



PAN-CANADIAN GLOBAL COMPETENCIES

BACKGROUND



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Building on strong foundations of numeracy and literacy, global competencies at CMEC represent a pan-Canadian effort to prepare students for a complex and unpredictable future with rapidly changing political, social, economic, technological, and ecological landscapes.

The ambiguity and uncertainty of these changes signal the need for educational institutions to provide younger generations with the knowledge, skills, values, and attitudes that they will need to become lifelong learners, to understand issues of global interdependence and to be active global citizens. Global competencies can assist youth to meet the shifting and ongoing demands of life, work, and learning; be active and responsive to their communities at a range of levels from local to global; leverage new technologies; engage in meaningful relationships with people from countries and cultures around the world; act responsibly to new challenges and issues; and embrace opportunities as they arise.

There is growing recognition that global competencies promote deeper learning by equipping students with the necessary tools to adapt to diverse situations and

become lifelong learners. These key competencies can be interdependent and leveraged in a variety of situations and across disciplines. They can also contribute to educational attainment, relationships, employment, health, and well-being outcomes. After all, there is an increasing number of jobs requiring both discipline-specific skills (cognitive competencies) and people skills and self-knowledge (interpersonal and intrapersonal competencies). Additionally, the development of global competencies can increase understanding of the global economic, social, political, technological and environmental forces that transcend national boundaries. This understanding can help prepare students to live, work and contribute to a world that is increasingly interdependent.

As a result, a clear and relevant definition of global competencies for students in the pan-Canadian context is essential to support future discussions on fostering and measuring these competencies across provincial and territorial education systems. To that end, ministers have endorsed the following six pan-Canadian global competencies:



Global competencies are overarching sets of attitudes, skills, and knowledge that can be interdependent, interdisciplinary, and leveraged in a variety of situations both locally and globally. The six pan-Canadian global competencies can be developed over time and they can equip learners with the ability to meet the shifting and ongoing demands of life, work and learning; to be active and responsive in their communities; to understand diverse perspectives; and to act on issues of global significance.

Ministers noted the significant alignment between these six pan-Canadian global competencies and the competencies that their provinces and territories have prioritized through the introduction of new curricula, programs, and initiatives. Subsequently, the details of the competency descriptions may continue to evolve as provinces and territories work with these competencies individually and collectively in curriculum, pedagogy, and assessment.

It is also important for education systems across Canada to actively work toward developing these global competencies in a context reflective of the Truth and Reconciliation Commission of Canada's Calls to Action for Education. Each of the global competencies at CMEC will be fostered in a way that reflects Indigenous knowledge, perspectives, language, beliefs, histories, and teaching methods; that acknowledges the historical and ongoing contributions of Indigenous peoples to Canada; and that recognizes the legacy of residential schools.

There are also a number of international initiatives that CMEC is engaged in and monitors to inform its steps moving toward fostering and assessing the CMEC Pan-Canadian Global Competencies, including:

- The Organization for Economic Co-operation and Development's (OECD) has initiated the project, "The Future of Education and Skills: Education 2030" which, as part of phase I, is developing a conceptual learning framework relevant for 2030 and completing an international curriculum analysis to be released in May 2019.
- The United Nations Educational, Scientific and Cultural Organization (UNESCO) has set a Sustainable Development Goal 4 on education that aims to "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" by 2030. Its corresponding targets address gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.
- The Programme for International Student Assessment (PISA) 2018 assessment aims to define and measure global competence as the extent to which "students have developed and can apply intercultural interactions and global issues."

CMEC looks forward to continuing its work on the global competencies built on foundational skills of literacy and numeracy, which are important to help create a sustainable future and to succeed in today's complex, interconnected, and ever-changing world.



Critical Thinking and Problem Solving



- Solves meaningful, real-life, complex problems
- Takes concrete steps to address issues
- Designs and manages projects
- Acquires, processes, synthesizes, interprets, and critically analyzes information to make informed decisions (critical, digital, and data literacy)
- Engages in an inquiry process to solve problems
- Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications
- Connects, constructs, relates, and applies knowledge to all domains of life such as school, home, work, friends, and community
- Analyzes the functions and interconnections of social, economic, and ecological systems



Critical Thinking and Problem Solving

DEFINITION

Critical thinking and problem solving involve 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, authentic experiences.

STUDENT DESCRIPTORS

- Students will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.
- Students will 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, digital, and data literacy).
- Students will see patterns, make connections, and transfer what they have learned from one situation to another, including in real-world applications.
- Students will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.
- Students will analyze the functions and interconnections of social, economic, and ecological systems.

Innovation, Creativity, and Entrepreneurship



- Contributes solutions to complex social, economic, and environmental problems
- Enhances a concept, idea, or product through a creative process
- Takes risks in thinking and creating
- Formulates and expresses insightful questions and opinions to generate novel ideas
- Tests hypotheses and experiments with new strategies or techniques
- Makes discoveries through inquiry research
- Demonstrates initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes
- Pursues new ideas and shows leadership to meet a need in a community
- Leads and motivates with an ethical entrepreneurial spirit



Innovation, Creativity, and Entrepreneurship

DEFINITION

Innovation, creativity, and entrepreneurship involve 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 economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.

STUDENT DESCRIPTORS

- Students formulate and express insightful questions and opinions to generate novel ideas.
- Students contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including: enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, discovering through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.
- Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.

Learning to Learn / Self-Aware & Self-Directed



- Learns the process of learning (metacognition) (e.g., independence, goal-setting, motivation)
- Believes in the ability to learn and grow (growth mindset) and monitors progress in learning
- Develops personal, education, and career goals and perseveres to overcome challenges to reach them
- Self-regulates in order to become a lifelong learner
- Reflects on thinking, experience, values, and critical feedback to enhance learning
- Cultivates emotional intelligence to understand self and others
- Adapts to change and shows resilience to adversity
- Manages various aspects of life; physical, emotional, (relationships, self-awareness), spiritual, and mental well-being
- Acquires movement skills for exercise and understanding of how and why to engage in exercise activities
- Develops identity in the Canadian context (e.g., origin and diversity) and considers connection to others and the environment
- Takes the past into account to understand the present and approach the future



Learning to Learn / Self-Aware & Self-Directed

DEFINITION

Learning to learn and to be self-directed and self-aware, means: becoming aware and demonstrating agency in one's process of learning including the development of dispositions that support motivation, perseverance, resilience, and self-regulation. Belief in one's ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one's past, present, and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world.

STUDENT DESCRIPTORS

- Students learn the process of learning (metacognition) (e.g., independence, goal-setting, motivation) and believe in their ability to learn and grow (growth mindset).
- Students self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.
- Students develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.
- Students develop personal, educational, and career goals and persevere to overcome challenges to reach goals. They adapt to change and show resilience to adversity.
- Students develop movement skills for exercise, understanding of how and why to take part in movement activities for exercise, and positive attitudes about healthy and active living.
- Students manage various aspects of their life: physical, emotional (relationships, self-awareness), spiritual, and mental well-being.

Collaboration



- Participates in teams, establishes positive and respectful relationships, develops trust, acts cooperatively and with integrity
- Learns from, and contributes to, the learning of others
- Co-constructs knowledge, meaning, and content
- Assumes various roles on the team
- Addresses disagreements and manages conflict in a sensitive and constructive manner
- Networks with a variety of communities/groups
- Respects a diversity of perspectives and recognizes different sources of knowledge, including Indigenous ways of learning
- Uses a rich variety of technology appropriately to work with others



DEFINITION

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 in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.

STUDENT DESCRIPTORS

- Students participate in teams by establishing positive and respectful relationships, developing trust and acting co-operatively and with integrity.
- Students learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.
- Students assume various roles on the team, respect a diversity of perspectives, and recognize different sources of knowledge, including Indigenous ways of learning.
- Students address disagreements and manage conflict in a sensitive and constructive manner.
- Students network with a variety of communities/groups and use an array of technology appropriately to work with others.

Communication



- Communicates effectively and respectfully in different contexts in oral and written form
- Asks effective questions to acquire knowledge
- Communicates using a variety of media
- Selects appropriate digital tools according to purpose and audience
- Listens and shows empathy to understand all points of view
- Gains knowledge about a variety of languages including Indigenous languages, and understands the importance of the diversity of languages in Canada
- Voices opinions and advocates for ideas
- Creates a positive digital footprint



DEFINITION

Communication involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) 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 footprint.

STUDENT DESCRIPTORS

- Students communicate effectively in different contexts in oral and written form through a variety of media.
- Students communicate using the appropriate digital tools and create a positive digital footprint.
- Students ask effective questions to acquire knowledge, listen to understand all points of view, voice their own opinions, and advocate for ideas.
- Students gain knowledge about a variety of languages, including Indigenous languages, and understand the cultural importance of language.

Global Citizenship and Sustainability



- Understands ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries
- Acts responsibly and ethically in building sustainable communities
- Recognizes discrimination and promotes principles of equity, human rights, and democratic participation
- Recognizes the traditions, ways of knowing, and histories of Indigenous peoples, appreciates their historical and contemporary contributions to Canada, and recognizes the legacy of residential schools.
- Contributes to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner
- Engages in local, national and global initiatives to make a positive difference
- Learns from and with diverse people and develops cross-cultural understanding
- Participates in networks in a safe and socially responsible manner



Global Citizenship and Sustainability

DEFINITION

Global citizenship and sustainability involves reflecting on diverse world views and perspectives and understanding and addressing ecological, social, 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 for an ethos of engaged citizenship, with an appreciation for the diversity of people and perspectives, and the ability to envision and work toward a better and more sustainable future for all.

STUDENT DESCRIPTORS

- Students understand the ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries.
- Students take actions and responsible decisions that support quality of life for all, now and in the future.
- Students recognize discrimination and promote principles of equity, human rights, and democratic participation.
- Students recognize the traditions, knowledge, and histories of Indigenous peoples, appreciate their historical and contemporary contributions to Canada, and recognize the legacy of residential schools.
- Students learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations
- Students engage in local, national, and global initiatives to make a positive difference.
- Students contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.
- Students as citizens participate in networks in a safe and socially responsible manner.

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