

Global Competencies and Assessment

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What are we learning?

We are learning how to plan and implement a simple, effective and assessment-ready approach to support the development of the global competencies with learners.

The Skills We Need Today and Maybe Tomorrow...

What **knowledge, skills and attitudes** do you think our adult learners need to be successful in school, the workplace and in life?

Which learning environment develops the knowledge, skills and attitudes you identified?



Identifying Some Global Competencies

On the chart given to you, highlight the competencies which you identified earlier and the ones you are familiar with.

Choose **one** of these competencies: How do *you* currently develop these competencies in an online and face to face learning environment?

Share your approach and/or strategies with a partner.

Assessing global competencies: What do you want to learn?

- Take a few moments and think about assessing global competencies.
- What are you wondering about? At your table, come up with two key questions about assessing the competencies.

We know the *why*, but what about the *how*?

Step One: Ask the right questions

Here is the learning goal from the curriculum expectation:

We are learning to determine the availability of local foods in various regions of Ontario.

Here is the task: *Students will **compare and contrast** the availability of ‘local’ foods in rural, urban and suburban areas of Ontario and **communicate** their findings in a digital format.*

What **questions** would you ask to help you determine **which** global competency (ies) you might develop and support with adult learners?

Write these questions down. You will need them later.

Step Two: Choose and get ready to assess

Use your questions from Step One to determine **which competency/ies** will support the curriculum learning identified in this task:

*Students will **compare and contrast** the availability of 'local' foods in rural, urban and suburban areas of Ontario and **communicate** their findings in a digital format*

Once you have identified a competency or competencies of focus:

1. Articulate the **learning goals** for developing the competency/ies and how you can **co-construct criteria** online or face to face.
2. Plan the **instructional strategies** you might use and the **assessment opportunities** you can provide to support learners as they develop that competency.

Step Three: Plan for it!

- Identify **learning goals** for developing competencies alongside curriculum goals.
- Co-construct **success criteria** for what that learning looks like.
- Plan **instructional strategies** to explicitly support the competencies.
- Give **descriptive feedback** (*assessment for learning*) and help learners give themselves and each other descriptive feedback (*assessment as learning*) to **set their own goals** for developing competencies.

Let's consolidate...

With a partner, choose one question, and discuss:

1. Why does providing **goals and criteria** for competency development move learning forward?
2. How does teaching competencies **integrated** with curriculum learning enhance achievement?
3. How can **descriptive feedback** (strengths, areas of focused improvement, next steps) given on the competencies help learners in the short and long term?

Thank you and best wishes!