

# New Brunswick Global Competencies

## Future Ready Learners - Spring 2019

### What are the New Brunswick Global Competencies?

In 2017, the Department of Education and Early Childhood Development (EECD) updated the Essential Graduation Learnings (EGLs 1995) to the New Brunswick Global Competencies (See Reverse). The Global Competencies are the skills, sets of knowledges, and attitudes of a well-rounded person. They cross disciplines and contexts, and enable a person to thrive in local, virtual, and global communities.

### Why are the Global Competencies important?

The world is changing rapidly and dramatically. Communities are becoming more diverse, job markets are demanding new skill sets, and societies are being shaped by extraordinary conditions. Young people, educators, members of the community, and experts in the labour market agree that global competencies are necessary to leading a successful life. These competencies must be at the forefront of education and our work with the youth of New Brunswick.



### Are the NB Global Competencies and 21<sup>st</sup> century skills the same thing?

Although related, global competencies and 21<sup>st</sup> century skills are not the same. 21<sup>st</sup> century skills focus on the skills necessary to succeed in a 21<sup>st</sup> century economy. Global competencies denote transferrable skills, sets of knowledges, and attitudes required for living and thriving in new economies and for promoting social cohesion and the well-being of the planet.

### How will the Global Competencies influence education?

To best prepare people for the challenges and opportunities of their lifetimes in an increasingly unpredictable world, the global competencies will need to be the focus of our planning, instruction, assessment, and learning environments. Changes are happening in New Brunswick through the collaboration, imagination, and efforts of community and school partners to design learning that develops the competencies. As attention shifts to the global competencies, schools are becoming models of creativity, innovation, and personalization.

### Actions to support Global Competencies:

- [One-page documents](#) outlining how current curricula align with the Global Competencies.
- Articulation of future-ready learners to create a common vision for change [Portrait of a New Brunswick Learner: Future Ready: Self-determined and Capable](#) (Mid-June 2019).
- Development of a prototype for a renewed curriculum to support Global Competencies. A document has been prepared for educator feedback in [Concept Paper: Curriculum Redesign](#) (Mid-June 2019).
- New strategic partnerships are being established to engage the community and expand experiential learning opportunities that develop global competencies.
- Renewed leadership strategy is being developed in partnership with districts, NBTA, and EECD to position educational leaders as knowledgeable supporters of Future Ready Learners.
- EECD, districts, and high school leaders are examining supports to improve engagement for all learners in high school.

Information related to Global Competencies can be found at the [Curriculum Changes Centre](#) on "ONE"

For information about upcoming committee and writing opportunities visit [Expression of Interest](#)

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| Critical Thinking and Problem-Solving  | Innovation, Creativity, and Entrepreneurship  | Self-Awareness and Self-Management  |
|--|---|---|
| <ul style="list-style-type: none"> <li>Engages in an inquiry process to solve problems</li> <li>Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy)</li> <li>Selects strategies, resources, and tools to support their learning, thinking, and problem-solving</li> <li>Evaluates the effectiveness of their choices</li> <li>Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications</li> <li>Analyzes the functions and interconnections of social, ecological, and economic systems</li> <li>Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community</li> <li>Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects</li> <li>Formulates and expresses questions to further their understanding, thinking, and problem-solving</li> </ul> | <ul style="list-style-type: none"> <li>Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve</li> <li>Views errors as part of the improvement process</li> <li>Formulates and expresses insightful questions and opinions to generate novel ideas</li> <li>Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community</li> <li>Takes risks in their thinking and creating</li> <li>Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques</li> <li>Seeks and makes use of feedback to clarify understanding, ideas, and products</li> <li>Enhances concepts, ideas, or products through a creative process</li> </ul> | <ul style="list-style-type: none"> <li>Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others</li> <li>Develops a positive identity, sense of self, and purpose from their personal and cultural qualities</li> <li>Develops and identifies personal, educational, and career goals, opportunities, and pathways</li> <li>Monitors their progress</li> <li>Perseveres to overcome challenges</li> <li>Adapts to change and is resilient in adverse situations</li> <li>Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others</li> <li>Manages their holistic well-being (e.g., mental, physical, and spiritual)</li> <li>Accurately self-assesses their current level of understanding or proficiency</li> <li>Advocates for support based on their strengths, needs, and how they learn best</li> <li>Manages their time, environment, and attention, including their focus, concentration, and engagement</li> </ul> |
| Collaboration  | Communication   | Sustainability and Global Citizenship   |
| <ul style="list-style-type: none"> <li>Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity</li> <li>Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content</li> <li>Assumes various roles on the team and respects a diversity of perspectives</li> <li>Addresses disagreements and manages conflict in a sensitive and constructive manner</li> <li>Networks with a variety of communities/groups</li> <li>Appropriately uses an array of technology to work with others</li> <li>Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people</li> <li>Demonstrates empathy for others in a variety of contexts</li> </ul>   | <ul style="list-style-type: none"> <li>Expresses themselves using the appropriate communication tools for the intended audience</li> <li>Creates a positive digital identity</li> <li>Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts</li> <li>Gains knowledge about a variety of languages beyond their first and additional languages</li> <li>Recognizes the strong connection between language and ways of knowing the world</li> <li>Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas</li> </ul>  | <ul style="list-style-type: none"> <li>Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries</li> <li>Recognizes discrimination and promotes principles of equity, human rights, and democratic participation</li> <li>Understands Indigenous worldviews, traditions, values, customs, and knowledge</li> <li>Learns from and with diverse people, develop cross-cultural understanding</li> <li>Understands the forces that affect individuals and societies</li> <li>Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future</li> <li>Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner</li> <li>Participates in networks in a safe and socially responsible manner.</li> </ul>  |
| <b>Foundation of Literacy and Numeracy</b>   |   |   |