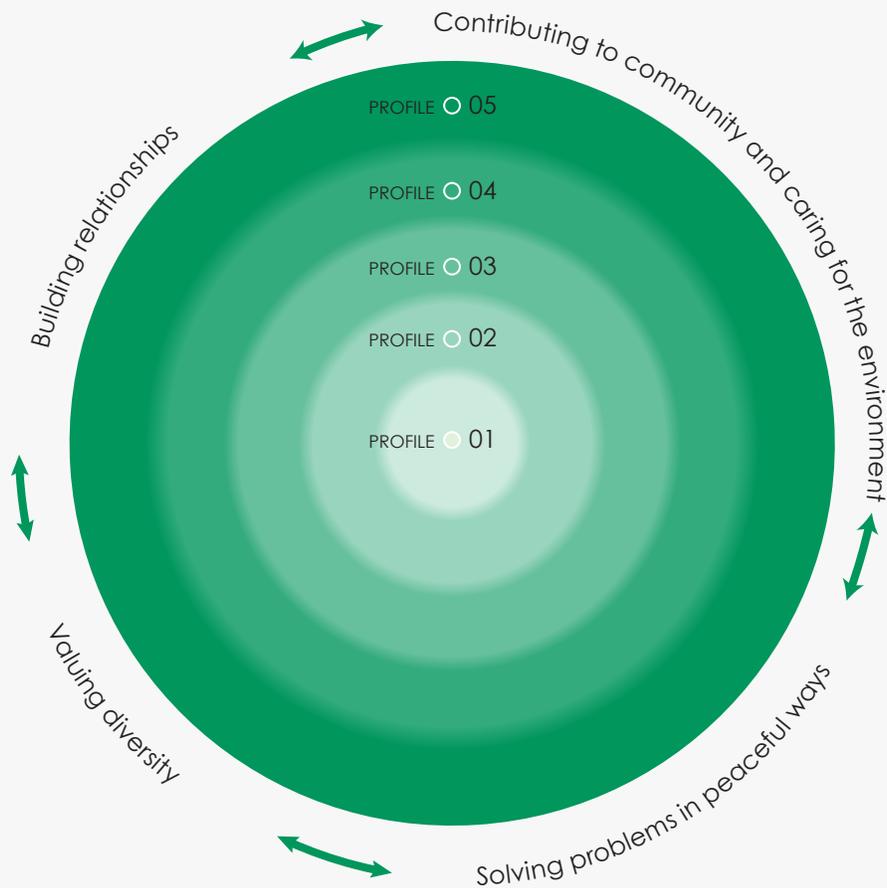
SAMPLE “I” STATEMENTS

- With some support, I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from different generations.



SOCIAL RESPONSIBILITY COMPETENCY

The Social Responsibility Competency Profiles emphasize the concept of expanding and growing. They are progressive and additive, as illustrated by the concentric circles in this graphic.



Set of Profiles: Social Responsibility Competency

These profile descriptions include the four facets that underpin the Social Responsibility Competency: contributing to community and caring for the environment, solving problems in peaceful ways, valuing diversity, and building relationships. The four facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION



1

I am aware that other people can be different than I am.
I can interact with my friends. With some support, I can be part of a group.



2

In familiar and structured settings, I can interact with others and the environment respectfully.
I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.



3

I can interact with others and the environment respectfully and thoughtfully.
I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.



4

I can take purposeful action to support others and the environment.
I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.



5

I can initiate positive, sustainable change for others and the environment.
I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.
