

# 18<sup>th</sup> OECD/Japan Seminar, Education 2030

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December 10, 2015  
Tokyo, Japan

**cmec**

Council of  
Ministers  
of Education,  
Canada

Conseil des  
ministres  
de l'Éducation  
(Canada)



# Canada Context for Education



- Constitutionally, education is a provincial and territorial responsibility (10 provinces, 3 territories)
- No integrated national system of education
- Council of Ministers of Education, Canada (CMEC)

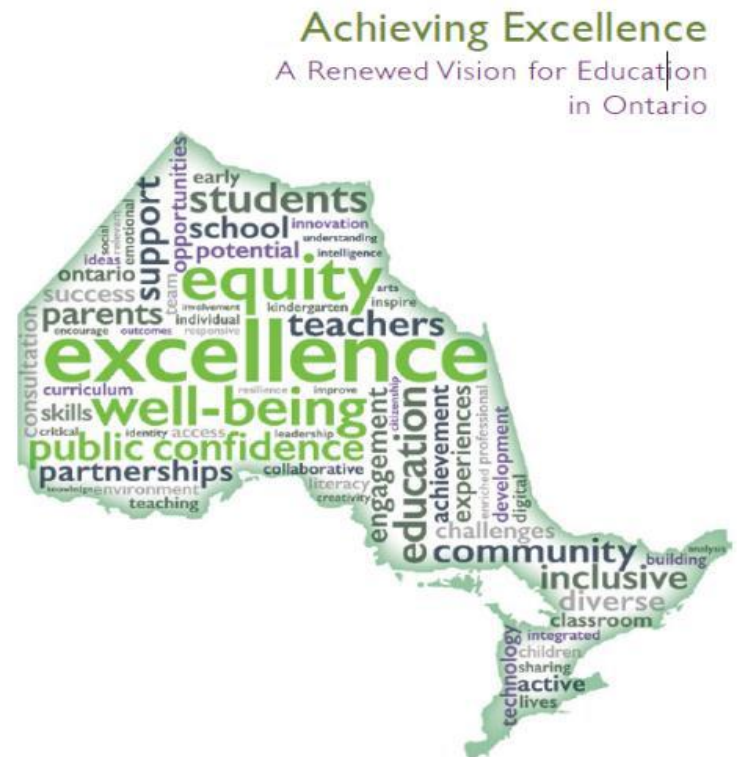
## *Provincial and Territorial Similarities and Differences*

- Common societal belief in importance of education
- Many similarities and significant differences in, for example, curriculum, assessment, accountability
- Differences reflect history, language, geography, cultural differences and needs

# Ontario Overview

Ontario's renewed vision for education, *Achieving Excellence*, developed based on extensive broad-based public consultation, centres on four priorities:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence



April 2014

# Pan-Canadian Work on Global Competencies



- Global competencies are a priority item for pan-Canadian action
- Specifically, the areas of particular importance are:
  - Developing a clear and relevant vision for student global competencies for pan-Canadian action
  - Building upon already strong education systems in Canada
  - Developing student competencies that address the new societal, environmental, educational, and economic challenges

# Selected Potential Areas of Focus



Potential areas of focus build upon the ongoing pan-Canadian work in education and future priorities

## TEACHING AND LEARNING

- the impact of information and communications technologies (ICT)
- supporting diverse students within our education systems
- understanding the unique and evolving learning habits practiced by 21st century students.

## ABORIGINAL EDUCATION

- a uniquely Canadian take on the connection between global competencies and Aboriginal knowledge and world views.

## EQUITY

- providing high-quality education and achieving a high level of equity in student access to learning opportunities
- ensuring the success of all students, including Aboriginal learners, immigrant students, and students with disabilities

## EXPERIENTIAL LEARNING

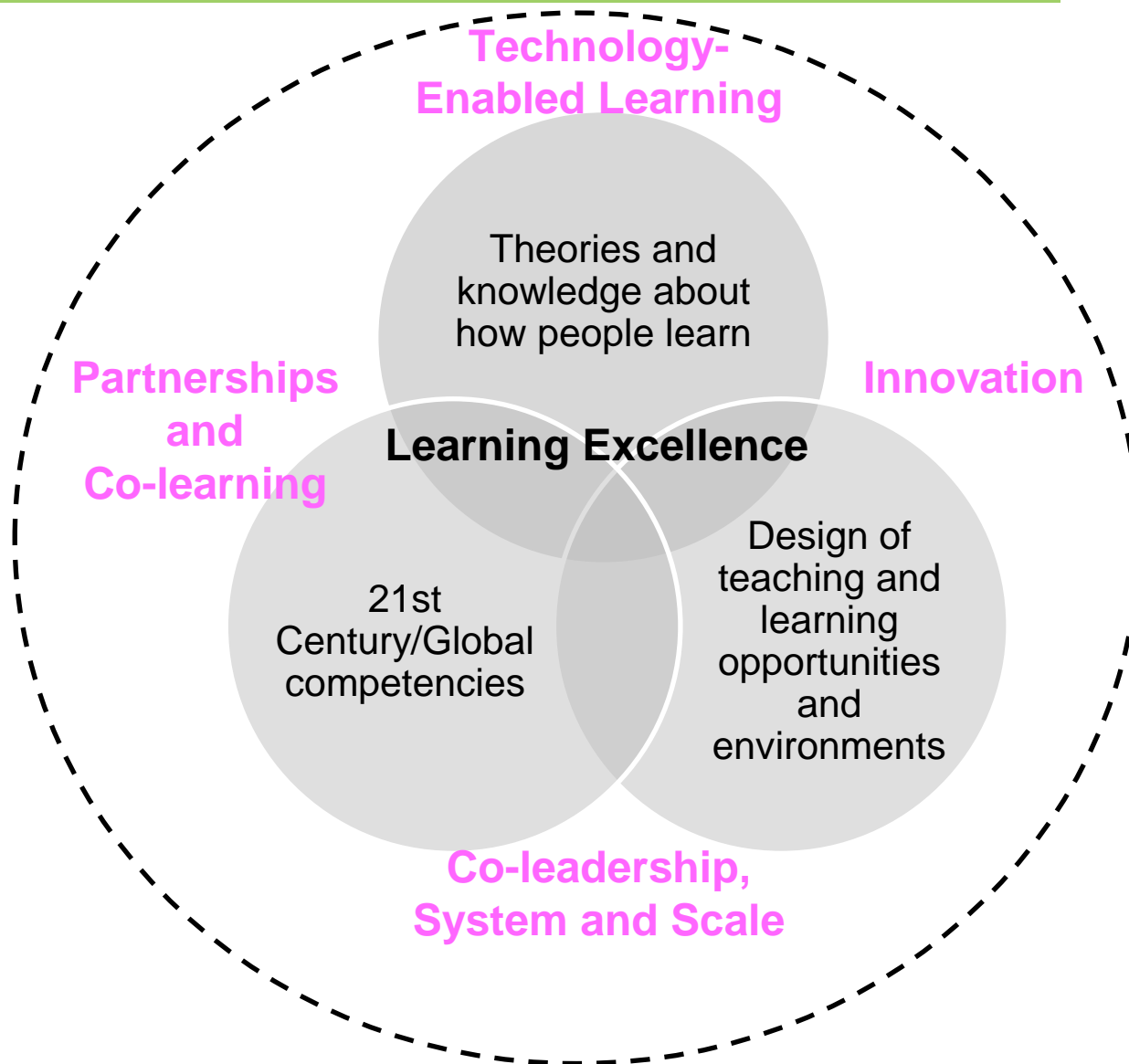
- exploring the potential for experiential learning both inside and outside the classroom
- tied to ways of being in the community, such as promoting active citizenship and service learning.



# Ontario's Journey of Transforming Education for Deeper Learning



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# 21st Century/Global Competencies



“Today, schools need to prepare students:

- ❑ for more **rapid economic and social change** than ever before,
- ❑ for **jobs that have not yet been created**,
- ❑ to **use technologies that have not yet been invented**,
- ❑ to **solve social problems that we do not yet know will arise.**”

(OECD, 2015)





# Ontario's Notional 21st Century / Global Competencies Categories



cmecc

- Solves meaningful, real-life, complex problems
- Takes concrete steps to address issues
- Designs and manages projects
- Acquires, processes, interprets, and analyzes information to make informed decisions (critical and digital literacy)
- Engages in an inquiry process to solve problems
- Makes connections and transfers learning from one situation to another

## Critical Thinking and Problem Solving



- Contributes solutions to complex problems
- Enhances a concept, idea or product
- Takes risks in thinking and creating
- Makes discoveries through inquiry research
- Pursues new ideas to meet a need of a community
- Leads and motivates with an ethical entrepreneurial spirit

## Innovation, Creativity and Entrepreneurship



- Learns the process of learning (metacognition)
- Believes in the ability to learn and grow (growth mindset)
- Perseveres and overcomes challenges to reach a goal
- Self-regulates in order to become a lifelong learner
- Reflects on experience 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, relationship, spiritual and mental well-being

## Learning to Learn/ Self-Aware & Self-Directed Learning



- Participates in teams; establishes positive relationships
- Learns from, and contributes to, the learning of others
- Co-constructs knowledge, meaning and content
- Assumes various roles on the team
- Manages conflict
- Networks with a variety of communities/groups
- Respects a diversity of perspectives

## Collaboration



- Communicates effectively in different contexts in oral and written form in French and/or English
- Asks effective questions to acquire knowledge
- Communicates using a variety of media
- Selects appropriate digital tools according to purpose
- Listens to understand all points of view
- Gains knowledge about a variety of languages
- Voices opinions and advocates for ideas

## Communication



- Contributes to society and the culture of their local, global and digital community in a responsible, accountable, and ethical manner
- Engages in local and global initiatives to make a difference
- Learns from and with diverse people
- Interacts safely and responsibly within a variety of communities
- Creates a positive digital footprint
- Relates to the environment and is mindful of the importance of all living things

## Global Citizenship



# Current Report Card Example Grades 1 to 6



## Elementary Provincial Report Card

Date: \_\_\_\_\_

Student:		OEN:	Days Absent:	Total Days Absent:
Grade:	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address:		Address:		
		Principal:	Telephone:	

GRADE IN SEPTEMBER ➔ \_\_\_\_\_

**Learning Skills and Work Habits**      E - Excellent    G - Good    S - Satisfactory    N - Needs Improvement

<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>

**Strengths/Next Steps for Improvement**

Student:	OEN:	Grade:
Subject	Report	Strengths/Next Steps for Improvement
	1	
<b>Language</b>	<input type="checkbox"/> NA	
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Oral Communication	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Media Literacy	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
<b>French</b>	<input type="checkbox"/> NA	
Listening	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Speaking	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Reading	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
Writing	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP	
	<input type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended	Oral Communication, Reading, Writing
<b>Native Language</b>		
	<input type="checkbox"/> ESL/ELD	
	<input type="checkbox"/> IEP	
	<input type="checkbox"/> NA	
<b>Mathematics</b>	<input type="checkbox"/> French	
Number Sense and Numeration	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Measurement	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Geometry and Spatial Sense	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Patterning and Algebra	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
Data Management and Probability	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
	<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	
<b>Science and Technology</b>		Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
	<input type="checkbox"/> ESL/ELD	
	<input type="checkbox"/> IEP	
	<input type="checkbox"/> French	

# Current Report Card Example Grades 1 to 6 (continued)



Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
<b>Social Studies</b> <small>Heritage and Identity, People and Environments</small> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			
<b>Health and Physical Education</b> Health Education: Healthy Living, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French Physical Education: Active Living, Movement Competence, Living Skills <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French			
<b>The Arts</b> Dance <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Drama <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Music <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Visual Arts <input type="checkbox"/> French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA			
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA			

Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_

Letter Grade	Achievement of the Provincial Curriculum Expectations
<b>A- to A+</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>B- to B+</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>C- to C+</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>D- to D+</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>R</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a letter grade

ESL/ELD - Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.  
 IEP - Individual Education Plan  
 NA - No instruction for subject/strand for reporting period

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature: **X**      Principal's Signature: **X**

Elementary Provincial Report Card (Please have your child complete the form below, and return it to your child's teacher.)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ OEN: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Student's Comments**

• My best work is:

• My goal for improvement is:

Student's Signature: **X**

Elementary Provincial Report Card (Please complete, sign, and detach the form below, and return it to your child's teacher.)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ OEN: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parent's/Guardian's Comments**

• My child has improved most in:

• I will help my child to:

I have received this report card.  
 I would like to discuss this report card. Please contact me.

Parent's/Guardian's name (please print): \_\_\_\_\_ Signature: **X** Date: \_\_\_\_\_  
 Telephone (day): \_\_\_\_\_ Telephone (evening): \_\_\_\_\_

# Curriculum Renewal Considerations

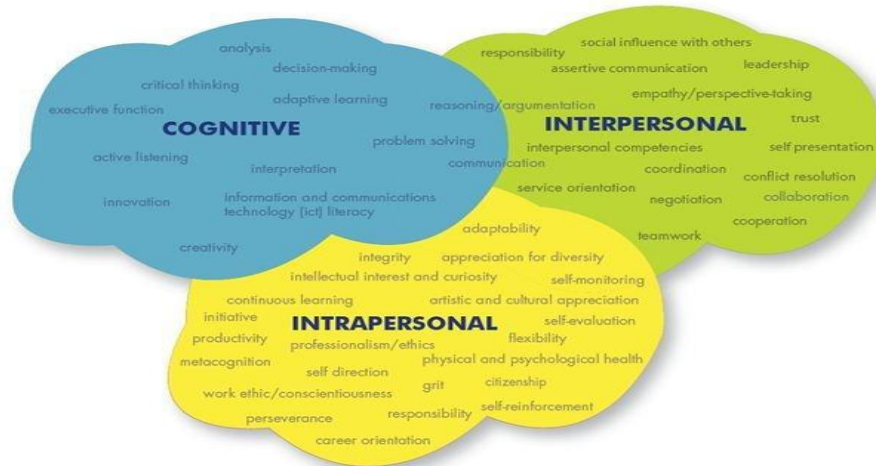


Figure 1: “21<sup>st</sup> Century skills” grouped into three broad domains (National Research Council, 2012)

- ❑ Holistic approach to Competencies (knowledge, skills and attributes)
- ❑ Focus on literacy and numeracy and cross-curricular, global competencies as foundational in addition to subject/disciplinary-specific structures and competencies
- ❑ Enable deeper learning and understanding, interdisciplinary thinking

# Next Steps



- ❑ Consider recent insights and pan-Canadian and international evidence, including today's session
- ❑ Pursue next steps on Ontario's framework for 21st century / global competencies in tandem with starting work on assessment and evaluation measures
- ❑ Develop consultation plan for engaging with sector leaders at the same time on frameworks for both 21st Century / Global Competencies, and, related Assessment and Evaluation rubrics
- ❑ Continue ongoing capacity building and professional learning for innovations in teaching and learning practices for deep learning through Technology and Learning Fund investments
- ❑ Begin next cycle of curriculum renewal.