DVCA Graduate Profile

DaVinci Charter Academy

Est. 2004 ◆ Innovative ◆ Inclusive ◆ Collaborative

Communication:

Da Vinci students articulate well-developed, complex ideas clearly and with confidence both through writing and verbally. They are able to adapt their language to the context and task with the poise to express themselves to a variety of audiences.

Collaboration:

Da Vinci students balance confident contributions with effective listening, compromise and support. They are able to work with people of varying mindsets, skills, perspectives and strengths in diverse circumstances. Da Vinci students seek both individual and team success.

Learning Mindset:

Da Vinci students are motivated to seek challenge and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.

Critical Thinking:

Da Vinci Students are risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher order thinking skills to develop original solutions to complex problems.

Citizenship:

Da Vinci students embrace the responsibility of being positive contributors to their communities. They exhibit self-awareness and know their place in a community while seeking to understand the needs, experiences and backgrounds of others. They consider the implications of their actions upon the broader community.

Self-Management:

Da Vinci students practice resourcefulness, perseverance, self-advocacy, and time-management in order to develop healthy habits that promote independence and support their progress towards their goals.

Technological Literacy:

Da Vinci students understand the integral role of technology in a knowledge society. They access and ethically utilize a variety of technological tools to support their learning. They strive to continually adapt the type and application of technology to be prepared for the modern workforce and economy.