

HOME B  SE

SKILLS PROFILE

"BECAUSE LOTS
OF GROWTH IS
HAPPENING AND
IT'S TIME WE NAME
IT."



HOME BASE SKILLS PROFILE

An adaptable menu of competencies that may be sprouting, developing and practiced as we center 'Home' as our place of learning, working and thriving.

A NOTE TO USERS:

To All of Us Wearing Many Hats,

Welcome! Thanks for checking out the Home Base Skills Profile.

This is an evolution of the Graduate Profile. As you know, ELP deeply believes in the anchor of a graduate profile in any learning system. Whether you have a profile or not, the need to be able to describe the ways we are working, learning and doing is important. As structures for assessment and evaluation lose shape and the need to communicate across differences and boundaries become more central, we are catalyzed to build to design tools that offer building blocks for communication, growth and path forward.

As we have been listening and learning alongside you- a few things have become clear:

- With or without a graduate profile, this is an opportunity to shift toward a more deeply authentic way of talking about and sharing growth and reflection. Students should be invited to notice and reflect upon their work, actions and their thinking in meaningful ways... **we all should do that right?**
- Systems that have a graduate profile have been able to align their choices around distance learning to the criteria of their profile and thus design more cohesive experiences for students- and some skill development may take a different shape in the home learning context.
- We have a responsibility to talk about, honor and validate all of the hard work and growth happening as we navigate complex and uncertain times!

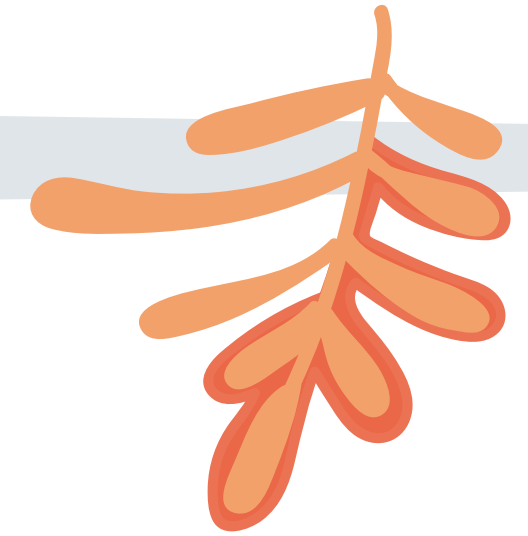
We offer you this menu of competencies and invite you to use them in any way you find useful. We have found that supporting students to choose competencies from this menu to 'defend' in their Virtual Portfolio Defenses gives both language and agency around the authentic stories they tell about their lived experience.

As always, we can't wait to learn about how you use this tool and make it even better.

To connect with us directly please reach out through our website at envisionlearning.org or on  @EnvisionSchools.

You've got this- and we've got you.

- The Envision Learning Partners Team



IT'S MENU!

GROWTH FOR ALL!

These are an offering. CHOOSE what works for you and your context.



Do you already have a graduate profile and need to supplement?

HAVE STUDENTS DEFEND RELEVANT GRADUATE PROFILE SKILLS AND 1-2 OF THESE OF THEIR CHOOSING.

HAVE EACH PERSON CHOOSE A SKILL THEY'VE BEEN DEVELOPING AND BRING SOME EVIDENCE OF THEIR GROWTH TO THE DINNER TABLE!



TREAT ALL OF THE COMPETENCIES AS A MENU AND HAVE STUDENTS CHOOSE THEIR OWN LIST TO REFLECT UPON.

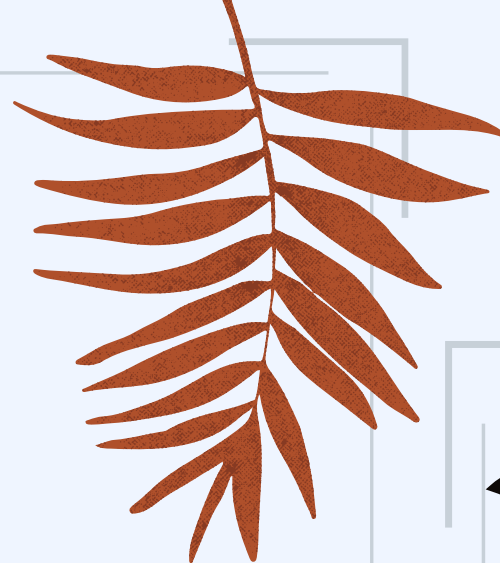
No graduate profile, but you want to practice meaningful reflection on growth with students ?

SHIFT "CHECK-IN" OPPORTUNITIES TO A CONCRETE DISCUSSION OF HOW TEAMMATES ARE DOING AND WHAT THEY ARE WORKING ON.

Are you looking for ways to talk about all of the hard work and learning that is happening at home?

What about adults? We are all developing skills and muscles as we navigate this new context.

... AND WHAT ELSE?



HOW DO YOU ENTERTAIN "WONDER?"

- I can turn a problem or a challenge into a question that directs energy toward finding an answer or solution.
- I can translate an interest or passion into a learning goal.
- I can take inventory of what I know vs. what I need or want to know.
- I can create routines or practices that keep my learning moving forward.



CURIOSITY



SELF-DIRECTED LEARNER

- I can identify when I need help.
- I am aware of the resources available to me and I access them appropriately.
- I use strategies to manage my time and stay focused on my work.
- I set SMART goals and attempt to prioritize among them.
- I mostly stay focused and can identify when and why I disengage from or get distracted during a learning experience and attempt to get back on track.

HOW DO YOU WORK AND LEARN ON YOUR OWN?



HOW DO YOU LEVERAGE KNOWLEDGE OF SELF?

- I can describe personal barriers (mindset, beliefs, circumstances) that get in the way of taking risks.
- I can identify my strengths, or endurance gained through personal struggle, and use this to build confidence in myself.
- I can find personal meaning in my work by connecting it to my life/goals, my progress, or my choices.
- I can identify patterns of behavior that contribute to, or take away from my own success, and adjust accordingly.




SELF-AWARENESS



ADAPTING TO CHANGE

HOW DO YOU LEAN INTO CHANGING CIRCUMSTANCES?

- I can take stock of what has changed.
 - I can identify contributing factors to the change and understand the complexity.
 - I can generate new and possible solutions.
 - I can select an idea to try and test.
 - I can learn from that test and make the design better
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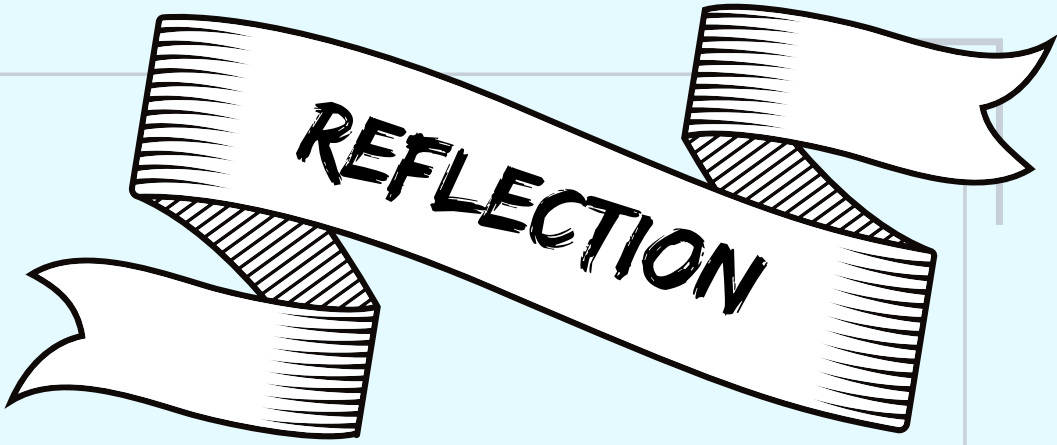


- I can develop multiple insights about the needs of my end user and synthesize into a single problem statement that defines the work.
- I can use ingenuity and imagination to produce something that is new, and/or unique
- I can create a product that may successfully break rules and conventions, or use common materials or ideas in clever ways
- I can delight in the cultivation of new, beautiful, and expressive techniques.

HOW DO YOU APPLY YOUR IMAGINATION?



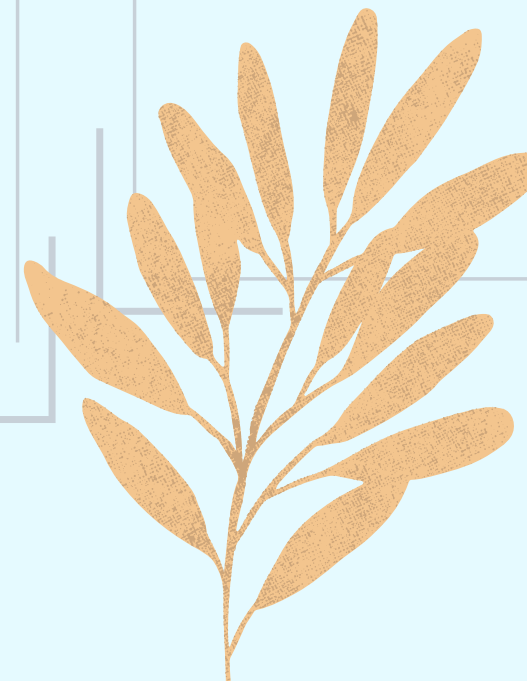
CREATIVITY




REFLECTION

- I can pause to notice what is happening around me.
- I can think back to what has already happened and notice how and why things occurred the way they did.
- I can tend to my emotions in the present and past by noticing the feelings, thought patterns and actions associated.
- I can examine my own behavior and experience as a means to gain insight and to see how to move forward.

HOW DO YOU PAUSE AND 'LOOK BACK' IN ORDER TO 'LEARN FORWARD?'





HOW DO YOU LEVERAGE YOUR CAPACITY TO THINK & ACT IN MULTIPLE WAYS?

- I can align the necessary mindsets with a given context.
- I can shift my stance and thinking when needed in order to apply to needed mindsets.
- I understand that mindsets are muscles that can be built and developed.
- I can activate my own mindset and apply particular ways of thinking and being to the task or context at hand.

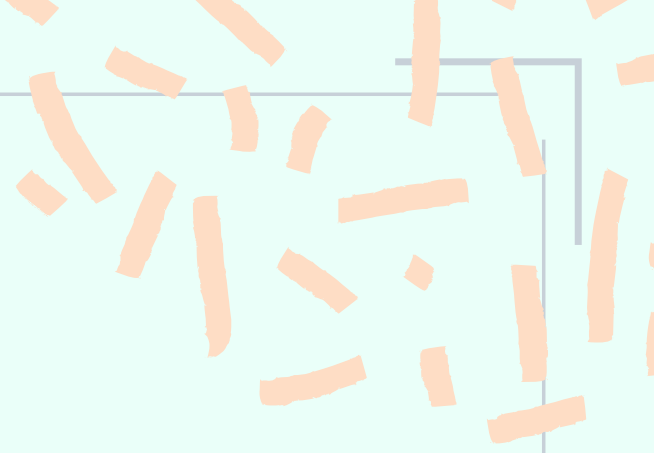


MINDSET



HOW DO YOU STAY NIMBLE IN THINKING AND ACTION?

- I can stay flexible in my thinking and entertain different ideas and perspectives.
- I can adapt or shift my thinking to meet different challenges.
- I can improvise when needed and allow ideas or solutions to be emergent.
- I can try out different ways of thinking and doing.

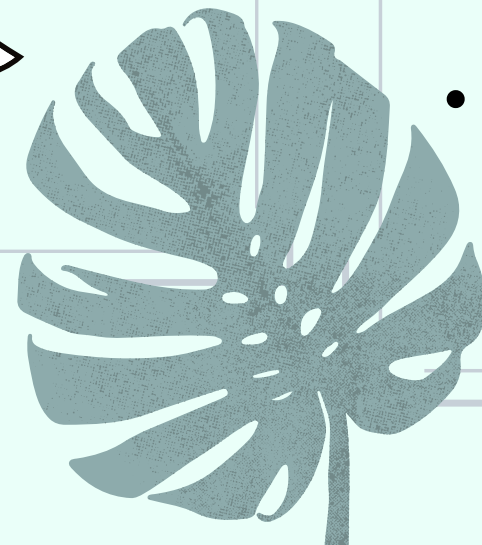


HOW DO YOU ENGAGE IN CREATIVE PROBLEM-SOLVING?

- I can view problems through multiple lenses in order to see a system and understand it.
- I can listen closely to those impacted.
- I can be solutions-oriented by focusing on how things ought to be.
- I can move through the modes of a design cycle to learn, discover and create.
- I can prototype possible solutions and test them in 'safe-to-fail' ways, in order to learn quickly and in a targeted way.
- I can stay focused on user experience and look for provocative insights to make the design better.



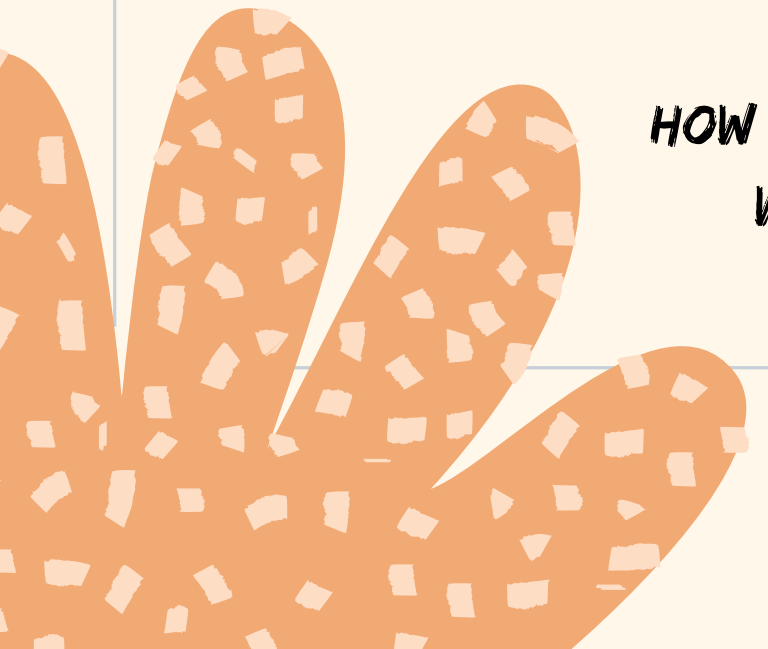
DESIGN



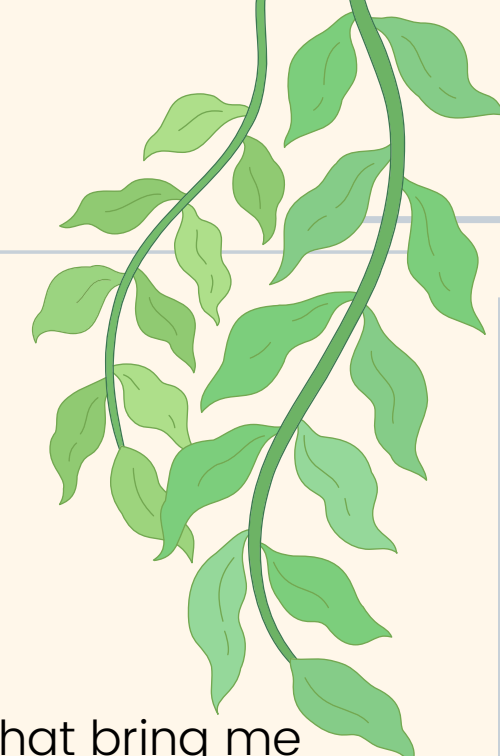


COLLABORATION

- I can lead or follow depending on what the situation needs from me.
- I can attend to my duties when I am part of a team that doesn't get to interact directly very often.
- I can use tools that allow me to work with a team remotely or in person.
- I can work inclusively by making space for all voices and diverse perspectives.
- I can contribute to the work of a common team with a common goal.



HOW DO YOU WORK WITH OTHERS?



HOW DO YOU TEND TO THE NEED FOR PLAY?

- I can identify activities that bring me enjoyment and pleasure.
- I am self-motivated to engage in activities that bring me enjoyment and pleasure.
- I both seek and create opportunities to play by creating, imagining, generating, problem-solving, exploring and making meaning toward enjoyment.
- I can engage in play as a way to activate my imagination, my body and my mindset.



PLAY



HOW DO YOU OWN YOUR WORK, LEARNING & ACTIONS?

- I can identify what I am responsible for: i.e. what my family and/or my community needs from me.
- I can create a time structure for my day when that structure is not given to me.
- I can report, at any given point, what I have accomplished and what I still need to do.
- I can take steps toward getting something done before someone else needs to tell me to do it.



RESPONSIBILITY



TIGHT ON

CRITERIA

LOOSE ON

PATH



ENVISION
LEARNING PARTNERS *Inspiring Results*

