



## Home Knowledge Skills Project – Guidebook Part One

### “Essential Skills”

#### Knowledge Philosophy

Knowledge is formed by actively doing; it is the outcome of engaged experience and can be developed at home without specific curricular content. Children only need a project or an activity to complete – overseen by parents / guardians to ensure safety and appropriateness.

The *Home Knowledge Skills Project* follows a simple process that includes: (i) prediction, (ii) feedback, (iii) reflection, (iv) demonstration of outcomes, and (v) assessment.

Choice, relevance, and active learning are key to this knowledge philosophy as are being innovative, creative, and actionable. Enjoy our work. It is the curriculum of life.

#### Home Knowledge Skills Project Overview

The *Home Knowledge Skills Project* assists parents and guardians as they develop their children’s **Success-Factor Skill Set** which is made up of both **Foundational** and **Capstone** skills:

- The nine Canadian federally established Essential Skills are Foundational Skills.
- The six Canadian federally established Global Competencies are Capstone Skills.

Together, these combine as the **Success-Factor Skill Set** which can be used to guide development and promote the growth of student potential in school, work, and citizenship.

This guidebook is *part one* of the *Home Knowledge Skills Project* and provides details and instruction to use the nine essential skills at home and develop deep knowledge through meaningful activity. Global Competencies are covered in guidebook *part two*.

#### The Nine Essential Skills

---



##### Reading Text

Understanding materials written in sentences or paragraphs (e.g. letters, manuals).



##### Document Use

Finding, understanding or entering information that is organized displayed visually (lists, tables, pictures, icons, schematics, etc.).



##### Numeracy

Ability to use numbers and think in quantitative terms to carry out estimation, scheduling, budgeting, data analysis, measurement, accounting, etc.



### **Writing**

Ability to write text and complete documents (hard-copy and electronic).



### **Oral Communication**

Ability to use speech to give and exchange thoughts and information.



### **Thinking Skills**

Finding and evaluating information to make decisions or organize work. The thinking skills include problem solving, critical thinking, decision making, finding information, using memory, planning and organizing job tasks.



### **Digital Technology**

Using computers and other forms of technology.



### **Working with Others**

Interacting with others to complete a task.



### **Continuous Learning**

Participating in an ongoing process of improving skills and knowledge.

---

The federally established Nine Essential Skills provide a national basis for full participation in employment, home, and community life. We also now know that gaps in essential skills negatively impact life opportunities.

The National Occupational Classification (NOC) index is the national authority for occupational information in Canada and this uses the Nine Essential Skills to reference and categorize over 40 000 job titles into 500 occupational group descriptions.

The NOC index is provided via a partnership with Statistics Canada and Human Resources and Skills Development Canada and is therefore a standardized framework for organizing occupations (and project work) into a coherent system, thus it also provides a sound and recognized basis for knowledge skills development at home. Engagement in action!

### **Using the Nine Essential Skills at Home**

The Nine Essential Skills are used to describe occupations in terms of their complexity levels. For example, an early childcare worker will require a lower level of complexity in 'numeracy' than a welder. However, an early childcare worker will require a higher degree of complexity in

‘working with others’ than a welder. Each of the 40 000 occupations in the NOC therefore have a unique profile that describes the Nine Essential Skills and the levels of complexity needed to be successful.

Each project you undertake at home will also have a unique complexity profile; it is exciting to see your choice-project come to life through this relevant, active, and engaging profile.



*Essential skills are used to solve problems and complete tasks encountered at work, in learning, and in daily life*

### Project Steps

1. Choose an appropriate project together, or better, allow your child to choose a project that is safe and appropriate (build, make, fix, plan, develop, improve, create, innovate...)
2. Together, predict the complexity of each Essential Skill using the ‘Complexity Chart’ (Appendix 1) and the ‘Complexity Criteria’ (Appendix 2)
3. Undertake and complete the project within the set timeline
4. Provide feedback and assistance throughout but allow your child a high degree of autonomy in the doing. **Hint:** this is less about the product, and more about the authenticity of the process, so let them make safe mistakes
5. Assess the project in terms of complexity by filling in the table in Appendix 1 and by using the criteria in Appendix 2. **Note:** this is not an evaluation of worth or usefulness, but a way of understanding learning (this is called metacognition – a very powerful skill)
6. Reflect on the project together – i.e. discuss what worked and did not; was the prediction of complexity or time to complete it accurate; how were the steps taken to complete the project effective or not; what was learned about how to approach and complete a project like this? Etc.
7. Start thinking of the next project
8. Consider sharing your project on your FB page and tagging ‘iHubNB’ so we can share too. **Notes for sharing:** please include a description of the (i) steps taken, (ii) final complexity chart, and (iii) anything else you want to share. 😊