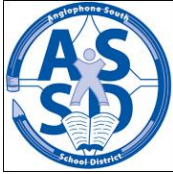


2019-2020



Future Ready Learners

An educator's guide to the NB Global Competencies

This guide was developed for educators who are working towards embedding the NB Global Competencies into their practices.

Sections at a glance

- a) Introduction and explanation of how to use this guide and the accompanying video..... p. 2
- b) Visual representation of the NB Global Competencies in the context of the NB EECD vision of “Future Ready Learners” - personalization, learner agency, UDL, and assessment..... p. 4
- c) The NB Global Competencies in the form of ‘I statements’ - these one-pagers offer a description of the competency, the GC indicators, and ‘I statements’... .. p. 5
- d) Reflection tool to support the application of the NB Global Competencies: p. 7
 - Collaboration p. 8
 - Communication p. 10
 - Critical Thinking and Problem-Solving..... p. 12
 - Innovation, Creativity, and Entrepreneurship..... p. 14
 - Self-Awareness and Self-Management..... p. 16
 - Sustainability and Global Citizenship..... p. 18
- e) Exemplars of the NB Global Competencies in different subject areas, levels and roles..... p. 20
- f) Template for collecting exemplars across subjects, grade levels, and roles..... p. 21
- g) Ideas for assessing global competencies p. 23

Introduction and how to use this guide

This guide was developed for ASD-S educators to support them in further understanding and implementing the NB Global Competencies. The NB GCs have the potential to inform curriculum development, professional learning, school improvement, innovation and engagement. At both the classroom and school-wide levels, educators are beginning to see that, depending on the context or subject being taught, certain GCs are more easily addressed than others. The challenge for everyone then, is to do their best to identify and purposefully address those GCs that are less evident in their respective roles.

For example, in a social studies context, educators deal quite naturally with matters of *'Sustainability and Global Citizenship'*. They may not, however, purposefully and explicitly address the GC, *'Self-Awareness and Self-Management'*. In the area of numeracy, educators deal consistently with the *'Problem-Solving and Critical Thinking'* GC, but, they may need to more explicitly teach the skills, knowledge and attitudes associated with *'Innovation, Creativity and Entrepreneurship'*.

The overarching goal of enhancing learners' global competencies is to better prepare them for the present, and a future, that offers numerous unpredictable situations both in their personal and professional lives. This guide will hopefully offer educators, parents, guardians, and community members ideas as to how to identify and explicitly target all six NB GCs to increase student agency. The hope is that learners become even better prepared to attain their goals associated with a balanced life, a desire for lifelong learning, and engaged, knowledgeable, ethical citizenship.

This resource can be used in a number of ways to initiate dialogue around how to better understand, apply, and embed global competencies. There are three components to this resource: a) this complete digital guide with quick access to all components and support documents; b) the video that describes the complete resource; and, c) the ASD-S NB GCs Toolkit.

What are global competencies?

Global competencies, which overlap and intersect, are a combination of a person's knowledge, skills, and attitudes that are applied in authentic contexts and that contribute to both the common good and personal well-being. Global competencies are crucial to actively participate in, and effectively contribute to, social and civic life.

<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>

The video

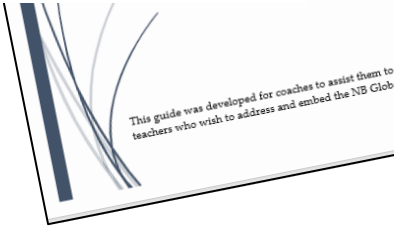


An accompanying video provides an overview of the components of the resource and an explanation as to how coaches and teachers may use the guide to initiate discussion on the NB Global Competencies.

https://prezi.com/4o-he_i4xwbt/asd-s-nb-global-competencies/?utm_campaign=share&utm_medium=copy

The complete guide provides an overview of global competencies, links to all support documents, items in the toolkit, links to exemplars, and ideas for assessment.

The complete digital guide



The ASD-S NB GCs

Self-Awareness and Self-Management

Indicator

Exemplar "I can..." Statements

Innovation, Creativity, and Entrepreneurship

Indicator

Exemplar "I can..." Statements

Global Competencies in Subject Areas and School Wide

Collaboration

Questions to initiate the discussion:

- How can we focus on collaboration to achieve the outcomes?
- How might collaboration appear in our subject, and/or grade level?
- What are the challenges to enhance collaboration?
- How do we know that students' competency in collaborating? "I like"?
- How is collaboration different from working in groups?
- What strategies may be used to enhance collaboration?
- How does the classroom environment enhance collaborative competencies and contexts?
- How might we encourage the much on the process as the?
- How do we model behavior to integrate this competency?

Student knowledge, skills, and attitudes:

- Socratic circles
- Sharing circles
- Share information for common goals

Resources and valuable links:

ASD-S Strategy Kit Site <https://www.asd-s.org/>

Critical Thinking

Questions to initiate the discussion:

- What strategies and approaches have been incorporated in your program to enhance students' ability to think critically?
- How might we lead students to apply the inductive process, not to just produce?
- How can we establish an environment where students are encouraged to think critically?
- How might we model thinking in order to integrate our daily practice?
- What types of school and community activities can we use to enhance students' critical thinking?
- How might we help students to apply their critical thinking skills to solve problems?

Student knowledge, skills, and attitudes:

- Compare and Contrast - identify the similarities and differences
- Organize - put things in order
- Apply - apply procedures or use information to propose new solutions
- Evaluate Information - determine the validity and reliability of information

Resources and valuable links:

ASD-S Strategy Kit Site <https://www.asd-s.org/>

TCI - The Critical Thinking Classroom

Discussion Tool

Questions to initiate the discussion:

- How can we focus on collaboration to achieve the outcomes?
- How might collaboration appear in our subject, and/or grade level?
- What are the challenges to enhance collaboration?
- How do we know that students' competency in collaborating? "I like"?
- How is collaboration different from working in groups?
- What strategies may be used to enhance collaboration?
- How does the classroom environment enhance collaborative competencies and contexts?
- How might we encourage the much on the process as the?
- How do we model behavior to integrate this competency?

Student knowledge, skills, and attitudes to explore - specific ideas for lessons, activities, and initiatives:

- Socratic circles
- Sharing circles
- Share information for common goals
- Collaboratively set norms, contracts
- Peer feedback
- Collaborative online (Outlook 365 - Teams, Yammer, etc)

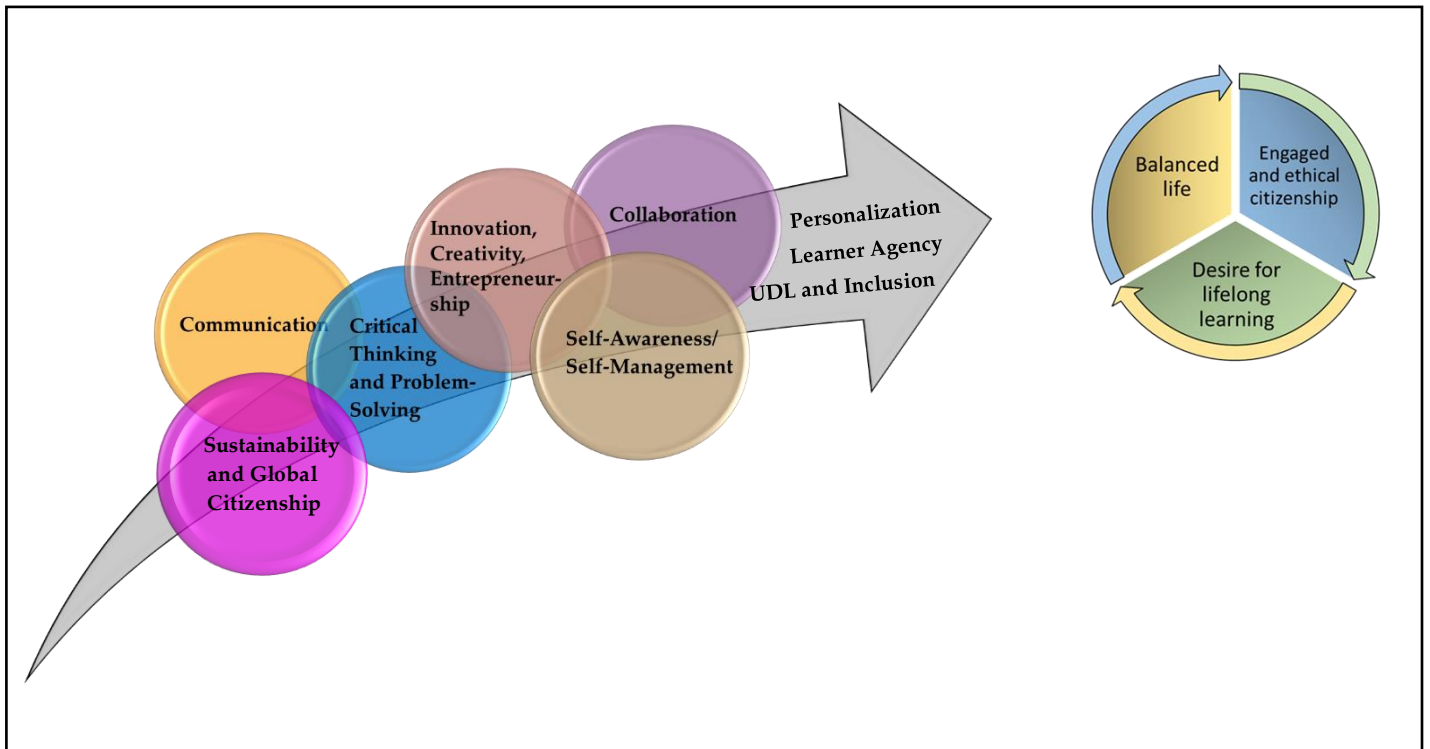
Resources and valuable links:

ASD-S Strategy Kit Site <https://www.asd-s.org/>

<https://www.asd-s.org/~/media/ASD-S/Global-Competencies-Toolkit/Global-Competencies-Toolkit-2019-2020.pdf>

A series of hardcopy one-pagers designed to initiate dialogue to generate ideas for implementing and embedding GCs into practice. Consists of EECD Indicators and 'I Can' Statements, as well as the ASD-S interactive reflective tool.

NB Global Competencies in the context of personalization



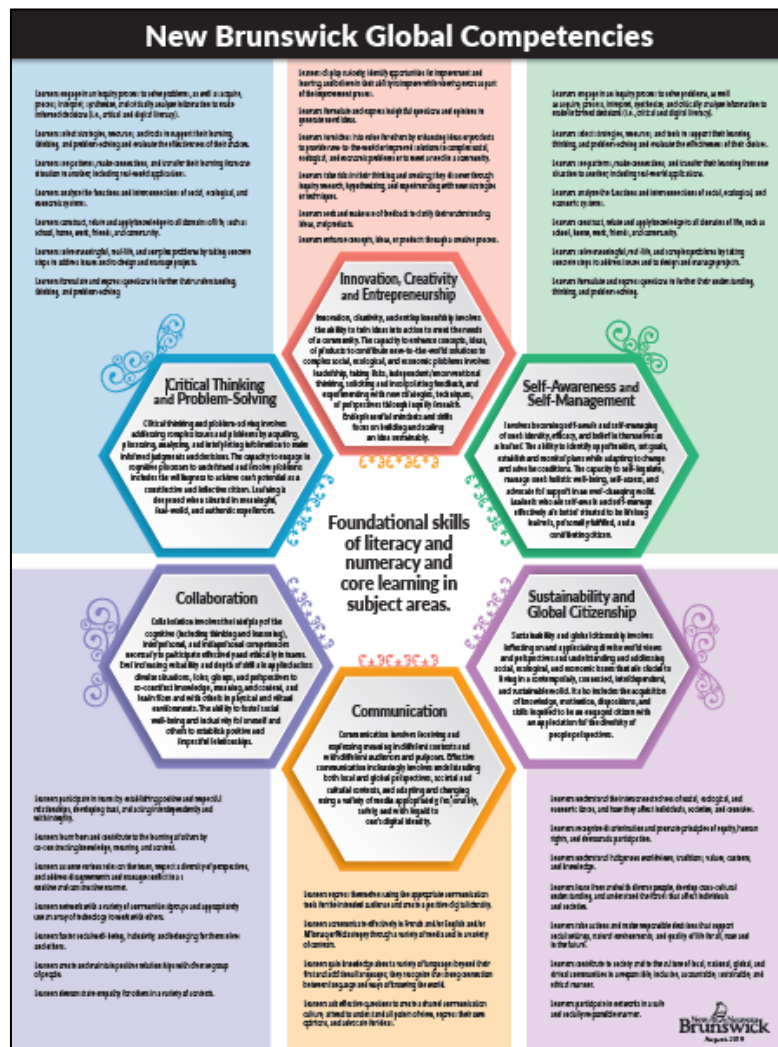
Where do the NB Global Competencies fit within the context of “Future Ready Learners”?

Building upon purposeful attention to literacy, numeracy, technological fluency and digital literacy, the six NB Global Competencies are part of the vehicle that directs learners in their pursuit of life-long learning, engaged and ethical citizenship, and a balanced life. Teaching to the NB GCs considers inclusion and the universal design of the physical environment and pedagogy. Differentiation of the learning process is paramount and involves applying appropriate teaching and learning strategies to meet the challenges that present themselves in the particular context of the moment. The repertoire of approaches, whether they be for a small group, whole class, or whole school, will range through a variety of best practices such as: direct instruction, critical inquiry, project-based learning, and formative assessment.

Each of the Global Competencies with indicators and 'I Can' Statements (Developed by EECD)

On the next two pages, you will find a series of documents developed by EECD. The first item is the NB GCs poster which provides the general descriptions of each of the six global competencies. By making this poster visible within your building, it presents opportunities for school staffs to become familiar with the language of the global competencies. The six NB GCs are then available in a series of handouts that provide the general description of each GC, indicators, and 'I Can' statements. These documents are included in your toolkit to facilitate dialogue and enhance a deeper understanding of each global competency.

(Click on the link below to access the poster)



<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners/All%20Support%20Documents/Forms/AllItems.aspx?id=/sites/EngagedandGloballyCompetentLearners/All%20Support%20Documents/Overview/NB%20Competencies%202018%20to%2024%202%28002%29.pdf&parent=/sites/EngagedandGloballyCompetentLearners/All%20Support%20Documents/Overview>

The 6 NB Global Competencies, Indicators, and 'I Can' Statements (developed at EECD)

Self-Awareness and Self-Management

Foundational skills of literacy and numeracy and/or learning in subject areas: Involves becoming self-aware and self-managing of one's identity, efficacy, and belief in themselves as a learner. The ability to identify opportunities, set goals, establish and monitor plans while adapting to change and adverse conditions. The capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and a contributing citizen.

Indicator	Exemplar "I can..." Statements
Learners have self-efficacy, see themselves as learners, and believe that they can make the better for themselves and others.	<ul style="list-style-type: none"> I believe that my abilities and intelligence can be developed. I appreciate and value how I learn best. I celebrate my efforts and accomplishments. I resolve difficulties in my learning. I learn from and am inspired by the success of others.
Learners identify a positive identity, sense of self, and purpose from their personal and cultural qualities.	<ul style="list-style-type: none"> I recognize my unique experiences, talents, and abilities. I identify how aspects of my life experiences, the environment, have influenced and continue to influence me. I take the past into account to understand the present.
Learners develop and identify personal, educational, and career goals, opportunities, and pathways that monitor their progress, and they persevere to overcome challenges.	<ul style="list-style-type: none"> I create realistic and relevant goals based on a plan. I create, implement, monitor, and adjust a goal. I seek out people or opportunities that support my goals.
Learners adapt to change and are resilient in adverse situations.	<ul style="list-style-type: none"> I approach change or challenge as opportunities to grow and improve. I persevere when faced with difficult and challenging tasks.
Learners are aware of managing and express their emotions, thoughts, and actions in order to understand themselves and others.	<ul style="list-style-type: none"> I recognize and name my emotions. I follow my own and others' emotions. I build self-regulation skills. I take time to rest.
Learners manage that holistic well-being (i.e., mental, physical, and spiritual).	<ul style="list-style-type: none"> I make time for myself. I practice self-care. I know how to ask for help. I know how to manage my stress.
Learners accurately self-assess their current level of understanding or proficiency and actively request based on their strengths, needs, and how they learn best.	<ul style="list-style-type: none"> I monitor my progress. I reflect on my learning. I ask for help.
Learners manage their time, emotions, and attention, including their stress, concentration, and engagement.	<ul style="list-style-type: none"> I manage my time. I regulate my emotions. I know how to focus.

Self-Awareness and Self-Management

Innovation, Creativity, and Entrepreneurship

Foundational skills of literacy and numeracy and/or learning in subject areas: Innovation, creativity, and entrepreneurship involves the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new to the world solutions to complex social, ecological, and economic problems. Involves leadership, taking risks, independent/autonomous thinking, seeking and incorporating feedback, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills focus on building and scaling an idea sustainably.

Indicator	Exemplar "I can..." Statements
Learners display curiosity, identify opportunities for improvement and learning, and believe in their ability to improve while viewing errors as part of the improvement process.	<ul style="list-style-type: none"> I understand and value mistakes as part of the learning process. I believe in my ability to improve. I identify areas where I want to grow. I can plan what to do next for my growth and learning.
Learners formulate and express thoughtful questions and opinions to generate novel ideas.	<ul style="list-style-type: none"> I ask thoughtful questions. I share my ideas, views. I generate new ideas.
Learners turn ideas into value for others by enhancing their 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.	<ul style="list-style-type: none"> I seek out opportunities. I generate creative solutions to complex problems. I demonstrate initiative, transforming ideas into action. I show leadership to others. I model and encourage others.
Learners take risks in their thinking and acting, they discover through inquiry research, hypothesizing, and experimenting with new strategies or techniques.	<ul style="list-style-type: none"> I take risks and persevere new ideas. I wonder about and investigate how and/or why things come to be. I use a process to engage in inquiry.
Learners seek and make use of feedback to clarify their understanding, ideas, and products.	<ul style="list-style-type: none"> I ask for feedback from others to identify and refine the value of ideas and products.
Learners enhance concepts, ideas, or products through a creative process.	<ul style="list-style-type: none"> I think and create in novel ways. I use bold, creative imagination to affirm and enhance my creative process (e.g., metaphor, opposites, humor, challenging theories).

Innovation, Creativity, and Entrepreneurship

Sustainability and Global Citizenship

Foundational skills of literacy and numeracy and/or learning in subject areas: Sustainability and global citizenship involves reflecting on and appreciating diverse world views and perspectives and understanding and addressing social, ecological, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required to be an engaged citizen with an appreciation for the diversity of people perspectives.

Indicator	Exemplar "I can..." Statements
Learners understand the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries.	<ul style="list-style-type: none"> I examine systems (local, regional, national, global) to understand their influence. I analyze how communities address issues to ensure that diverse social and cultural identities and interests are included.
Learners recognize discrimination and promote principles of equity, human rights, and democratic participation.	<ul style="list-style-type: none"> I identify when there is a lack of fair treatment (e.g., gender, socio-economic status, culture, religion, age, etc.). I advocate for others. I take action to respect diversity and human rights. I engage in open, appropriate and effective interactions across cultures. I use cultural competence in my interactions.
Learners understand indigenous societies.	<ul style="list-style-type: none"> I respect indigenous cultures, religions, and traditions. I acknowledge and understand different worldviews. I appreciate the contributions of people to the history and culture of the world. I respect and protect the people and their lands.
Learners take actions and make decisions that support social settings, natural environments, and quality of life for all, now and in the future.	<ul style="list-style-type: none"> I bring together relevant information to make informed decisions. I assess how selected solutions will affect the future.
Learners contribute to society and to the cultural, social, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.	<ul style="list-style-type: none"> I model leadership/responsibility. I advocate for equity and justice. I engage in local, national, and global issues. I create a responsible digital footprint.
Learners participate in networks in a safe and socially responsible manner.	<ul style="list-style-type: none"> I am mindful of safety and social norms. I create a positive digital profile.

Sustainability and Global Citizenship

Critical Thinking and Problem-Solving

Foundational skills of literacy and numeracy and/or learning in subject areas: Critical thinking and problem-solving involves addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, and authentic experiences.

Indicator	Exemplar "I can..." Statements
Learners engage in an inquiry process to solve problems, as well as acquire, process, interpret, synthesize, and critically analyze information to make informed decisions (i.e., critical and digital literacy).	<ul style="list-style-type: none"> I use an inquiry process to question and investigate problems. I use criteria to organize and classify information. I evaluate evidence for relevance and accuracy. I use evidence to inform decisions.
Learners select strategic resources, and look to support their learning, thinking and problem-solving and evaluate the effectiveness of their choices.	<ul style="list-style-type: none"> I select resources for learning, thinking, and problem-solving. I evaluate the effectiveness of the resources and problem-solving.
Learners see patterns, make connections, and transfer their learning from one situation to another, including real-world applications.	<ul style="list-style-type: none"> I use prior knowledge to recognize situational patterns in different situations. I transfer this knowledge from one situation to another, including real-world applications.
Learners analyze the functions and interconnections of social, ecological, and economic systems.	<ul style="list-style-type: none"> I understand the interconnectedness of social, ecological, and economic systems. I weigh the impacts of the social, political, cultural or environmental systems on each other.
Learners construct, relate and apply knowledge in all domains of life, such as school, home, work, needs, and community.	<ul style="list-style-type: none"> I bring together relevant information and perspectives to inform thoughts, actions, or habits. I assess how selected solutions impact relationships or quality of life.
Learners solve meaningful, real-life, and complex problems by taking concrete steps to address issues and to design and manage projects.	<ul style="list-style-type: none"> I identify problems that are meaningful and relevant to my life. I break problems into smaller parts. I develop options for solving problems or challenges. I adjust problems.
Learners formulate and express questions to further their understanding, thinking, and problem-solving.	<ul style="list-style-type: none"> I ask questions to...

Critical Thinking and Problem-Solving

Communication

Foundational skills of literacy and numeracy and/or learning in subject areas: Communication involves receiving and expressing meaning in different ways, with different audiences and purposes. Effective communication includes understanding both local and global perspectives, societal and cultural context, and changing using a variety of media appropriately, responsibly, with respect to one's digital identity.

Indicator	Exemplar "I can..." Statements
Learners express themselves using the appropriate communication tools for the intended audience and create a positive digital identity.	<ul style="list-style-type: none"> I select appropriate media according to purpose, content and audience. I create responsible digital content to establish and maintain a positive digital profile.
Learners communicate effectively in French and/or English and/or Spanish or Wolof through a variety of media and in a variety of contexts.	<ul style="list-style-type: none"> I express my thoughts in two or more languages. I express my thoughts through alternative modes of expression such as art, music, drama, poetry, etc. I enhance my communication using mime, gestures and facial expressions. I articulate my current level of ability in the language(s) I am learning.
Learners understand the relationship between languages and ways of knowing the world.	<ul style="list-style-type: none"> I consider cultural nuances in my verbal and non-verbal communications. I express opinions that are informed. I respect different points of view. I take responsibility to communicate in ways that benefit others. I seek to elaborate on specific points they made in their initial explanation.
Learners ask effective questions to make a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas.	<ul style="list-style-type: none"> I ask questions to construct meaning, inform decisions, and justify opinions. I respect different points of view. I take responsibility to communicate in ways that benefit others. I encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings, experiences, and writing strategies to contribute and react to each other's ideas. I seek collaboration with people who have different cultural orientations, discussing similarities and differences in views and perspectives. I request communication culture by relating conversations, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.

Communication

Collaboration

Foundational skills of literacy and numeracy and/or learning in subject areas: Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Even increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives to co-construct knowledge, meaning, and content, and learn from and with others in physical and virtual environments. The ability to foster social well-being and inclusivity for oneself and others to establish positive and respectful relationships.

Indicator	Exemplar "I can..." Statements
Learners participate in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity.	<ul style="list-style-type: none"> I contribute ideas when working with others for mutual benefit. I encourage team members to contribute their perspectives, skills or knowledge. I learn the trust of my team by fulfilling my responsibilities. I work to trust others and pressure positive. I do my share and allow others to do theirs.
Learners learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.	<ul style="list-style-type: none"> I foster collaboration through shared leadership. I welcome diverse opinions or contributions.
Learners assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.	<ul style="list-style-type: none"> I adapt to different roles when working with others. I create safe spaces for others to share their experiences, perspectives or opinions. I practice respectful communication when disagreeing, compromising or negotiating in the spirit of cooperation.
Learners network with a variety of communities/groups and appropriately use an array of technology to work with others.	<ul style="list-style-type: none"> I foster relationships with diverse people and groups. I work with others to collaborate using digital and online tools. I integrate technology to collaborate.
Learners foster social well-being, inclusivity, and belonging for themselves and others.	<ul style="list-style-type: none"> I am aware of how others may feel and take steps to help them feel included. I create safe spaces for others to share their experiences. I foster a welcoming atmosphere when working with others. I promote belonging by respecting people, their values, and their opinions. I can identify how diversity is beneficial for my community, including online.
Learners create and maintain positive relationships with diverse groups of people.	<ul style="list-style-type: none"> I encourage contributions from those with perspectives not currently represented within the group. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing. I build and sustain positive relationships with diverse groups of people, including people from different generations. I practice mutual respect when exploring all ideas and issues.
Learners demonstrate empathy for others in a variety of contexts.	<ul style="list-style-type: none"> I try to understand and consider what others are feeling and experiencing. I build and sustain positive relationships with diverse people including people from different generations.

Communication

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A tool to support bridging between understanding and practice

The following pages provide a tool to bridge from an understanding of the GCs to applying and embedding the GCs in practice across roles within a school. Each of the six NB GCs is displayed using a four-component format: a) description of the GC; b) reflective questions to spark and direct a dialogue around understanding and practice; c) suggested strategies for application; and, d) links to valuable support resources. There is a scaffold on the back of each sheet to encourage sharing and sketching out ideas for application.

Front	Back																						
<table border="1"><tr><td colspan="2" data-bbox="217 764 771 863">Global Competency Description</td></tr><tr><td data-bbox="217 877 483 1289">Questions for reflection</td><td data-bbox="500 877 764 1289">Strategies for Educators</td></tr><tr><td colspan="2" data-bbox="217 1310 764 1451">Specific ideas for lessons and initiatives</td></tr><tr><td colspan="2" data-bbox="217 1465 764 1545">Links to valuable resources</td></tr></table>	Global Competency Description		Questions for reflection	Strategies for Educators	Specific ideas for lessons and initiatives		Links to valuable resources		<table border="1"><tr><td colspan="2" data-bbox="850 764 1424 863">Questions for reflection, dialogue, and application</td></tr><tr><td colspan="2" data-bbox="850 911 1424 947">Reflective question 1 _____?</td></tr><tr><td colspan="2" data-bbox="850 961 1424 1108">Ideas:</td></tr><tr><td colspan="2" data-bbox="850 1123 1424 1159">Reflective question 2 _____?</td></tr><tr><td colspan="2" data-bbox="850 1173 1424 1320">Ideas:</td></tr><tr><td colspan="2" data-bbox="850 1335 1424 1371">Reflective question 2 _____?</td></tr><tr><td colspan="2" data-bbox="850 1386 1424 1533">Ideas:</td></tr></table>	Questions for reflection, dialogue, and application		Reflective question 1 _____?		Ideas:		Reflective question 2 _____?		Ideas:		Reflective question 2 _____?		Ideas:	
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Collaboration

Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives to co-construct knowledge, meaning, and content, and learn from and with others in physical and virtual environments. The ability to foster social well-being and inclusivity for oneself and others to establish positive and respectful relationships.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- How can a focus on collaboration assist students to achieve the outcomes?
- How might collaboration appear in your role, subject, and/or grade level?
- What are the challenges to enhancing collaboration?
- How do we know that students have obtained competency in collaborating? What does it look like?
- How is collaboration different from merely working in groups?
- What strategies may be used to enhance student collaboration knowledge, skills, and attitudes?
- How does the classroom environment adjust to enhance collaborative competency across tasks and contexts?
- How might we encourage the learner to focus as much on the process as the target?
- How do we model behaviours and strategies to integrate this competency in our daily practice?

Strategies for Educators:

- Engage students in mini-lessons during which collaborative skills are addressed purposefully: conflict resolution; restorative practices; shared leadership; how to compromise, how to be assertive.
- Engage students in sharing circles and discussions on respect and the value of perspectives.
- Provide time for students to reflect on and assess their own growth.
- Engage students in collaboration regarding real world dilemmas and local issues.
- Co-develop classroom norms, charters of rights and responsibilities, wampum to symbolize agreed upon practices and attitudes.
- Explicitly address the notions of respect, when to be assertive, when to listen, how to hear and empathize.

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

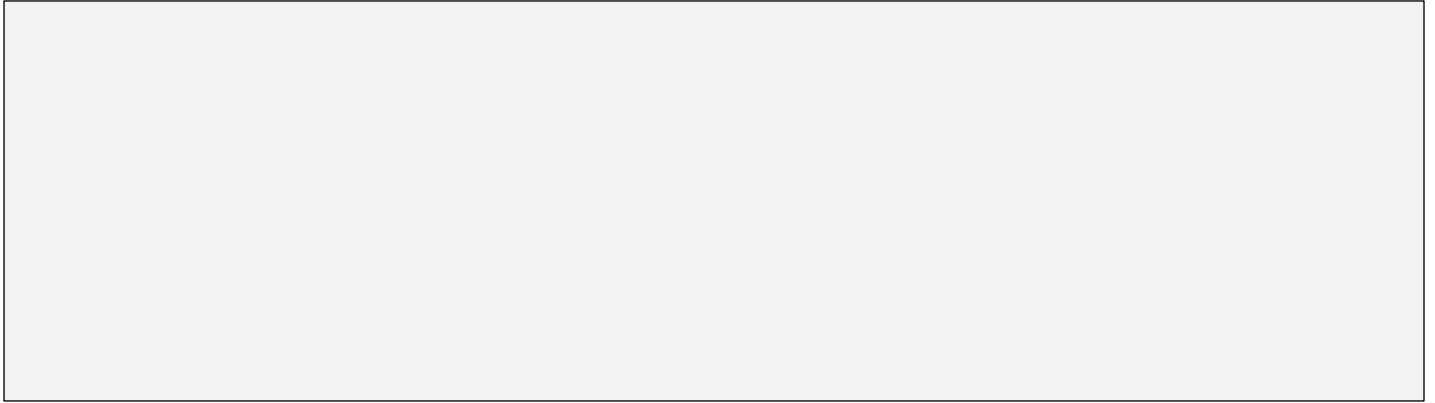
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Resources and valuable links:

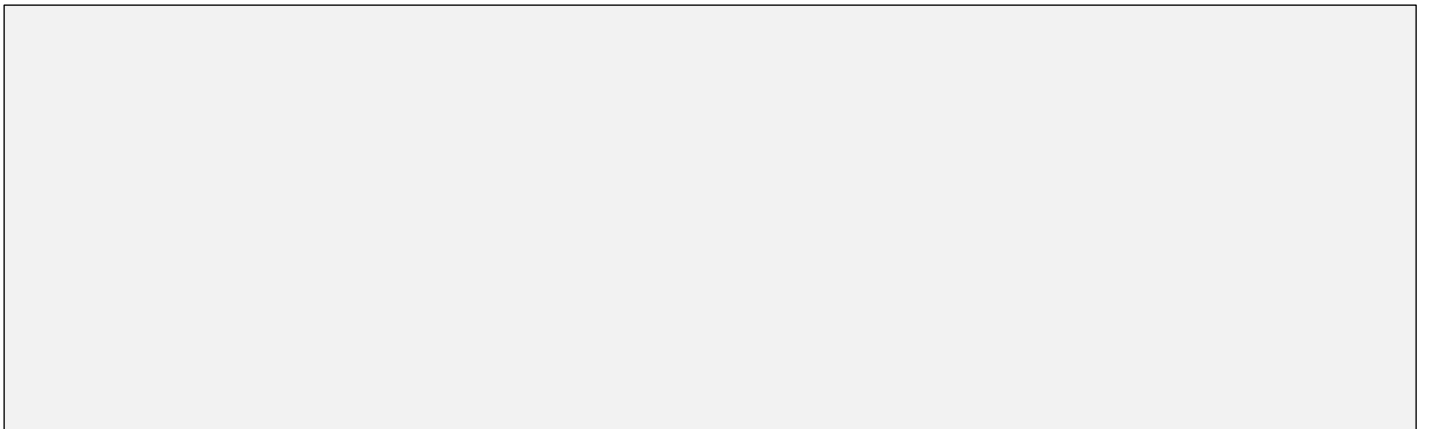
ASD-S Sharepoint GCs Site <https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>
 The Physical Educator <https://thephysicaleducator.com/>

Collaboration: Reflective Questions

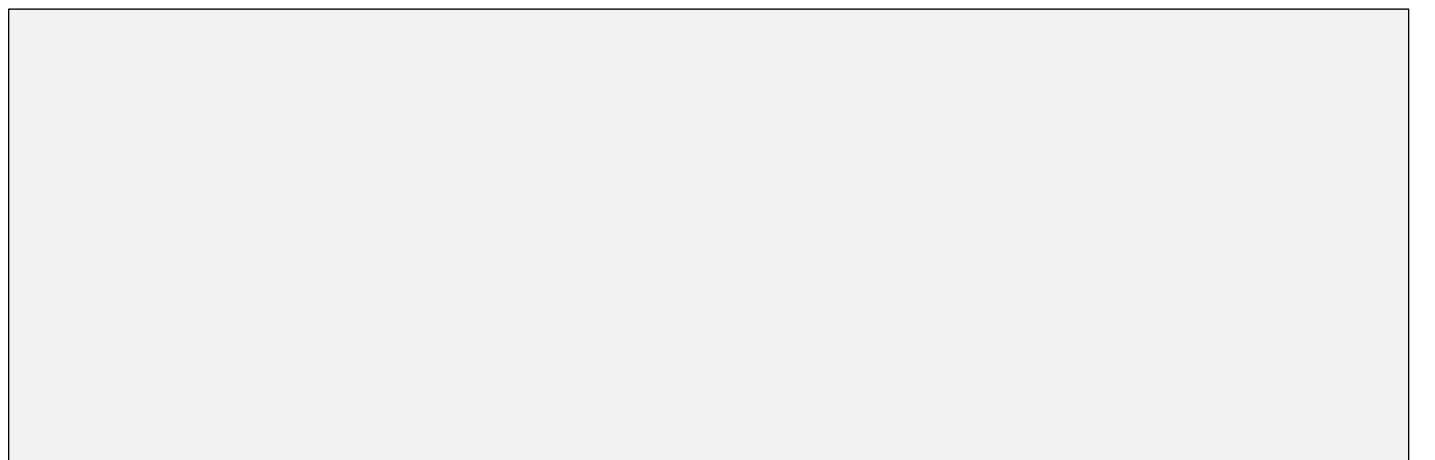
Reflective question 1: _____?



Reflective question 2: _____?



Reflective question 3: _____?





Communication

Foundational skills of literacy and numeracy and core learning in subject areas.

Communication involves receiving and expressing meaning in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital identity.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- How can a focus on communication help students achieve the learner outcomes? How might it apply and/or look different in your subject area and grade level?
- What strategies and approaches have you incorporated in your program to support student development of communication?
- What type of classroom environment supports communication?
- How might we adapt our practice to guide students with varying levels and expressive modalities to develop this competency?
- How might we lead students to approach this competency with a growth mindset, and learn to value the process, not just focus on the message?
- How might we model verbal, nonverbal and active listening behaviours, ways of thinking and communicative language in order to integrate this competency in our daily practice and help students practice metacognition?

Strategies for Educators:

- Model and use communication skills, attitudes and vocabulary in your classroom.
- Develop a culture of trust, mutual respect, and open communication in the classroom.
- Help students understand that we communicate differently in different situations depending on audience, culture.
- Explore how Indigenous ways of communicating and how this knowledge may be applied in various contexts (the chant, the drum, the talking circle wampum, etc.)
- Provide students with the opportunity to hear and see the beauty in languages: Wolastoqey-Peskotomuhkati, Mi'kmaw.
- Teach students how to engage in "active listening".
- Explore with learners how people's values, experiences and culture influence the way they communicate and perceive messages.

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

- Paraphrasing
- Practice active listening
- Speak, write, draw and gesture ideas
- Share ideas for a different audience
- Listen or read for intentional and unintentional messages
- Use language, symbols or gestures concisely
- * Use technology to create and share ideas and
- * Listen to several languages: Wolastoqey - Peskotomuhkati, Mi'kmaw
- * Have newcomers write their own languages and speak their own languages for other students to see

Resources and valuable links:

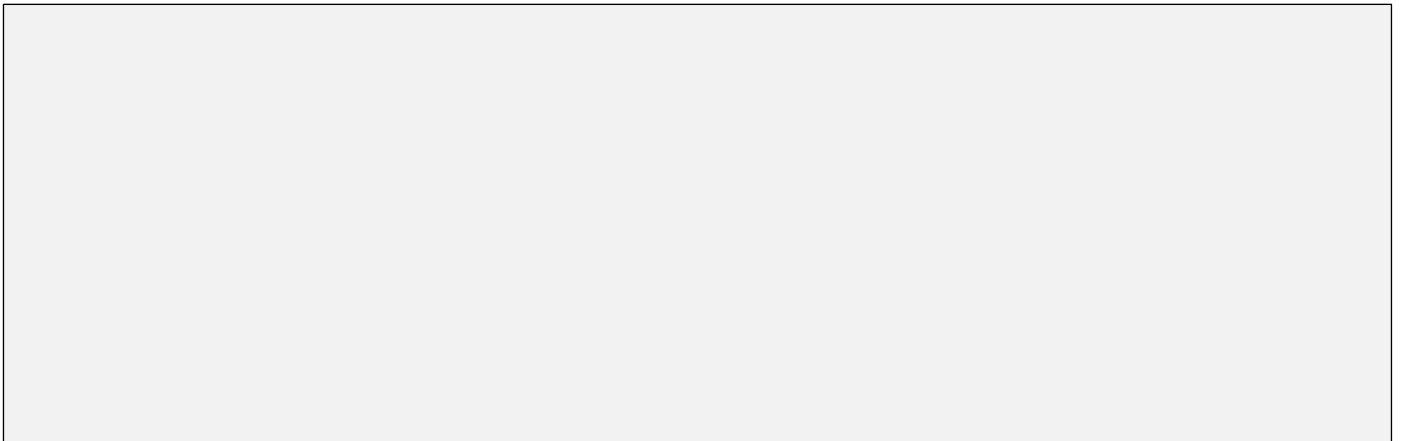
ASD-S SharePoint GCs Site <https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>
 The Physical Educator <https://thephysicaleducator.com/>

Communication: Reflective Questions

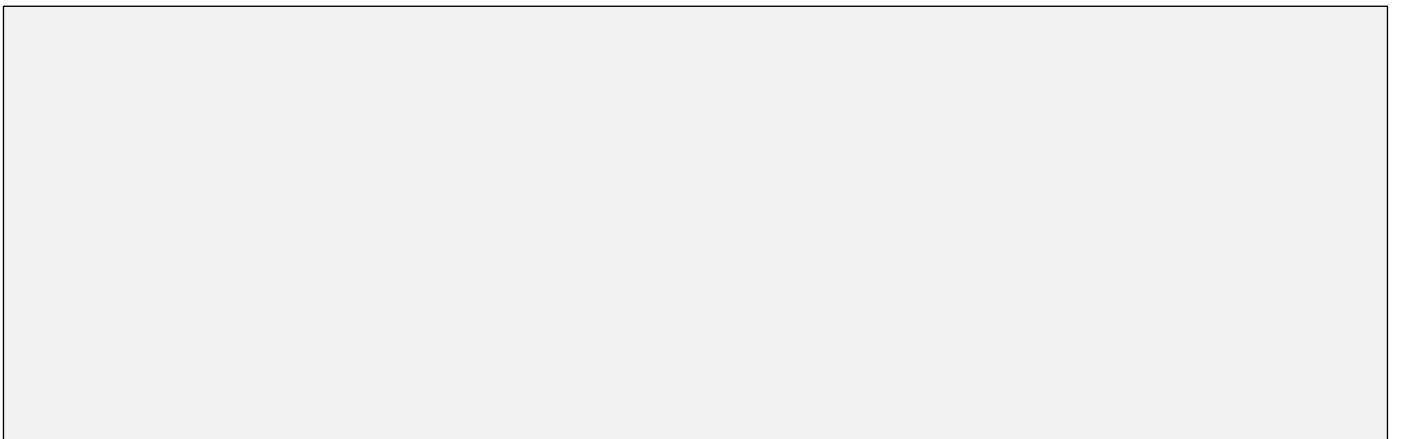
Reflective question 1: _____?



Reflective question 2: _____?



Reflective question 3: _____?





Critical Thinking and Problem-Solving

Foundational skills of literacy and numeracy and core learning in subject areas.

Critical thinking and problem-solving involves addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, and authentic experiences.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- What strategies and approaches have you incorporated in your program to deepen students' ability to think critically?
- How might we lead students to approach this competency with a growth mindset and learn to value the reflective process, not just the end product?
- How can we establish an environment in which the habits and the classroom culture reflect critical thought?
- How might we model thinking traits and language in order to integrate this competency in our daily practice?
- How might we help students practice metacognition?
- What types of school and community problems can students solve?
- What groups/organizations might offer ideas of problems for students to solve?

Strategies for Educators:

- Create a culture where mistakes are valued as an important part of learning.
- To orient learners to problem-solving, have them deal with dilemmas/issues from the news.
- Invite students to engage with real world problems where students ask questions, conduct research, synthesize information, and draw their own conclusions.
- Engage learners in real-world community problems to solve.
- Teach learners how to develop critical questions.
- Engage learners in critical inquiry.

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

Compare and Contrast – identify how elements are the same and how they are different;

Cause and Effect – demonstrate underlying causal relationships and resulting effects;

Infer – speculate or reach a conclusion based on known facts.

Organize – put things in order (sequencing), arranging, classifying or categorizing;

Apply – apply procedures or methods to test a hypothesis, theory or formula.

Identify Relationships – look for trends or patterns, or identify and organize component parts;

Estimate – make estimations and describe and justify estimation strategies;

Design – design devices or experiments to determine solutions to problems (often requires educated judgments about information to propose new solutions);

Evaluate Information – determine what constitutes credible information and explain judgments;

Justify and Defend – formulate and defend a position on a topic or issue.

Resources and valuable links:

ASD-S SharePoint GCs Site

TC2 – The Critical Thinking Consortium

The Physical Educator

<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>

<https://tc2.ca/>

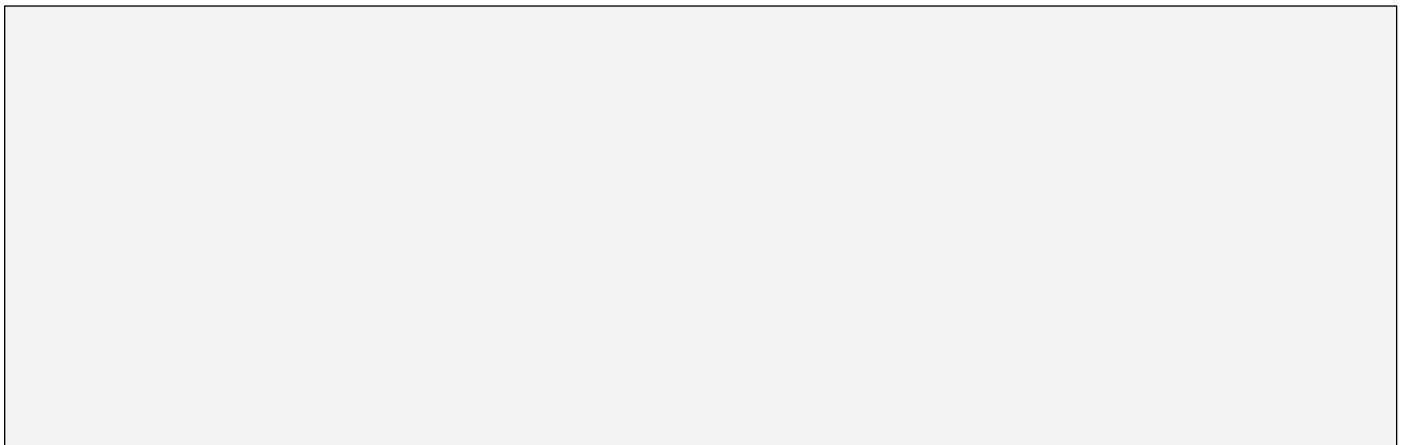
<https://thephysicaleducator.com/>

Critical Thinking and Problem-Solving: Reflective Questions

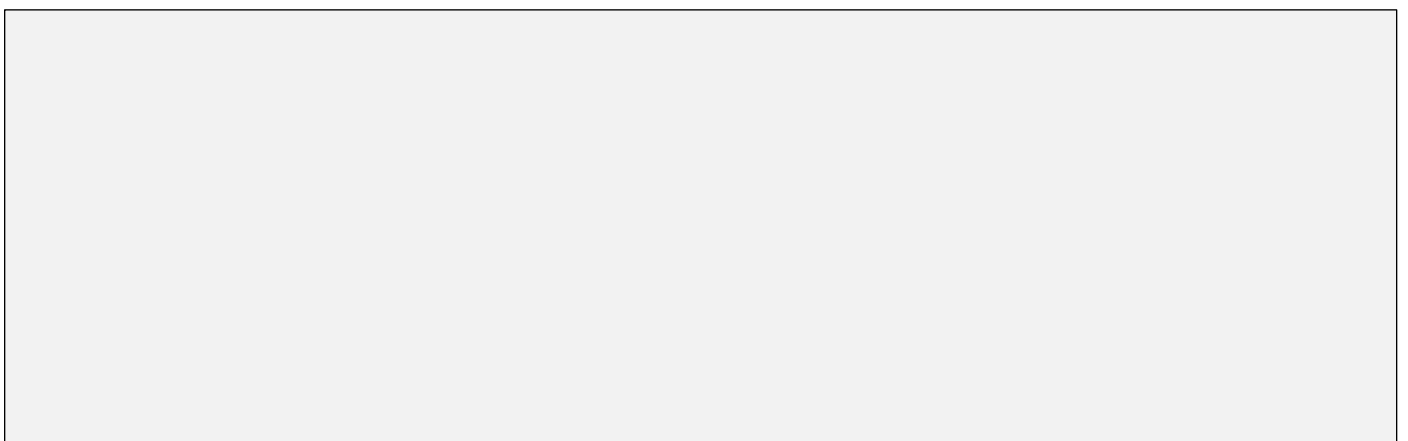
Reflective question 1: _____?



Reflective question 2: _____?



Reflective question 3: _____?





Discussion and Reflection Tool

Innovation, Creativity, and Entrepreneurship



Innovation, creativity, and entrepreneurship involves the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex social, ecological, and economic problems involves leadership, taking risks, independent/unconventional thinking, soliciting and incorporating feedback, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills focus on building and scaling an idea sustainably.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- How can a focus on creativity and innovation help students achieve the learner outcomes? How might it apply and/or look different in your subject area and grade level?
- What type of classroom environment supports creativity and innovation?
- What is an entrepreneurial spirit? A can-do attitude? How can we develop and support this?
- How can learners apply their innovation and creativity to solve authentic problems?

Strategies for Educators:

- Ask students open ended questions that invite curiosity, wonder and risk taking.
- Encourage students to approach ideas from different perspectives.
- Provide tools and opportunities for tinkering with objects or ideas.
- Support students to choose and explore creative projects that connect with or challenge their interests or abilities.
- Highlight stories of innovation
- Learners may identify an inconvenience in everyday life, then innovate to address this
- Learners may identify a global issue and creatively express their perspectives

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

Imagine- learners may be placed in scenarios to solve problems through innovation

Explore- ideas or techniques

Play- with elements, objects or ideas

Design- to purposely shape objects, materials or procedures

Compose- select and combine elements to create something of value

Deconstruct- books, poems, or objects into smaller parts to see how they were created and could be re-created

Improvise- spontaneously compose, say, execute or arrange ideas or objects

Resources and valuable links:

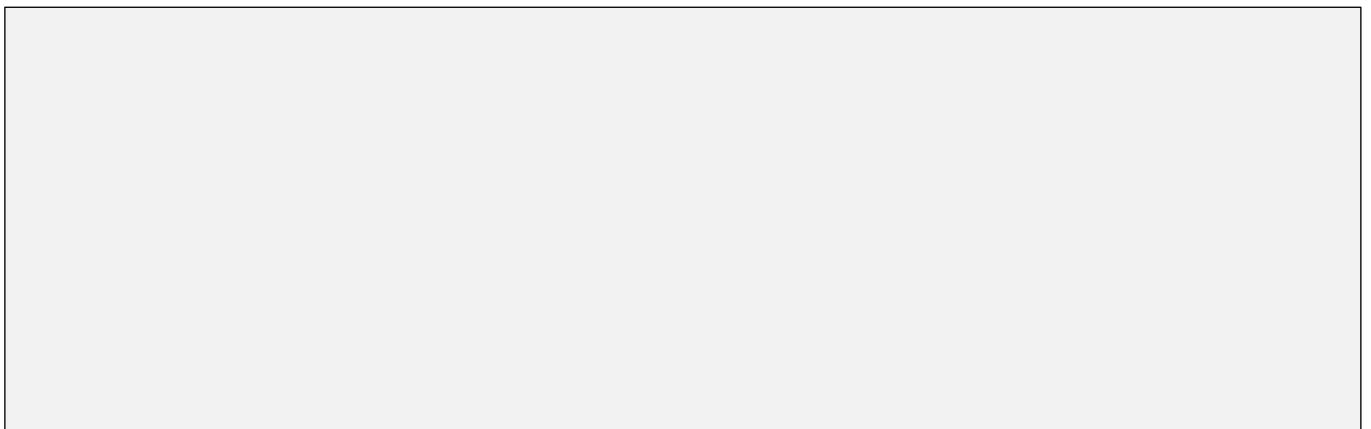
ASD-S SharePoint GCs Site <https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>
The Physical Educator <https://thephysicaleducator.com/>

Innovation, Creativity, and Entrepreneurship: Reflective Questions

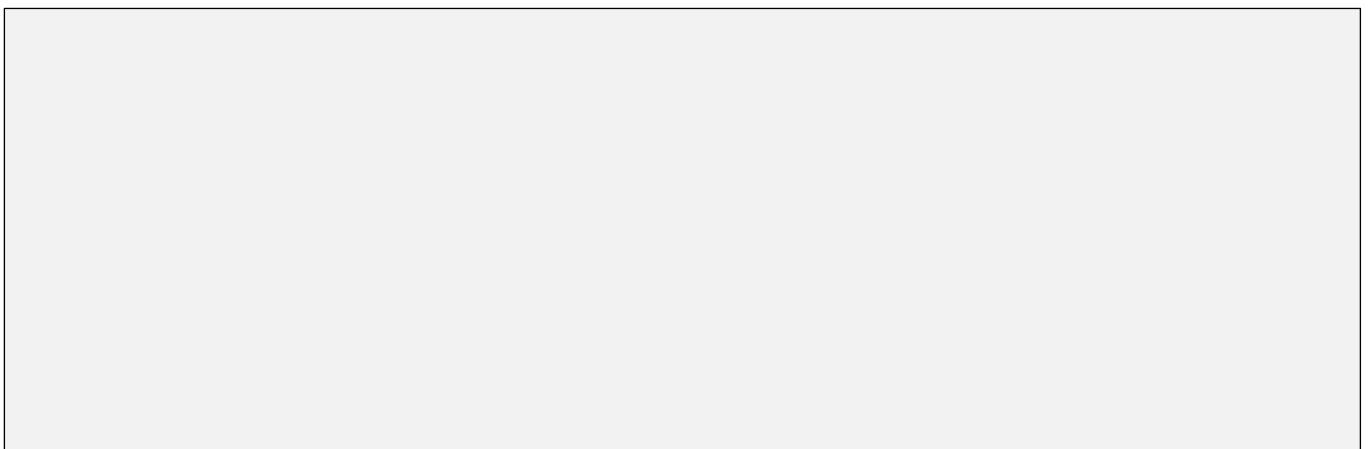
Reflective question 1: _____?



Reflective question 2: _____?



Reflective question 3: _____?





Self-Awareness and Self-Management

Foundational skills of literacy and numeracy and core learning in subject areas.

Involves becoming self-aware and self-managing of one's identity, efficacy, and belief in themselves as a learner. The ability to identify opportunities, set goals, establish and monitor plans while adapting to change and adverse conditions. The capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and a contributing citizen.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- Think of a recent experience that required you to assess and/or reflect on your personal growth and well-being. Drawing upon your own experience, why is the development of this competency important?
- What type of classroom environment supports personal growth and well-being?
- How might we guide students in each of our subject areas and grade levels to approach learning and personal wellness with a growth mindset and to develop strategies, persistence, and productive habits?
- How might school staff work together to help students achieve a balance in emotional, intellectual, physical, social and spiritual aspects of personal growth and well-being?

Strategies for Educators:

- Use student learner portfolios to highlight their development within the subject.
- Help students to connect how their emotional, intellectual, physical, social and spiritual wellbeing influences, and are influenced by their learning.
- Provide opportunities for students to set S.M.A.R.T. goals (specific, measurable, attainable, realistic and timely).
- Help students connect classroom learning with their personal experiences or goals.
- Teach students strategies to help them become resilient and adaptive learners.
- Help students understand their own multiple intelligences so they can: explain their learning preferences, discuss/appreciate the different ways people learn, identify areas of strength/growth; and determine next steps required to further learning.

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

- Set personal goals (learning, social, physical, spiritual and financial goals)
- Build and use portfolios- to track and celebrate growth
- Make connections- to interests, passions, personal strengths or career possibilities.
- Identify and develop- personal strengths and interests.
- Find support and resources - to help achieve personal goals.
- Adapt- to changing conditions.
- Reflect – on how emotional, intellectual, physical, social and spiritual well-being influence growth.

Resources and valuable links:

ASD-S SharePoint GCs Site
myBlueprints, Education Planner Online Program
Multiple Intelligences – the Research
CASEL SEL and Core Competencies
The Physical Educator

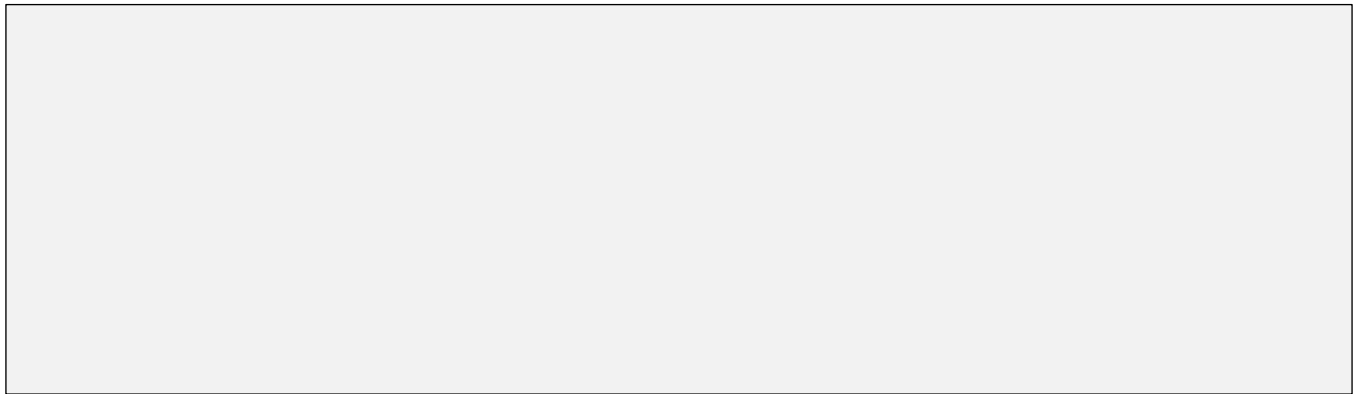
<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>
<https://www.myblueprint.ca/>
<https://www.edutopia.org/multiple-intelligences-research>
<https://casel.org/>
<https://thephysicaleducator.com/>

Self-Awareness and Self-Management: Reflective Questions

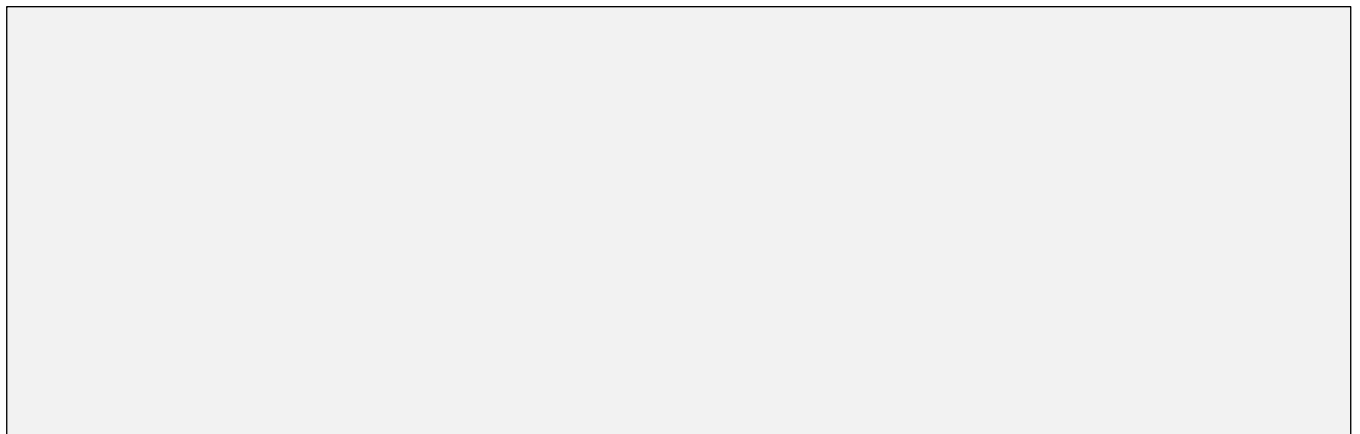
Reflective question 1: _____?



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Reflective question 3: _____?





Sustainability and Global Citizenship

Foundational skills of literacy and numeracy and core learning in subject areas.

Sustainability and global citizenship involves reflecting on and appreciating diverse world views and perspectives and understanding and addressing social, ecological, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required to be an engaged citizen with an appreciation for the diversity of people perspectives.

Initiating the conversation about GCs: What competencies have you already addressed? How? Which of the GCs seem to be addressed more within your role? Why? Which competencies do you need to draw out more? What are ideas for doing so? What exemplars are available to indicate how this GC might be targeted in your role?

Questions to initiate the discussion:

- Think of a recent cultural experience or local/global issue. Drawing upon your own experience, why is the development of this competency important?
- How would you rate your level of engagement as a citizen and your willingness to advocate for individuals and communities? What helped you develop the qualities of an engaged, responsible citizen?
- Infusing cultural and global citizenship may require a pedagogical shift. How might you champion that shift in your curriculum/classroom/school?
- How can a focus on cultural and global citizenship help students achieve the learner outcomes? To what degree and what ways do you address issues associated with climate change and action?

Strategies for Educators:

- Model and use cultural and global citizenship skills, attitudes and vocabulary in your classroom.
- Promote citizenship by incorporating environmental, cultural or community service projects in the classroom.
- Create a classroom climate that builds relationships through empathy, understanding different perspectives, and celebrating differences.
- Promote cultural and historical understanding of First Nations, Métis and Inuit peoples.
- Promote cultural and historical understanding of the Wolastoqiyik, Peskotomuhkati and Mi'kmaq (the Wabanaki Peoples)
- Teach or infuse elements of other languages or cultures in your classroom.

Student knowledge, skills, and attitudes to explore – specific ideas for lessons, activities, and initiatives

- Recognize and adhere to rules related to fairness, justice and equity.
- Recognize and celebrate how different cultures approach: concepts of age, sex, class, family, attitudes toward elders, adolescents, dependents, work, authority, age, death, spirituality, raising children, decision-making, problem solving.
- Use technology to connect with students in Indigenous communities, around Canada and the world - seek their perspectives on issues.
- Have students participate in elections (e.g. CIVIX Student Vote)
- Have students involved in/lead environmental, climate action projects.

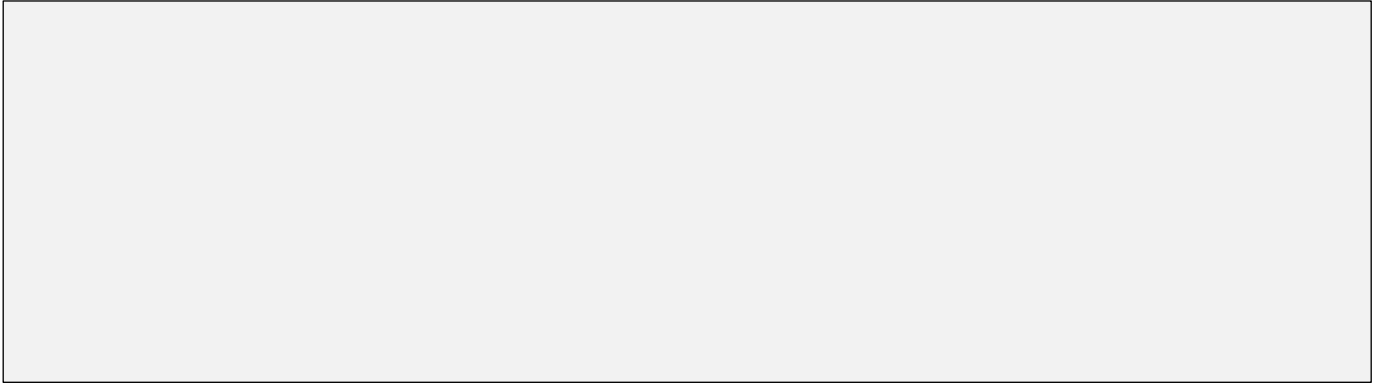
Resources and valuable links:

ASD-S SharePoint GCs Site
 ASD-S First Nation and Social Studies Education SharePoint site
 CIVIX – Student Vote
 The Physical Educator

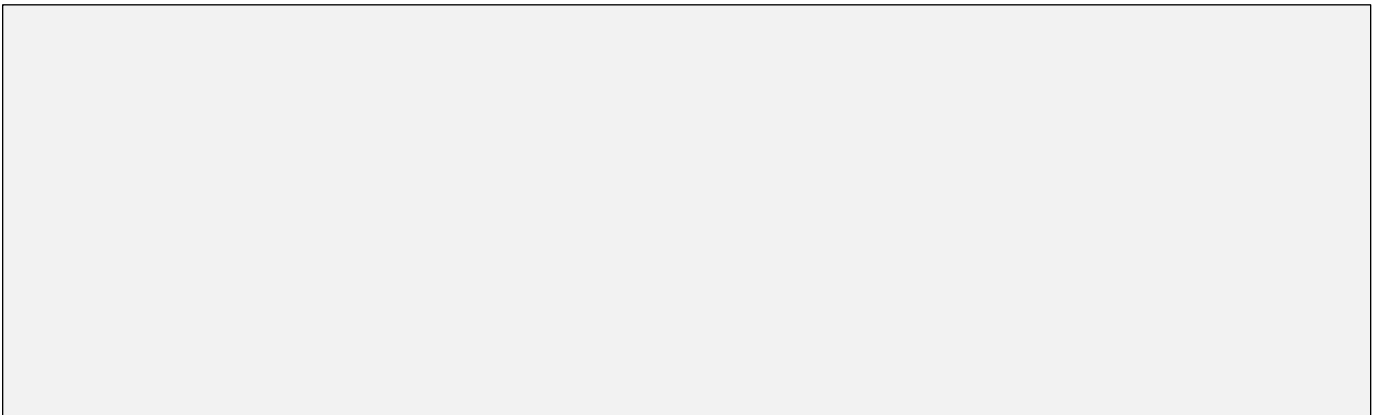
<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners>
<https://nbed.sharepoint.com/sites/FirstNationsandSocialStudiesEducation>
<https://studentvote.ca/canada/>
<https://thephysicaleducator.com/>

Sustainability and Global Citizenship: Reflective Questions

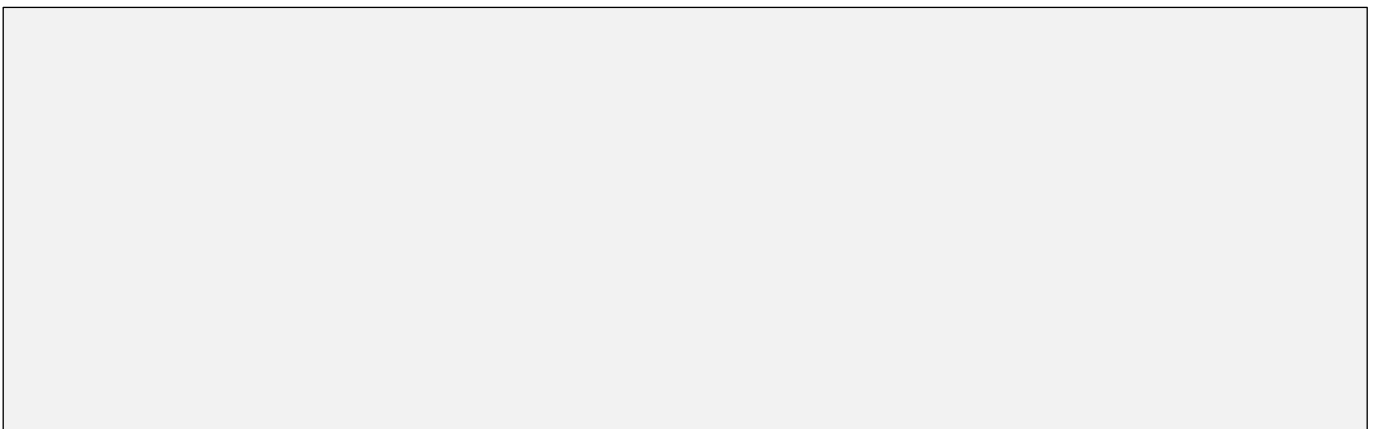
Reflective question 1: _____?



Reflective question 2: _____?



Reflective question 3: _____?



The NB Global Competencies in different subject areas, levels and roles

**Exemplars in different
subject areas in the classroom**

Click on this link to
access the exemplar folders

<https://nbed.sharepoint.com/sites/EngagedandGloballyCompetentLearners/All%20Support%20Documents/Forms/AllItems.aspx?viewid=88c5c32d%2Dc1e3%2D4d06%2Dae2%2Db2d20ca826de&id=%2Fsites%2FEngagedandGloballyCompetentLearners%2FAll%20Support%20Documents%2FExemplars>

**Exemplars in contexts and
roles outside of the classroom**

**Exemplars of
school-wide initiatives**

Exemplars Across Subject Areas, Grade Levels and Roles

This template may be used to collect exemplars across subject areas and roles. Educators are encouraged to simply identify outcomes targeted, describe the initiative and then identify which of the GCs has been explicitly addressed accompanied by a brief explanation as to how the GCs have been purposefully embedded into the learning.

Global Competencies: A tool for describing an exemplar of a lesson or initiative

<div style="border: 1px solid black; padding: 2px;"> Context: What is the subject area or role in which this initiative/lesson has taken place? <div style="border: 1px solid black; height: 20px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> What are the outcomes being targeted? <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Describe the initiative, lesson, or activity: <div style="border: 1px solid black; height: 150px; margin-top: 2px;"></div> </div>	<div style="border: 1px solid black; padding: 2px;"> Referring to the NB GCs 'indicators' and 'I can statements', explain how the NB Global Competencies have been purposefully and explicitly addressed: </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Collaboration: <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Communication: <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Critical Thinking and Problem-Solving <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Self-directed and Self-aware <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Innovation, Creativity, Entrepreneurship <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> Sustainability and Global Citizenship: <div style="border: 1px solid black; height: 30px; margin-top: 2px;"></div> </div>
Links or attachments: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 2px;"></div>	

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A completed sample of the Template to Collect Exemplars

This completed exemplar template describes an initiative undertaken by a kindergarten class. The teacher and students wanted to create an outdoor sharing space that was inspired and designed through Indigenous knowledge. Click on the link below to access the description and photos of this project.

<p>Context: What is the subject area or role in which this initiative/lesson has taken place?</p> <p>Kindergarten - You and Your World</p> <p>What are the outcomes being targeted?</p> <p>K 4.1 describe and locate some of the natural and constructed features of their community; K 4.4 identify connections between their community and other communities (local, national, and global).</p> <p>Describe the initiative, lesson, or activity:</p> <p>The idea for this initiative arose from conversations while developing our SIP. Several staff members expressed a desire to be more purposeful in teaching about First Nations in this area. Everyone recognized that by doing so, several outcomes relating to cultural competency, across curricula and grades, would be addressed. Considering that the above-mentioned kindergarten outcomes are linked to this idea, the kindergarten teachers decided to take the lead on the initiative. The K teachers developed a plan to develop a sharing circle space outside where students could share ideas, thoughts, concerns and interests. The K teachers sought Elder knowledge and advice to draw up the plans. The types of planters, plants, and structure (e.g. keeping the Eastern Door open) came from consultation and collaboration with Mi'kmaw Elders. Local contractors then assisted to construct the circular structure by piecing together heavy wooden benches. The space is now used by students from K-5 and community members now come to this space to assist students to tend to the garden. The K teachers involved the students in the plan drawings and in a post-construction activity during which time the students assessed the process and final product - the space. All agree that the maintenance of the site, during the school year, and summer, will depend on the strong relationship that we have developed with seniors within the community. Some of the seniors asked if they could meet on the weekend to share tea, treats, and stories. Of course, we see the value for SEL as well.</p>	<p>Referring to the NB GCs 'indicators' and 'I can statements', explain how the NB Global Competencies have been purposefully and explicitly addressed:</p> <p>✓ Collaboration: Students were taught about Elder protocol and how to collaborate with Elders and other First Nations. Students practiced offering tobacco and greeting an Elder prior to visits.</p> <p>✓ Communication: The students learned several greetings and expressions in the Mi'kmaw language. They learned about the significance of the drum and listened to the drumming of Elder George Paul. They learned the Mi'kmaw Honour Song.</p> <p>✓ Critical Thinking and Problem-Solving While involved in designing the layout and site for the sharing space, students worked in groups to consider placement of benches and plants, wind, weather, logistics around movement and cultural components (Eastern Door)</p> <p>✓ Self-directed and Self-aware The students explored how First Nations Peoples use the talking circle for wellness and connecting to self and others. This was compared and contrasted with our restorative practices and zones of regulation.</p> <p>✓ Innovation, Creativity, Entrepreneurship Students engaged in discussions to determine ideas for creatively representing the 4 sacred directions at the sharing space.</p> <p>✓ Sustainability and Global Citizenship: Learning about the space and it's place in the local natural setting and learning about First Nations culture directly addressed the idea of being stewards of the environment. We linked sustainability with maintenance and care of the sharing space - responsibility of everyone.</p>
<p>Links or attachments:</p>	<p>See photos and video of Mi'kmaw Elders' and local seniors' visits.</p>

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Ideas for Assessing the NB Global Competencies

“Assessment that works in the interests of children will enhance their ability to see and understand their learning for themselves, to judge it for themselves, and to act on their judgements.” ~ Mary Jane Drummond

https://nbed.sharepoint.com/:w:/r/sites/EngagedandGloballyCompetentLearners/_layouts/15/Doc.aspx?sourcedoc=%7B3640421D-1ADD-48D1-AD4B-96417044A8C0%7D&file=Assessing%20the%20Global%20Competencies.docx&action=default&mobileredirect=true

Document Summary

This resource was developed to support the work of educators in ASD-S who strive to better understand and address the NB Global Competencies. The hope of the developers of this resource is that it is regarded and used as a starting point for discussion and a tool to generate ideas for initiatives and lessons that are informed by the NB GCs. In addition, this resource, along with the ASD-S Global Competencies Share Point site, offers a vehicle to collect and share exemplars of work that has been directed by the NB GCs. Feedback is always welcomed and will be used to improve this resource as we move ahead and as we strive to prepare learners to meet present and future challenges.