

## Fundamental skills\* – the skills needed for further development

### Able to communicate:

1. read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
2. write and speak so others pay attention and understand
3. listen and ask questions to understand and appreciate the points of view of others
4. share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
5. use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas

### Able to manage information:

6. locate, gather, and organize information using appropriate technology and information systems
7. access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

### Able to use numbers:

8. decide what needs to be measured or calculated
9. observe and record data using appropriate methods, tools, and technology
10. make estimates and verify calculations:

### Able to think and solve problems:

11. assess situations and identify problems
12. seek different points of view and evaluate them based on facts
13. recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem
14. identify the root cause of a problem
15. be creative and innovative in exploring possible solutions
16. readily use science, technology, and mathematics as ways to think, gain, and share knowledge, solve problems, and make decisions
17. evaluate solutions to make recommendations or decisions
18. implement solutions
19. check to see if a solution works, and act on opportunities for improvement

- Conference board of Canada

## Conference Board of Canada

The list of Fundamental Skills shown on the left is part of a longer list of employability skills developed by The Conference Board of Canada. The Board describes these as skills needed to secure, retain and advance in one's career; they could equally be called universal skills. In addition to the fundamental skills, the list includes both personal management skills and teamwork skills.

## Parents seek copies of school exams

The Washington Post of July 11, 2013 carried an item by Jay Matthews (Why schools refuse to let exams go home) about parents asking for copies exam papers. Parents argue that they need to see the errors in order to understand the learning problem. The same argument is made by parents about information provided in report cards. To know that a student is below grade level is not enough; parents want to know the specific problem so they can help correct it. A Nova Scotia report blames the problem on the use of curriculum outcomes, understood perhaps by teachers but not by parents; parents who are not happy with the report cards were told to talk with a teacher or principal.

The Atlantic Provinces work together on matters of education and use a common set of outcomes. Copies of outcomes for all courses are on the website of the Department of Education and Early Childhood Development. Parents and students may find them helpful in understanding a student's coursework.

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