

## 7 Habits of Highly Effective People Alignment with Alberta's Consistent and Holistic Application of Principles and Standards

21 <sup>st</sup> Century Life Skills needed for Teachers and Students	AB Education Values (V) and Competencies (C)	Indigenous Teachings and Treaty Education <i>(for alignment purposes only with respect to all territories and their teachings)</i>	The 7 Habits of Highly Effective People <i>(foundation of The Leader In Me process)</i> Each of the 7 Habits is based on principles of effectiveness, paradigms that are aligned with principles and practices that produce effective results.
<b>INDEPENDENCE</b>	<b>Belonging and Identity (V)</b>	<b>Miyo-wîcêhtowin (Good Relations)</b>	<b>HABITS 1 – 3 (Private Victory – “I”)</b>
<ul style="list-style-type: none"> <li>Goal setting</li> <li>Organization</li> <li>Time Management</li> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth (C)</li> <li>Critical Thinking (C)</li> <li>Problem Solving (C)</li> <li>Managing Information (C)</li> <li>Creativity &amp; Innovation (C)</li> </ul> Perseverance & Excellence (V) Innovation & Stewardship (V)	<ul style="list-style-type: none"> <li>Self-discipline, <i>honesty</i></li> <li>Self-esteem, <i>courage</i></li> <li>Self-direction, <i>faith, hope, and belonging</i></li> <li>Self-mastery, <i>respect and value life</i></li> </ul> <b>Treaty Education - Spirit and Intent of Treaties (SI)</b>	<b>Be Proactive® - The Habit of Personal Responsibility (You're In Charge)</b> Responsibility, choice, accountability, initiative, resourcefulness  <b>Begin With the End in Mind® - The Habit of Personal Vision (Have A Plan)</b> Vision, commitment, purpose  <b>Put First Things First® - The Habit of Personal Management (Work First, Then Play)</b> Focus, integrity, discipline, prioritization
<b>INTERDEPENDENCE</b>	<b>Cultural and Global Citizenship</b>	<b>Wîtaskêwin (Living together harmoniously)</b>	<b>HABITS 4 – 6 (Public Victory – “We”)</b>
<ul style="list-style-type: none"> <li>Teamwork</li> <li>Conflict Management</li> <li>Creativity</li> <li>Analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Communication (C)</li> <li>Collaboration (C)</li> </ul> Integrity and Respect (V) Democracy & Citizenship (V)	<ul style="list-style-type: none"> <li>Mutual dependence, <i>obedience, listening and humility</i></li> <li>Transition figure, <i>enthusiasm and responsibility</i></li> <li>Understand and relate to others, the environment, <i>love and happiness</i></li> <li>Abundance mentality, <i>thankfulness, sharing, generosity</i></li> </ul> <b>Treaty Education - Treaty Relationships (TR)</b>	<b>Think Win-Win® - The Habit of Mutual Benefit (Everyone Can Win)</b> Mutual benefit, fairness, abundance  <b>Seek First to Understand, Then to Be Understood® - The Habit of Empathic Communication (Listen Before You Talk)</b> Respect, mutual understanding, empathy, courage  <b>Synergize® - The Habit of Creative Cooperation (Together Is Better)</b> Creativity, cooperation, diversity, humility
<b>RENEWAL</b>	<b>Well-being</b>	<b>Miyo-pimatisiwin (The Good Life)</b>	<b>HABIT 7 (Mind, Heart, Body, Spirit)</b>
<ul style="list-style-type: none"> <li>Fun</li> <li>Desire to Learn</li> <li>Good Health and Hygiene</li> </ul>	Perseverance & Excellence (C)	<ul style="list-style-type: none"> <li>Peace of heart and mind</li> <li>Cleanliness, <i>clean thoughts, clean mind</i></li> <li>Spiritual strength, <i>truth, fortitude and faith</i></li> <li>Achieve balance and well-being, <i>renewal</i></li> </ul> <b>Treaty Education - Treaty Promises and Provisions (TPP)</b>	<b>Sharpen the Saw® - The Habit of Daily Self Renewal (Balance Feels Best)</b> Renewal, continuous improvement, balance  Creative work that leads to personal growth, consideration and a sense of belonging, adequate compensation and rewards and a compelling purpose to serve.  <b>Pimâcihowin (Making A Living)</b> The ability to make a living is central to life on the land – emotional, spiritual, economical and physical dimensions.

## AB - The Architecture and Design of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)

*The Guiding Framework* establishes the common direction, principles and standards that guide the development of provincial curriculum, and identifies the common features for all curriculum. The common direction, principles and standards result in a common architecture and design that provide consistency across all subjects.

The common architecture and design, along with the common language and the common approach to the development of learning outcomes facilitates teacher planning in and across all subjects and grades, interdisciplinary teaching, cross-curricular learning experiences for students and comprehensive professional development. Ultimately, the common architecture and design facilitates a more effective, equitable and simultaneous implementation of provincial curriculum in English and French throughout the province.

The common architecture and design ensures that each subject consistently focuses on competencies, literacy and numeracy, supports inclusion, pluralism and diversity, includes Francophone cultures and perspectives, includes First Nations, Métis and Inuit cultures and perspectives, and advances First Nations, Métis and Inuit education for reconciliation.

### Outcomes:

1. Learning outcome = conceptual and/or procedural knowledge + competency/ies] ↔ [ Literacy and/or
2. Learning outcome = conceptual and/or procedural knowledge + competency/ies] ↔ [ Numeracy
3. Learning outcome = conceptual and/or procedural knowledge + competency/ies] ↔ [ Progressions

### Different Paradigm

#### Outcomes:

1. Competency + Conceptual and/or procedural knowledge = Learning Outcome

Competencies are combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subjects. Alberta's Kindergarten to Grade 12 provincial curriculum promotes development of the following competencies, which are a streamlined expression of the competencies in the *Ministerial Order on Student Learning: Goals and Standards Applicable to Education in Alberta (#001/2013)*:

## **The 7 Habits of Highly Effective People** **Aligned with Treaty Education Outcomes and Indicators**

*Each of The 7 Habits is based on **principles** of effectiveness, **paradigms** that are aligned with principles and **practices** that produce effective results.*

### **Treaty Relationships (TR)**

**Goal:** By the end of Grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.

#### **Interdependence Habits 4-6, The Public Victory “We” (community, place, belonging) and Habit 7, Renewal (lifelong learning, Miyo-pimatisiwin – The Good Life, Pimâcihowin - Making A Living)**

Habit 4 Think Win-Win (*identity, mutual benefit*), Habit 5 Seek First to Understand Than To Be Understood (*deep understanding, empathic communication*), Habit 6 Synergize (*creative cooperation*) and Habit 7 Sharpen The Saw (*relationship to place and the land*)

### **Spirit and Intent of Treaties (SI)**

**Goal:** By the end of Grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.

#### **Independence Habits 1-3, The Private Victory “I” (spirit, self-mastery, sense of self, Wîtaskêwin – Living Together Harmoniously)**

Habit 1 Be Proactive (*intention, thought, personal responsibility*), Habit 2 Begin With the End In Mind (*plan of action, personal vision*), Habit 3 Put First Things First (*guide, personal management*). See-Do-Get model (*interconnectedness*)

### **Historical Context (HC)**

**Goal:** By the end of Grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.

#### **See-Do-Get model (interconnectedness)**

The present Treaty reality is of Dependence while the intent was one of Independence (*self-mastery Habits 1-3, Private Victory*) and Interdependence (*community and belonging, partnering together to effectively shape the future Habits 4-6, Public Victory*).

### **Treaty Promises and Provisions (TPP)**

**Goal:** By the end of Grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people

#### **Interdependence Habits 4-6, The Public Victory “We” (community, place, belonging) and Habit 7, Renewal (lifelong learning, Miyo-pimatisiwin – The Good Life, Pimâcihowin - Making A Living)**

Habit 4 Think Win-Win (*Treaty promises, mutual benefit*), Habit 5 Seek First to Understand Then to Be Understood (*meaningful relationships, empathic communication*), Habit 6 Synergize (*foster, creative cooperation*), Habit 7 Sharpen the Saw (*well-being*)