

## Global Competencies - Pre-session Video Transcript

### Introduction

Envision learning environments where students and their teachers are engaged to interact in profound and meaningful ways. What if those ways led to empowering students to becoming leaders of their own learning--becoming, over time, better able to contribute to their communities?

### **Welcome to this pre-session video on *Global Competencies*.**

In this video, *Global Competencies* (Government of Ontario, 2016) are defined, characteristics explained, and suggestions are made for how you and your students can experience success through an active exploration and incorporation of these skills--sometimes referred to as *Transferable Skills* (People for Education, 2017) or the *6C's of Deep Learning* (Fullan & Langworthy, 2013).

Take it from me: Having consulted with several educators, exploring *Global Competencies* in their own practices, it is clear that the leadership imparted to students is transforming both teaching and learning.

As you continue with the video, consider framing your thinking against our session goals:

- (Teacher-focus) To deepen our understanding of practices that engage students with differences in backgrounds, learning strengths, needs and interests.
- (*Leadership Focus*) To inform your next best moves to supporting the growth of individual and collective teacher learning and practice.

### The Ontario Context: *Growing Success*

Currently, Ontario educators are continuously working alongside their students to helping them develop *Learning Skills*. These skills, based on research, are integral to helping them become effective learners and to succeed in both school and in life (*Growing Success*, 2010).

These skills include Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. *Growing Success* also provides several descriptors of sample behaviours that teachers can use when discussing the Learning Skills with their students and assessing their development of these skills.

### The Ontario Context: *Transferable Skills*

### ***What about Transferable Skills?***

To better understand the current context for skills that underpin successful, future-oriented learning--learning that provides opportunities for student-centered leadership and developing citizenship, we need to consider *Equity*.

According to *Ontario's Equity Action Plan (2017)*, we might describe equity as a state where “[a]ll students...have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives.”

Understanding that there are many considerations to addressing inequity in Education, of profound significance and hope, is captured by what Michael Fullan calls the *Equity Hypothesis* (in Thiers, 2017).

The hypothesis, essentially, is this: students who see themselves (and their learning) in the world--connected to the world; that is, relevant, meaningful and applicable learning (Sheninger, 2017)--learn more deeply and are, themselves, transformed along with the people they have served. In fact, Fullan explains through his own examples, that students most disaffected by a more traditional form of learning are quickest to adopt and move the furthest when we frame learning through globalized competencies (in Thiers, 2017).

This hypothesis, if educators are keen to take on its exploration, can work. But it is important to remember that our pedagogical practices must also be redressed, alongside our students and colleagues, if we are to generate solutions and sustain long-term growth to bringing *Equity* to student learning.

### Transferable Skills

***“...connected to the world; that is, relevant, meaningful and applicable learning...”***

To make better connections to the world, a different set of skills are required for success: these are called *Transferable Skills*.

These skills include: Critical Thinking, Innovation & Creativity, Self-Directed Learning, Collaboration, Communication and Citizenship.

Upon closer examination, these might be considered ‘meta’ skills: the previously-mentioned *Learning Skills* can be mapped under the *Transferable Skills*. Take, for instance, Critical Thinking. From the *Learning Skills*, Organization, Collaboration and Self-Regulation could all play key roles in students developing and enacting Critical Thinking. Similar connections can be made between the remaining Learning Skills and Transferable Skills.

Again, it’s important to make this distinction: Global Competencies connect students to the real-world. And it is through these connections that students will experience greater success.

### Connected Learning

Up to this point in time, you might be wondering: This is great, but what kinds of learning experiences are going to help the students in my school build the success that comes through identifying and recognizing these skills?



## How do we “...build the success that comes through identifying and recognizing these skills?”

Flat out, let’s recognize that there isn’t a ‘one-size-fits-all’ or ‘silver-bullet’ approach: In fact, and as you may have experienced (or are experiencing), this is exceedingly tough work, but it is and can be the most gratifying work and experience you and your school can have.

Systematically, you will need to collaborate with your leadership and fellow educators through cycles of inquiry, where you are simultaneously seeking out and honoring students’ voices. Based on the needs you identify, you might explore a confluence of factors--technology, pedagogical practices, connections to community, and learning spaces within your school and beyond the traditional classroom.

As an assurance, over time, it will get easier because you will be establishing a culture of learning that embraces these types of skills. And you’ll have the excellence as a marker of your school’s success--in achievement, well-being, and overall...student feedback that speaks of empowerment to being leaders of their own learning.

### Conclusion

Thank you for watching this video and moving further into the “Before You Arrive” activities. Leading up to our session, here are a few post-video suggestions to continue your learning:

- 1: **Delve into the suggested resources** linked alongside this video--you can find them either below the video on YouTube or, here, on the [session website](#).
- 2: Continuously **connect to the learning goals** mentioned in the introduction.
- 3: As a starting point, **explore Global Competencies** with your students.
- 4: **Visit** and participate in a **colleague’s classroom** where they are being used to frame both teaching and learning.
- 5: **Share your learning** with someone else--e.g., a colleague, your administrator, a network, or your PLC.
- 6: As you stretch your thinking and learning, you might also consider making connections **from Global Competencies** and/or **Formative Assessment** to the **elements of Thinking Classrooms** and/or **Flipped Learning**.

Note that each of these “Learning Activities” can be found on the session website:

- Formative Assessment: “[Learning Activity - Option 1](#)”
- Thinking Classrooms: “[Learning Activity - Option 2](#)”
- Flipped Learning: “[Learning Activity - Option 3](#)”



- Global Competencies: “[Learning Activity - Option 4](#)”

### Final Remarks

I’m looking forward to working alongside each of you, as we seek to co-create conditions that can give life to equity in the teaching and learning we do with students and one another each and every day.

If at any time, you have questions or comments, please feel free to reach out to me at *Flipping the Focus* using the “Contact” button (email: [flippingthefocus@gmail.com](mailto:flippingthefocus@gmail.com)) provided on the session website.

Sincerely,

Chris Stewart  
Educational Leader at *Flipping the Focus*

### References

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