



TDSB Global Competencies: Annual Update

To: Program and School Services Committee

Date: 4 June 2019

Report No.: 06-19-3670

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the report be received.

Context

Global Competencies and deep learning through technology form a foundation of the Vision for Learning and in the Multi-Year Strategic Plan. TDSB's Global Competencies are: Communication, Collaboration & Leadership, Global Citizenship, Critical Thinking & Problem Solving, and Creativity, Inquiry & Entrepreneurship. Supporting teachers, administrators, and students to learn more about the Global Competencies and how to design and facilitate learning experiences based in the Global Competencies has been a focus this school year for Leadership, Learning and School Improvement, IT Services, the Digital Lead Learner (DLL) program, Hybrid DLL Teachers and the Digital Lead Administrators program.

(A) Building Capacity – Global Competencies

Leadership, Learning and School Improvement (LLSI): LLSI has made global competencies a focus of its professional learning supports to the schools through many initiatives. This has been evident through:

- providing resources that support culturally responsive and relevant pedagogy and inquiry;

- focusing on problem-based learning in a variety of disciplines including Science, Experiential Learning, Library & Learning Resources, French as a Second Language, The Arts, Social, Canadian & World Studies, and;
- Supporting teachers' professional growth through Additional Qualification courses emphasizing global perspectives and inquiry.
- The Digital Lead Learner Program: Technology Enabled Learning Pathways, Professional Learning Pathways, Exploration Classrooms, Workshops, Mentoring

Some of the ways Leadership, Learning and School Improvement supported Global Competency based learning in 2018-2019 included:

Digital Lead Learners (DLL): Building on last school year's work, the DLL Program continued to proactively support Global Competency based learning. The rapid growth of the membership of the DLL program required a restructuring to a three year model with an optional additional year as a DLL Mentor. *DLL Membership is now approximately 285 teachers.* In this new structure Year 1 DLLs are focused on their own professional learning. These are considered foundational pieces of knowledge that each DLL must be able to demonstrate. One of these foundational pieces is a module dedicated to Global Competencies. Having acquired this knowledge it is expected that in Year 2 and Year 3 of the program all work is tied to the Global Competencies, including all Technology Enabled Learning Sessions (TELS).

Digital Lead Learner Mentors (DLL Mentors): The *DLL Mentors grew from 28 to 56 this year.* They have been a critical resource for the DLL program. In their roles they:

- 1) Support Year 1 DLLs and facilitate and support Year 1 Module Course content and completion
- 2) Support Year 2/3 DLLs in their facilitation and delivery of the TELs including scheduling, attendance etc.
- 3) Facilitate professional learning and create resources to support the six Professional Learning Pathways (PLP).

The six PLPs were Inclusive Design and Technology, Design Thinking, Computational Thinking, Digital Citizenship, TATA Consultancy Services/golT Initiative and Global Competencies.

The golT initiative grew substantially this year and was deeply rooted not only in the Global Competencies but included an emphasis on the United Nations Sustainability Goals for 2030. This partnership and program with TCS allowed us to bring TCS industry experts into TDSB classrooms. There were 1200 students that participated in the program K-12. We had 150 students compete in the golT Student Tech Summit on May 14th where students showcased their work and competed in a UNSDG Challenge using Global Competencies.

While Global Competencies was a dedicated pathway in and of itself, each and every PLP is rooted in the Global Competencies. It should be noted that this year, the Digital Lead Learners hosted twelve, 3-day professional learning modules for elementary and secondary teachers to deepen their understanding of the Global Competencies. Over 360 teachers attended these modules which was doubled from the previous year. Participants in these modules created a Global Competencies based learning experience for their direct use with their students and colleagues or used a previously created learning experience and recreated it in their own classrooms with their students and shared an artefact of that teaching and learning.

In addition, a Global Competencies Course was planned, designed, written and piloted by the Hybrid DLL Teachers and DLL Mentors and will be ready for wide-spread usage in September 2019.

Global Competencies Posters: To increase awareness of the Global Competencies across the District and to assist in providing consistent communication, language and visual guidance for administrators, teachers and students, Global Competencies icons and student centered “I” statements were designed and developed and curated into posters in a variety of sizes. While there is a self-print option available in sizes for school printers to date, approximately 4,000 of the 2’x3’ sized posters have been ordered and printed at Tippet and posted in schools and workspaces. See Appendix A.

TDSB Global Competencies Website: The site, <http://bit.ly/tdsbgc>, was created two years ago and continues to be enriched with additional learning experiences, artefacts of teaching and learning, research and resources which includes a Guide to the Global Competencies and a planning resource for teachers. Learning experiences have been translated into French with plans to continue not only to build the collection of learning experiences but to also ensure that each of these has a corresponding French translation. The website also reflects a concerted effort to connect our TDSB Global Competencies Learning Experiences with the 17 United Nations Sustainable Development Goals for 2030.

DLL K-12 Marketplace 2019: The DLL K-12 Marketplace also took place at the Unleashing Learning conference where 90 Year 2/3 DLLs presented their teaching and learning with Global Competencies and deep learning through technology.

Library & Learning Resources: This year Library & Learning Resources is actively aligning many areas of their work to have an intentional focus on the Global Competencies and deep learning through technology. This was demonstrated in the following areas:

Resource Acquisition: Library & Learning Resources reviewed its acquisition protocols to focus on resources (videos, novel sets, guided reading, and mentor texts) that support Global Competencies-based learning (i.e. world issues, current events, environment, diverse perspectives, technology, and society, etc.) These are available to all TDSB educators.

Professional Learning Sessions: Library & Learning Resources provided sessions for teachers on the alignment of the resources available in the TDSB Virtual Library with Global Competency learning. These sessions took place at Unleashing Learning, at Learning Centre events, at in-school meetings and at other TDSB conferences or meetings.

Library Learning Commons Revitalization: Support provided for transforming school libraries into Library Learning Commons with the lens of Global Competency focussed learning. This included developing spaces that link digital and print resources, support collaboration and inquiry, information literacy and deep learning through technology. See Appendix A.

Parents as Partners Conference: On Saturday, March 31st, 2019, the Global Competencies were present as a full session at the Parents as Partners Conference. The session introduced parents to the competencies, the TDSB supported digital tools and the UN Sustainable Development Goals as they relate to the Multi-Year Strategic Plan, Ministry curriculum and real world problem solving.

Salmon Hatchery Program: This year 20 schools participated in the Salmon Hatchery Program. The program is designed for grade 4-6 students to take part in taking care of endangered salmon species in their classrooms. This is an inquiry and critical thinking based program that engages students in discussions around careers in biology and environmental science with various experts such as scientists, biologists and researchers. Students also expand their cross-curricular knowledge and understandings about endangered salmon species in order to apply their understanding to other real world environmental and global citizenship issues. At the culmination of the program students release the salmon in conversation areas and track the salmon populations in order to determine whether their initiative is having the desired environmental impact i.e. increasing endangered salmon populations.

Cooperative Education: In 2018-2019, students were registered in over 5,900 Cooperative Education credits. The Revised Cooperative Education curriculum (2018) now includes an Inquiry strand. Experiential Learning staff made Global Competencies a focus of the curriculum roll-out to ensure students have an opportunity to develop critical literacy, synthesize information, make informed decisions, communicate effectively, and develop knowledge, skills and perspectives they need to be active

citizens in their communities and globally. Another example of the focused work in Cooperative Education is the Arts Co-op Program. Students create works in response to local and global problems and issues such as access to water and land rights. The program aims to build cross-cultural understandings through storytelling, theatre, dance, and film. Indigenous perspectives and worldviews are integral to the program. Students tour their artistic works to Gr. 7/8 schools. They use their creative work as a catalyst for conversation with intermediate students and teachers about complex real world issues.

Information Technology Services (IT Services): Global Competencies and Deep Learning Through Technology is a critical pillar in the IT Services' strategy. This work took many forms in 2018-19 including:

Digital Lead Administrator (DLA): This program entered its second year adding another cohort of 50 administrators. This program is an evolution of the DLL program for principals and vice-principals – two from each Learning Network. This group has a focus on global competency professional learning, specifically; identifying conditions necessary for change, the key components of a learning environment required for global competencies learning and characteristics of global competency based learning experiences. Year 2 DLAs focussed on sharing global competency based learning in their schools, specific technologies, privacy and pedagogical relevance.

Unleashing Learning Conference 2019: All sixty sessions as well as the 48 micro-sessions at this year's Unleashing Learning conference on April 25th were based on one or more Global Competencies. Approximately 1500 TDSB teachers, administrators, senior staff and trustees attended the conference where our teachers shared what Global Competencies based learning looks like in their classrooms.

(B) Building Capacity – Deep Learning Through Technology

“We will transform student learning by engaging students in deep learning opportunities that allow them to develop their literacy and math skills and global competencies. We use the term deep learning to describe achievement in a very specific way. Many people might define achievement as the lessons a teacher prepares, directions to students, student performance on tasks or tests, and the mark a teacher assigns. Our understanding of deep learning is illustrated by students taking ownership for their learning supported by the teacher, working with classmates on challenging issues and incorporating their interests and strengths while foundational skills and curriculum expectations are taught. Deep learning experiences engage students in community service, social justice and issues of sustainability, so they can see themselves as people who can make a difference in their classroom, school, community and beyond.”

A variety of schools and system supports were made available to help build deep learning through technology capacity.

Leadership, Learning and School Improvement: LLSI has made deep learning with technology a focus of its professional learning supports to the system this year. This has been evident through:

Hybrid DLL Teachers - Global Competencies and Deep Learning Through

Technology: Hybrid DLL Teacher roles were created to support the Global Competencies and Deep Learning through Technology. These six Hybrid DLL Teachers, 3 elementary and 3 secondary, invite teachers from across the district into their Exploration Classrooms to provide them with an opportunity to see the Global Competencies and Deep Learning through Technology in action. In addition to these opportunities, the second half of the day allows for authentic peer to peer co-learning and mentoring around specific implementation and integration strategies as well as workshops for digital tools that support deep learning. In addition to the work of the Hybrid DLL Teacher exploration classrooms several Leadership, Learning and School Improvement subject specific areas also offered Exploration Classrooms focused on the Global Competencies. For example, elementary and secondary Arts teachers co-lead a series of exploration classrooms and professional learning opportunities designed to share how innovative arts practices can be utilized as a vehicle for exploring and strengthening Global Competencies within a process of inclusive design. There was also evidence of similar work in French as a Second Language.

Pedagogical Documentation and the Global Competencies: Several Hybrid DLL Teachers co-planned, created and facilitated eight half day learning opportunities to support pedagogical documentation using District supported digital tools. The Global Competencies ask that students be provided with learning experiences that allow them to demonstrate these competencies; critical thinking, problem solving etc. This requires a change in practice as teachers must be able to show through documentation individualized evidence of this learning. These 8 learning opportunities highlighted Google Photo, Google Keep and Brightspace Portfolio which can be used to capture this evidence and communicate that with parents/guardians. In addition, teachers were shown through existing exemplars students documenting their own learning, primary to senior.

Technology Enabled Learning Sessions (TELS): The Digital Lead Learners provided over 110 TELS. Each session took place after school in every Learning Network. Sessions were offered both face to face and online. These sessions were a combination of both a Global Competency and a specific technology including Critical Thinking and Inquiry using the Virtual Library, Making Global Connections with Google

Meet and Creating Community with Google+. Over 850 elementary and secondary teachers attended these sessions.

STEM Equity Conferences: On February 27 and 28, the STEM Equity Conferences were offered in partnership with Centennial College, to promote diversity in STEM, intentionally address the STEM gender gap, provide equity of access to a full range of educational opportunities in STEM, facilitate the development of global competencies, motivate students to pursue STEM-related educational pathways, and build teacher capacity in global-competency based educational practices. The conference was attended by more than 1000 students and educators.

Coding & Robotics Modlets: In this 4-week online course, offered in January, February, April & May, beginning teachers from 40 schools across the TDSB worked collaboratively with a professional learning community to explore the various features and capabilities of educational robots, develop and implement lessons using robotics in the classroom to foster Global Competencies and receive, review and recommend a wide variety of resources to support the curricular integration of robotics through completion of weekly assignments.

Skills Ontario Challenges and Competitions: These challenges and competitions offer students an opportunity to respond to a challenge/scenario that is presented and to demonstrate their problem solving, critical thinking, communication, collaboration, creativity through the design process and tech skills to create a product that is evaluated by industry experts.

Elementary: This year, the Experiential Learning and STEM/Science departments collaborated to host Ontario Provincial Qualifiers for junior and intermediate students from across the TDSB. This year's offering included challenges in the following areas: Cardboard Boat Race, Construction, Technology, Workplace Safety, Green Energy and Lego Robotics. Sixty-one teams competed in the TDSB competitions and 27 teams competed at the Skills Ontario Challenges. The TDSB won 6 medals in 5 of the 7 challenges.

Secondary: Secondary Skills Competitions include competitions in all technological education areas from auto repair and painting, construction, culinary, landscaping, masonry, to workplace safety and more. Over 350 students competed in 40 TDSB competitions and 150 students competed at the Skills Ontario competition. The TDSB won 16 medals, with four students (three will be competing) winning Gold medals and qualifying for the Skills Canada National Competition.

Community Connected Experiential Learning (CCEL): The Experiential Learning department supported 54 Elementary and 47 Secondary innovative Community-Connected Experiential Learning projects for students from Kindergarten to Grade 12. CCEL is an approach to student learning that provides K - 12 and adult students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global), reflect on those experiences to derive meaning from them, and apply their learning to their decisions and actions in various aspects of

their lives.

Academic Pathways, Universal Design and Global Competencies: In order to broaden the reach of the Global Competencies work intentional internal collaborations were created so that teachers could better understand the connection between the Global Competencies and transforming student learning. In partnership with Teaching and Learning with Technology, the Special Education Assistive Technology team, several Hybrid DLLs and a K-12 Learning Coach workshops that focused on Academic Pathways, Universal Design for Learning, Global Competencies and Assistive Technologies were co-designed and centred on the intermediate Science curriculum in the transition years (Grades 7-10). This was also done for the intermediate Mathematics curriculum. Six sessions were held. There were 180 teachers in attendance, from both panels, often coming with a school partner or as a school team.

TDSB Digital Citizenship Week #TDSBDigCit: New this year is a week in May where in partnership with several over organizations; Toronto Public Library, City of Toronto etc. TDSB will focus on Digital Citizenship. Digital Citizenship events and supporting resources are created and shared. This digital citizenship awareness campaign is tied directly to the Global Citizenship and Character competencies. Global Citizenship in the 21st century demands that our human rights and responsibilities extend to our digital interactions socially, commercially and legally.

Google Camp: On Saturday, November 3, 2018 the 6th annual Google Camp took place. Over 500 teachers, administrators and support staff attended & participated in professional learning dedicated to connecting Global Competencies and GSuite for Education tools to teaching and learning. Over 75 sessions were offered, every one of them by a TDSB staff member sharing personal professional experiences from their school or work place.

Information Technology Services (IT Services): IT Services partners with LLSI on many of the initiatives outlined above including the DLL program, Hybrid DLL teachers, Digital Citizenship Week and Google Camp.

IT Services has been working on two additional key Deep Learning Through Technology priorities; Development of a School/Parent Communication & Collaboration Platform and a tool to document student learning.

The Ministry of Education recently licensed the Brightspace Learning Environment platform for all school districts in the province, free of cost. IT Services is actively pursuing the use of this environment as a communication and collaboration platform for schools and parents to share information such as News announcements and Calendar while providing a portal experience linking to other district services and information for staff and parents. This work is

progressing well and a pilot is planned for September 2019 with a small number of elementary and secondary schools.

The Brightspace learning platform also provides an excellent tool for documenting student learning called Portfolio. The Digital Lead Learners and DLL Hybrid Teachers offered a number of sessions across the district focussed on raising awareness of Portfolio, its functions and capabilities. Portfolio is an important tool that enables students to safely and securely document the learning happening at school, K - 12, and teachers the ability to provide feedback and align collected artifacts to the Ontario Curriculum and Global Competencies. Parent access to Portfolio artifacts is also available, a pilot has just begun with wide availability planned for September 2019.

2019-20 Action Plan and Associated Timeline

Planning for the next academic year has begun and will remain focussed on increasing awareness and understanding of Global Competencies based learning. We will continue to support schools to understand, identify and create the learning conditions required for successful global competencies teaching and learning . The aim is to continue to provide a number of Global Competencies based learning opportunities for students K–12 through professional learning.

Resource Implications

Once budget allocation has been finalized we will re-examine the actions needed to support the goals of the Multi Year Strategic Plan and align those with our core priorities.

Communications Considerations

A communications plan will be created once the 2019-2020 operating budget has been finalized.

Board Policy and Procedure Reference(s)

P002 - Mission, Values and Goals

Appendices

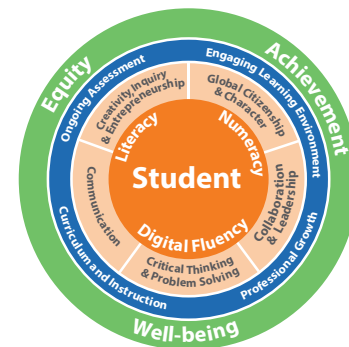
- Appendix A: Global Competencies Posters
- Appendix B: Global Competencies French version
- Appendix C: Virtual Library Tools & Content Supporting Global Competencies
- Appendix D: Information Technology Services Strategy Poster

From

Manon Gardner, Associate Director - School Operations and Service Excellence at
manon.gardner@tdsb.on.ca.

Kathy Witherow, Associate Director - Leadership, Learning and School Improvement at
kathy.witherow@tdsb.on.ca.

tdsb Global Competencies



Critical Thinking and Problem Solving



Global Citizenship and Character



Communication



Collaboration and Leadership



Creativity, Inquiry and Entrepreneurship



I can solve meaningful, real-life, complex problems.

I take concrete steps to address issues.

I am able to design and manage projects.

I acquire, process, interpret and analyze information to make informed decisions (critical and digital literacy).

I engage in an inquiry process to solve problems.

I make connections and transfer learning from one situation to another.

I contribute to society and the culture of the local, global and digital community in a responsible, accountable, and ethical manner.

I engage in local and global initiatives to make a difference.

I learn from and with diverse people.

I interact safely and responsibly within a variety of communities.

I am creating a positive digital footprint.

I relate to the environment and am mindful of the importance of all living things.

I communicate effectively in different contexts in oral and written form.

I ask effective questions to acquire knowledge.

I can communicate using a variety of media.

I select appropriate digital tools according to the purpose.

I listen to understand all points of view.

I am able to voice opinions and advocate for ideas.

I learn from, and contribute to, the learning of others.

I am able to co-construct knowledge, meaning, and content.

I assume various roles on the team.

I network with a variety of communities/groups.

I respect a diversity of perspectives.

I contribute solutions to complex problems.

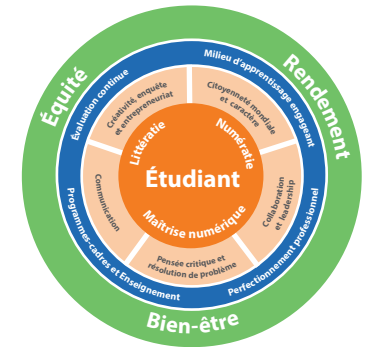
I am able to develop or enhance a concept, idea or product.

I can make discoveries through inquiry and research.

I pursue new ideas to meet a need of a community.

tdsb

Compétences globales



Pensée critique et résolution de problème



Je peux résoudre des problèmes complexes, significatifs et concrets.

Je prends des mesures concrètes pour résoudre les problèmes.

Je suis capable de concevoir et de gérer des projets.

J'acquiert, traite, interprète et analyse des informations pour prendre des décisions éclairées (connaissances critiques et numériques).

Je m'engage dans un processus d'enquête pour résoudre des problèmes.

Je crée des liens et transfère l'apprentissage d'une situation à l'autre.

Citoyenneté mondiale et caractère



Je contribue à la société et à la culture de la communauté locale, mondiale et digitale de manière responsable et éthique.

Je m'engage dans des initiatives locales et mondiales pour créer une différence.

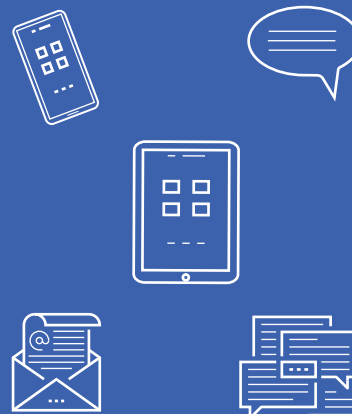
J'apprends de et avec diverses personnes.

J'interagis de manière prudente et responsable dans des communautés diverses.

Je suis membre d'une communauté positive.

Je suis en relation avec l'environnement et je suis conscient de l'importance de tout ce qui vit.

Communication



Je communique de façon efficace dans des différents contextes sous forme orale et écrite.

Je pose des questions efficaces pour acquérir des connaissances.

Je peux communiquer en utilisant de divers supports.

Je sélectionne les outils digitaux appropriés en fonction du but.

J'écoute pour comprendre tous les points de vue.

Je suis capable d'exprimer des opinions et de défendre des idées.

Collaboration et leadership



J'apprends de, et contribue à, l'apprentissage des autres.

Je suis capable de co-construire des connaissances, sens et contenu.

J'assume divers rôles dans l'équipe.

J'établis des relations avec une variété de communautés/groupes.

Je respecte une diversité de perspectives.

Créativité, enquête et entrepreneuriat



Je contribue des solutions à des problèmes complexes.

Je suis capable de développer ou améliorer un concept, une idée ou un produit.

Je peux faire des découvertes par enquête et recherche.

Je poursuis de nouvelles idées pour répondre aux besoins d'une communauté.



IT Services

Our Mission

Advance **TDSB's Vision for Learning and Service** through strategic partnership and leadership in **technology and innovation**, guided by the **Integrated Equity Framework**.

Our Strategy

GLOBAL COMPETENCIES AND DEEP LEARNING THROUGH TECHNOLOGY



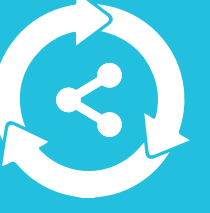
Provide strategic technology leadership to help support innovative and transformational pedagogical practices and digital technology tools and resources in the classroom.

EQUITABLE ACCESS TO TECHNOLOGY



Help identify creative and innovative new ways to improve equitable access to devices and technology tools and resources by students and staff at TDSB.

DIGITAL TRANSFORMATION



Assist in the digital transformation of TDSB by developing innovative new ways to digitize, automate and streamline classroom and administrative processes.

IT MODERNIZATION



Modernize TDSB's technology infrastructure to provide a robust, stable, efficient and highly available computing environment.

BOARD WIDE IT COLLABORATION



Promote increased collaboration between departments performing IT related work across TDSB to improve governance and management of the IT environment.









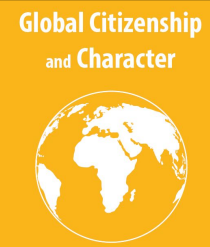








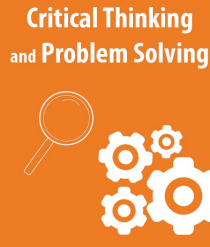


















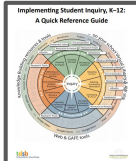
IT SERVICE EXCELLENCE



Provide excellent technology services by streamlining IT processes, improving communication, promoting shared leadership and delivering high quality IT solutions.

your **tdsb** virtual library

Tools and content supporting Global Competencies

 Creativity, Inquiry and Entrepreneurship	 Britannica School	 Kids InfoBits	 Idéllo	 Primary Search	 Encyclopedia Universalis/ Universalis Jr.	 Naxos	 Jobs People Do	 NFB	 Canadiana Online	 Science Reference Centre	 Teen Health & Wellness
 Global Citizenship and Character	 CultureGrams	 Global Issues in Context	 BookFlix	 LesPlan	 Toronto Public Library	 Destiny Discover	 Teen Health & Wellness	 Canadian Reference Centre	 National Geographic Channel	 CBC Curio News in Review	
 Critical Thinking and Problem Solving	 Explora	 PebbleGo	 tab-vue	 Canadian Encyclopedia	 Gizmos	 Canadian Reference Centre	 Canadian Literary Centre	 History Reference Centre	 Literary Reference Centre	 Advanced Placement Source	 Gale Virtual Reference Library
 Communication	 Mindomo	 Pixton	 Learn360	 Capstone	 CBC Curio	 NFB	 NovelList	 Canadian Points of View	 Library Learning Resources and global education @TDSBLibrary @tdsbVL		
 Collaboration and Leadership	 Global Issues in Context	 Canadian Points of View	 Mindomo	 Pixton	 Imagine the Learning	 Research Success	 I.S.I.				



Library Learning Resources
and global education

@TDSBLibrary **@tdsbVL**

This chart is a starting point to identify close alignments between Virtual Library resources and specific Global Competencies. Keep in mind that these resources are flexible and can be used across the competencies.