



GLOBAL COMPETENCIES: INTERWOVEN FROM THE START



Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that learners need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

This document was developed to achieve the following objectives:

- to explicitly demonstrate how the New Brunswick Curriculum Framework-English (NBCF-E) serves as a precursor for the New Brunswick Global Competencies;
- to exemplify how the role of the educator is a key component in developing deep and lifelong learning;
- to bridge the early childhood outcomes with the NB GCs;
- to provide a template/document to assist district and/or EECD directors, curriculum developers, subject coordinators et al. to see how the GCs compliment all subject areas;
- to provide a foundation on which further alignment across subject and grade levels may occur;
- to provide a tool for SCs, coaches, leads to discuss authentic implementation of GCs with teachers; and,
- to provide examples and exemplars of solid approaches/lessons/assessment of GCs.

CRITICAL THINKING AND PROBLEM SOLVING	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
Solves meaningful, real-life, complex problems	Diversity and Social Responsibility (2.2): <i>Democratic Practices</i> - Participate in decisions that affect them	Reframe situations of conflict as possibilities for learning; for example, invite group discussion or re-enact situations. Pg.169
Takes concrete steps to address issues	Diversity and Social Responsibility (1.3 & 2.3): <i>Inclusiveness and Equity</i> - Appreciate distinctiveness <i>Democratic Practices</i> - Practice fairness and social justice	Encourage children to be assertive in speaking up for themselves and others. Pg.163 Encourage children to bring their personal experiences of social injustice to discussions and help them plan for local action. Pg.171
Designs and manages projects	Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> - Negotiate joint undertakings Communication and Literacies (1.3): <i>Communicative Practices</i> - Extend ideas and take actions	Respect children’s right to shape their own agendas; appreciate that their plans may be vague and are often in the process of being refined or revised. Pg.113 Support children’s attempts to communicate their intentions, efforts, inventions, discoveries, friendships, and problem solving; help them make intentions clear, elaborate, and be specific; be aware of the choices they make and bring models of their creations forward. Pg.133
Acquires, processes, synthesizes, interprets and critically analyzes information to make informed decisions (critical and digital literacy)	Diversity and Social Responsibility (2.2): <i>Democratic Practices</i> - Participate in decisions that affect them	Provide strategies and a safe environment for all children to express their ideas; support face-to-face conversations and remind children there may be many more than “two sides to every story.” Pg.169
Engages in an inquiry process to solve problems	Play and Playfulness (2.4): <i>Playful Exploration and Problem Solving</i> - Invent approaches to practical problems	Raising questions and making hypotheses about how and why things happen. Pg.114 Encourage children to devise their own ways of using materials and to find the answers to their questions through their own actions. Pg.115
Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications	Play and Playfulness (2.1): <i>Playful Exploration and Problem Solving</i> - Explore properties of objects Diversity and Social Responsibility (3.2): <i>Sustainable Futures</i> - Recognize patterns in nature	Help children find ways of recording cause and effect; encourage them to theorize about how things work and experiment to test out their theories. Pg. 107 Challenge children to investigate answers to the questions they raise; solicit and respect their ideas and theories, and encourage them to further their investigations by offering your own. Pg. 175
Connects, constructs, relates and applies knowledge to all domains of life such as school, home, work, friends and community	Play and Playfulness (1.2): <i>Imagination and Creativity</i> -Children invent symbols and develop systems of representation.	Accept and make use of children’s invented symbols to extend their thinking, both within the play scenario and beyond. Develop your own techniques for talking with children; encourage them to think about extending and elaborating their play. Pg. 103

<p>Analyzes the functions and interconnections of social, economic and ecological systems</p>	<p>Diversity and Social Responsibility (3.5): <i>Sustainable Futures</i> - Practice environmental and social responsibility</p>	<p>Model respect for living things and support children in their efforts to care for them. Pg. 181</p> <p>Take children to local sites of manufacturing and processing; comment on “raw materials” being changed or packaged in the “production line”. Pg. 179</p> <p>Inform, model, and remind each other about energy and water conservation. Pg. 181</p>
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INNOVATION, CREATIVITY & ENTREPRENEURSHIP	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
Contributes solutions to complex social, economic and environmental problems	<p>Diversity and Social Responsibility (2.1, 2.2, 2.3, 3.5):</p> <p><i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity; Act to change inequitable practices</p> <p><i>Sustainable Futures</i> – Practice environmental and social responsibility</p>	<p>Listen seriously to children’s observations and comments...engage in ongoing conversations about similarities and differences. Pg. 159</p> <p>Collaborate with community experts to restore a local habitat; ensure that children’s interests, ideas, and strengths are considered so that they can make a significant contribution. Pg. 181</p>
Enhances a concept, idea or product through a creative process	<p>Play and Playfulness (1.3 & 2.4):</p> <p><i>Imagination and Creativity</i> - Explore new possibilities</p> <p><i>Playful Exploration and Problem Solving</i> - Invent approaches to practical problems</p>	Encourage children to devise their own ways of using materials and to find the answers to their questions through their own actions. Pg.115
Takes risks in thinking and creating	<p>Play and Playfulness (1.1):</p> <p><i>Imagination and Creativity</i></p> <p>Flexible and Fluid Thinking</p> <p>Communication and Literacies (1.3):</p> <p><i>Communicative Practices</i> – Extend ideas and take actions</p>	<p>Listen respectfully, model openness to new ideas, and encourage children to consider alternative ways of thinking. Pg. 101</p> <p>Support children’s attempts to communicate their intentions, efforts, inventions, discoveries, friendships, and problem solving; help them make intentions clear, elaborate, and be specific; be aware of the choices they make and bring model for their creations forward. Pg. 133</p>
Formulates and expresses insightful questions and opinions to generate novel ideas	<p>Communication and Literacies (1.2 & 1.3):</p> <p><i>Communicative Practices</i> – Learn conventions of languages; Extend ideas and take actions</p>	Listens carefully and support children’s efforts to investigate their ideas, feelings, and questions; talk about texts, events, ideas, feelings, and questions; record and honour children’s words, thoughts, and ideas through multiple forms of documentation. Pg. 133
Tests hypotheses and experiments with new strategies or techniques	<p>Play and Playfulness (1.1 & 2.1):</p> <p><i>Imagination and Creativity</i> – Use flexible and fluid thinking</p> <p><i>Playful Exploration and Problem Solving</i> – Explore properties of objects</p>	<p>Help children find ways of recording cause and effect; encourage them to theorize about how things work and experiment to test out their theories. Pg. 107</p> <p>Provide material, time, and an accepting atmosphere for children to create. Pg. 101</p>
Makes discoveries through inquiry research	<p>Play and Playfulness (2.1, 2.2, 2.3, 2.4):</p> <p><i>Playful Exploration and Problem Solving</i> – Explore properties of objects; Test limits; Negotiate joint undertakings; Invent approaches to practical problems</p>	<p>Respect children’s right to shape their own agendas, appreciate that their plans may be vague and are often in the process of being refined or revised. Pg. 113</p> <p>Encourage children to devise their own ways of using materials and to find answers to their questions through their own actions. Pg. 115</p>
Demonstrates initiative, imagination, creativity, spontaneity and ingenuity in a range of creative processes	<p>Play and Playfulness (1.1, 1.2, 1.3)</p> <p><i>Imagination and Creativity</i> – Use flexible and fluid thinking; Invent systems of representation; Explore new possibilities</p>	<p>Honour and applaud children’s imaginative ideas and productions. Pg. 101</p> <p>Provide materials, time, and an accepting atmosphere for children to create. Pg. 101</p> <p>Listen respectfully, model openness, to new ideas, and</p>

		encourage children to consider alternative ways of thinking. Pg. 101
Pursues new ideas and shows leadership to meet a need in a community	<p>Well Being (2.2): <i>Belonging</i> – Respectful and responsive relationships</p> <p>Diversity and Social Responsibility (2.1 & 2.2): <i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity</p>	<p>Model appreciation of others with positive talk; encourage children to listen, support, celebrate, question, and care for other children; talk through and point out how their actions affect others. Pg. 89</p> <p>Encourage children to bring their personal experiences of social justice to discussions and help them plan for action in local and global projects. Pg. 161</p>
Leads and motivates with an ethical entrepreneurial spirit	<p>Diversity and Social Responsibility (3.5): <i>Sustainable Futures</i> Children learn environmentally and socially responsible practices.</p>	<p>...ensure that children's interests, ideas, and strengths are considered so that they can make a significant contribution. Pg.181</p>

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Self-Awareness and Self-Management	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
Learns the process of learning (metacognition) (i.e. independence, goal-setting, motivation)	Well Being (1.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Experiencing growing self-confidence, self-respect, and ability to take initiative. Pg. 76
Believes in the ability to learn and grow (growth mindset) and monitors progress in learning	Well Being (1.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Join in children’s wonderment, affirm children’s questioning, and plan with their curiosity in mind. Pg. 77
Develops personal, education and career goals and perseveres to overcome challenges to reach these	Well Being (1.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Experiencing growing self-confidence, self-respect, and ability to take initiative. Pg. 76
Self-regulates in order to become a life-long learner	Well Being (1.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Listen and draw attention to children’s initiatives. Pg. 77 Respect children’s and families’ ways of expressing feelings, concerns, and needs. Pg. 77
Reflects on thinking, experience, values and critical feedback to enhance learning	Well Being (2.2) <i>Belonging – Respectful and responsive relationships</i>	Model appreciation of others with positive talk; encourage children to listen, support, celebrate, question, and care for other children; talk through and point out how their actions affect others. Pg. 89
Cultivates emotional intelligence to understand self and others	Well Being (2.2): <i>Belonging</i> Respectful and responsive relationships	Model appreciation of others with positive talk; encourage children to listen, support, celebrate, question, and care for other children; talk through and point out how their actions affect others. Pg. 89
Adapts to change and shows resilience to adversity	Well Being (2.1) <i>Belonging – Children develop a sense of space</i>	Comfort children through unexpected events and offer explanations for new sounds or changes that might take a child by surprise. Pg. 85 Be close by when children enter new situations. Pg. 85
Manages various aspects of life; physical, emotional, social, spiritual and mental well-being	Well Being (1.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Honour children’s feelings and concerns with thoughtful response. Pg. 77
Develops identity in the Canadian context (i.e. origin and diversity) and considers one’s connection to others and the environment	Well Being (1.1 & 2.1): <i>Emotional Health and Positive Identities – Sense of self</i>	Model and encourage awareness and acceptance of a range of identities. Pg. 77
Takes the past into account to understand the present and approach the future	Diversity and Social Responsibility (2.1 & 3.3): <i>Democratic Practices – Act as responsible and responsive citizens</i> <i>Sustainable Futures-Appreciate creativity and innovation</i>	Support children as they initiate and maintain relationships, practice kindness and inclusiveness, reach out to help victims, and show concern for the well-being of others. Pg. 165 ...talk with them about what they find interesting, beautiful, or ugly about a particular event of artifact...Pg.177

COLLABORATION	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
Participates in teams, establishes positive and respectful relationships, develops trust, acts co-operatively and with integrity	<p>Well Being (1.2, 2.2) <i>Emotional Health and Positive Identities</i> – Sense of other <i>Belonging</i> – Respectful and responsive relationships</p> <p>Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> – Negotiate joint undertakings</p>	<p>Promote an optimistic outlook by maintaining a calm and positive disposition. P.81</p> <p>Model appreciation of others with positive talk; encourage children to listen, support, celebrate, question, and care for other children; talk through and point out how their actions affect others. P. 89</p> <p>Recognize that through play children learn the language of negotiation and the function of rules. P. 113</p>
Learns from, and contributes to, the learning of others	<p>Well Being (1.2, 2.2): <i>Emotional Health and Positive Identities</i> – Sense of other <i>Belonging</i> – Respectful and responsive relationships</p> <p>Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> – Negotiate joint undertakings</p>	<p>Communicate in consistent, respectful ways. P. 81</p> <p>Provide spaced for children to work together and learn from one another. P. 89</p> <p>Listen and intervene only if children clearly need new strategies or emotional support. P. 113</p>
Co-constructs knowledge, meaning and content	<p>Communication and Literacies (1.3): <i>Communicative Practices</i> – Extend ideas and take actions</p>	<p>Support children’s attempts to communicate their intentions, efforts, inventions, discoveries, friendships, and problem solving; help them make intentions clear, elaborate, and be specific; be aware of the choices they make and bring models of their creations forward. P. 133</p>
Assumes various roles on the team	<p>Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> – Negotiate joint undertakings</p> <p>Well Being (2.2): <i>Belonging</i> – Respectful and responsive relationships</p>	<p>Respect children’s right to shape their own agendas’ appreciate that their plans may be vague and are often in the process of being refined or revisited. P. 113</p> <p>Be aware of how each child participates within the (centre) community. P. 89</p>
Addresses disagreements and manages conflict in a sensitive and constructive manner	<p>Diversity and Social Responsibility (2.3): <i>Democratic Practices</i> – Practice fairness and social justice</p> <p>Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> – Negotiate joint undertakings</p> <p>Well Being (2.2): <i>Belonging</i> – Respectful and responsive relationships</p>	<p>Listen to and support children as they practice fairness and question unfairness; observe their interactions to ensure fairness. P. 171</p> <p>Provide time for children to act independently of adult guidance, yet help them carry through with rules for fair play if needed. P. 113</p>
Networks with a variety of communities/groups	<p>Diversity and Social Responsibility (2.3): <i>Democratic Practices</i> – Practice fairness and social justice</p> <p>Play and Playfulness (2.3): <i>Playful Exploration and Problem Solving</i> – Negotiate joint undertakings</p> <p>Well Being (2.2): <i>Belonging</i> – Respectful and responsive relationships</p>	<p>Encourage children to bring their personal experiences of social injustice to discussions and help them plan for local action. P. 171</p> <p>Encourage children to notice what others are doing and how they may be feeling. P. 113</p> <p>Provide spaces for children to work together and learn from one another. P. 89</p>

<p>Respects a diversity of perspectives</p>	<p>Diversity and Social Responsibility (1.1 & 1.2) <i>Inclusiveness and Equity – Appreciate distinctiveness; Respect diversity</i></p>	<p>Listen seriously to children’s observations and comments about differences in skin, colour, gender, and family structure, and engage in ongoing conversations about similarities and differences. P. 159</p> <p>Organize time, space, tasks, and materials to ensure opportunities for all children to engage with peers in diverse groupings, e.g. gender, race, class, age, linguistic, physical and abilities. P. 161</p>
<p>Uses a rich variety of technology appropriately to work with others</p>	<p>Communication and Literacies (3.3): <i>Literate Identities with/in Communities – Use digital technologies</i></p> <p>Well Being (1.2): <i>Emotional Health and Positive Identities – Sense of other</i></p>	<p>Involve children in the use of digital cameras, tape recorders, and computers as a way to document their learning, create texts, and explore web sites and CD Roms. P. 155</p> <p>Draw children’s attention to what others are trying to say. P. 81</p>

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COMMUNICATION	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
<p>Communicates effectively and respectfully in different contexts in oral and written form in French and/or English and/or Mi'kmaq or Wolastoqey</p>	<p>Diversity and Social Responsibility (1.1, 1.2): <i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity</p> <p>Communication and Literacies (2.1): <i>Multimodal Literacies</i> - Use a variety of sign systems</p>	<p>Include images, books, videos, and artwork representative of a range of cultural-linguistic groups residing in New Brunswick. Pg.161</p> <p>Organize time, space, tasks, and materials to ensure opportunities for all children to engage with peers in diverse groupings, e.g. gender, race, class, age, linguistics, physical, and abilities. Pg.161</p> <p>Listen for children's thinking and build upon their theories, questions, and connections. Pg. 139</p>
<p>Asks effective questions to acquire knowledge</p>	<p>Communication and Literacies (1.3): <i>Communicative Practices</i> – Extend ideas and take actions</p>	<p>Listen carefully and support children's efforts to investigate their ideas, feelings, and questions; talk about texts, events, ideas, feelings, and questions; record and honour children's words, thoughts, and ideas through multiple forms of documentation. Pg. 133</p>
<p>Communicates using a variety of media</p>	<p>Communication and Literacies (2.1, 2.2, 3.3): <i>Multimodal Literacies</i> – Use a variety of sign systems; Engage in multimodal meaning making <i>Literate Identities with/in Communities</i> – Use digital technologies</p>	<p>Ensure access to a rich range of materials, for example—paint, markers, blocks, musical instruments, dress-up clothes, puppets, clay, sand, water, treasure baskets, and found objects. Pg. 137</p> <p>Recognize that children encounter digital literacies in their daily lives: they watch DVDs, play CDs and video games, send emails, use and play at using cell phones, MP3 players, iPods, and cameras. Pg. 155</p>
<p>Selects appropriate digital tools according to purpose and audience</p>	<p>Communication and Literacies (3.3): <i>Literate Identities with/in Communities</i> – Use digital technologies</p> <p>Diversity and Social Responsibility (3.3): <i>Sustainable Futures</i> – Appreciate creativity and innovation</p>	<p>Involve children in the use of digital cameras, tape recorders, and computers as a way to document their learning, create texts, and explore websites and CD Roms. Pg. 155</p> <p>Encourage children to plan and talk about their designs, and to replicate them in more than one medium. Pg. 177</p>
<p>Listens and shows empathy to understand all points of view</p>	<p>Well Being (1.2, 2.2): <i>Emotional Health and Positive Identities</i> – Sense of other <i>Belonging</i> – Respectful and responsive relationships</p> <p>Diversity and Social Responsibility (2.2): <i>Democratic Practices</i> – Participate in decisions that affect them</p>	<p>Ask children: “what can we do to help your friend?” “How do you think he’s feeling today?” “I wonder what made her 0101sad.” Pg. 81</p> <p>Support children as they initiate and maintain relationships</p> <p>Provide strategies and a safe environment for all children to express their ideas; support face-to-face conversations and remind children there may be many more than “two sides to every story”. Pg. 169</p> <p>Encourage children to bring their personal experiences of social</p>

		injustice to discussions and help them plan for local action. Pg. 171
Gains knowledge about a variety of language	Communication and Literacies (1.2, 2.1): <i>Communicative Practices</i> – Sense of other <i>Belonging</i> – Sense of place	Listen carefully to how children use language differently; record children’s imaginative, creative, and functional uses of language to explore this range of ways they use language Pg. 129 Plan for children to take part in community events where they can experience the language, art, music, math, and drama of groups of people within their communities. Pg. 149
Voices opinions and advocates for ideas	Diversity and Social Responsibility (1.3, 2.1): <i>Inclusiveness and Equity</i> – Act to change inequitable practices <i>Democratic Practices</i> – Act as responsible and responsive citizens	Encourage children to bring their personal experiences of social justice to discussions and help them plan for action in local and global projects. Pg. 161 Observe and listen carefully to help children identify and rectify inequalities; challenge and name behaviors that exclude and discriminate; help children to work through their problems and return to the group as contributing members. Pg. 163 Encourage children to be assertive in speaking up for themselves and others. Pg. 163
Creates a positive digital footprint	Communication and Literacies (3.3): <i>Literate Identities with/in Communities</i> – Use digital technologies	Observe and learn how children respond to technological innovations. For example, how do they represent their digital experiences through play, art making, performance, numbers and letters.

GLOBAL CITIZENSHIP & SUSTAINABILITY	NB CURRICULUM FRAMEWORK CONNECTIONS	In Practice
Understands ecological, economic and social forces, their interconnectedness, and how they affect individuals, societies and countries	Diversity and Social Responsibility (2.3, 3.5): <i>Democratic Practices</i> – Practice fairness and social justice <i>Sustainable Futures</i> – Practice environmental and social responsibility	Provide resources and experiences that enable children to make comparisons between methods of food production and resource management. P. 179 Visit local sites of manufacturing and processing; comment on raw materials being changed in the ‘production line’. P. 179
Acts responsibly and ethically in building sustainable communities	Diversity and Social Responsibility (2.1, 2.3): <i>Democratic Practices</i> – Act as responsible and responsive citizens; Practice fairness and social justice	Inform, model and remind each other about energy and water conservation. p. 181 Collaborate with community experts to restore a local habitat. Ensure that children’s interests, ideas, and strengths are considered so that they can make a significant contribution. p. 181
Recognizes discrimination and promotes principles of equity, human rights and democratic participation	Diversity and Social Responsibility (1.1, 1.2, 1.3, 2.1, 2.3): <i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity; Act to change inequitable practices <i>Democratic Practices</i> – Act as responsible and responsive citizens; Practice fairness and social justice Well Being (1.2): <i>Emotional Health and Positive Identities</i> – Sense of other	Use culturally sensitive materials, activities and decorative displays for children and their families to learn about their various cultural traditions, objects, practices, and celebrations. p. 159
Understands Indigenous traditions and knowledge, and its place in Canada	Diversity and Social Responsibility (1.2): <i>Inclusiveness and Equity</i> – Respect diversity	Include images, books, videos, and artwork representative of a range of cultural-linguistic groups residing in NB. p. 161
Contributes to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner	Diversity and Social Responsibility (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.5): <i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity; Act to change inequitable practices <i>Democratic Practices</i> – Act as responsible and responsive citizens; Participate in decisions that affect them; Practice fairness and social justice <i>Sustainable Futures</i> – Practice environmental and social responsibility	Use everyday situations involving sharing, access and responsibilities to build discussions, elicit ideas, and reach decisions regarding rules and procedures; revisit decisions to see how this is working out. p. 169
Engages in local, national and global initiatives to make a positive difference	Diversity and Social Responsibility (2.1, 2.2): <i>Democratic Practices</i> – Act as responsible and responsive citizens; Participate in decisions that affect them	Encourage children to bring their personal experiences of social justice to discussions and help them plan for action in local and global projects. p. 161
Learns from and with diverse people and develops cross-cultural understanding	Diversity and Social Responsibility (1.1, 1.2, 1.3): <i>Inclusiveness and Equity</i> – Appreciate distinctiveness; Respect diversity; Act to change inequitable practices	Use culturally sensitive materials, activities, and documentation displays for children and their families to learn about their various cultural traditions, objects, practices, and celebrations. p. 159
Participates in networks in a safe and socially responsible manner	Diversity and Social Responsibility (2.1): <i>Democratic Practices</i> – Act as responsible and responsive citizens Well Being (1.1 & 2.2): <i>Emotional Health and Positive Identities</i> – Sense of self <i>Belonging</i> – Respectful and responsive relationships	Maintain an environment that is orderly, with materials in good repair and arranged in such a way that children can help each other find and put them away. p. 165 Model asking for and giving help, comfort, and encouragement.

		Celebrate children's initiative to support one another. Invite children's support for each other through words, touch, and actions. p. 165
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SUMMARY

After reading through this document, it is our hope that educators across all disciplines and age groups can better understand the importance and life-long relevancy of Global Competencies within children's education. Of equal importance, we hope that educators feel inspired to shift their practice toward teaching within the methodology of the Global Competencies. As educators, let's think more about our own intentions {in an effort} to better guide the children's learning. For a long time, we have asked singular questions; for example, "What skills and knowledge do children need from this course?". Using Global Competencies, our question becomes much broader, "How will the children acquire the skills and knowledge needed for this course?", and "How will the skills and knowledge support them for future opportunities, or in other disciplines?"

To begin shifting our practice, it can be difficult to know where to begin. In the document, there have been examples provided in the column "In Practice", allowing educators to see what actions or ideas can support the implementation of Global Competencies. The items listed in that column are referenced from the New Brunswick Curriculum Framework-English for Early Learning and Child Care. The Global Competencies align readily with the theory and learning principles identified in the NBCF-E, that champion the learning with New Brunswick's youngest children (ages 0-5).

Additionally, educators can use open-ended questions with children throughout the learning process. Using open-ended questions encourages children's thinking and critical analysis, in addition to their ability to articulate their responses. It also serves as a model for learners to observe educators in theoretical practice. Some examples of open-ended questions include:

What do you think about.....?	What would happen if.....?
What would you do (next).....?	I wonder.....?
In what way.....?	How can we.....?
How did you.....?	Tell me (more) about.....
What do you suppose.....?	I'm curious about....

How educators offer the elements that comprise the Global Competencies can also shift how we engage with learners. For example, educators can use a Community of Practice model, whereby learning will occur with children and they are part of determining the path for learning. It also supports educators to gauge children's existing knowledge.

For educators to shift their practice, there are several resources to support blending their experience and professional practice;

1. From Teaching to Thinking: A Pedagogy for Reimagining our Work
 - Ann Pelo & Margie Carter
 - This book offers a passionate and thought-provoking alternative to standardized, scripted curriculum, giving educators support and encouragement to reimagine the beauty and wonder of what education could be. Naturally, children are eager for connective relationships, they are curious, they are thinkers. This foundational text is a pedagogical companion for educators that strengthens their own development as thinkers, researchers, innovators, and constructors of knowledge so that they can pass on this knowledge to the children in their care. This book includes: an active reading format that blends theory, story and practice; reflection questions for the reader to engage with; testimonies from educators who have reimaged their own work using this pedagogical practice
2. Choice Time: How to Deepen Learning Through Inquiry and Play, PreK-2
 - Renee Dinerstein
 - Readers are shown how to create choice-time centers that promote inquiry-based play. The goal for the classroom teacher in grades PreK-2 is to create centers that support reading, writing, mathematics and science, while also giving children opportunities to be playful, self-directed thinkers. Choice Time gives you everything you need to launch choice-time centers. Research has been summarized, describing different kinds of play and why they are important. Renee Dinerstein dives into the nitty-gritty, providing: blueprints for six proven choice-time centers (with variations); a guide to arranging your classroom space to maximize play's value; scheduling suggestions for different grade levels; and ideas to connect centers to the curriculum.
3. Reflecting in Communities of Practice
 - Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes, Margie Carter
 - Teaching (young) children is complex work. While you manage the day-to-day events that unfold in your classroom, you also have to keep up with demands of assessment and documentation. With all of these challenges, how can you maintain the equally important tasks of encouraging children's curiosity and supporting their joy of learning? How can you sustain your own curious mind and joyful spirit in your work? Reflecting with other teachers in a community of practice can

strengthen your ability to respond to the children in your classroom and share meaningful experiences with them.

4. Learning Together with Young Children (2nd Edition)
 - Deb Curtis and Margie Carter
5. Loose Parts (3 books to the series)
 - Lisa Daly and Miriam Beloglovsky
6. Aguerrondo, Ines. (2008) *Innovating to Learn, Learning to Innovate*, OECD Centre for Educational Research and Innovation. (Chapter 8, p.p. 175-203)
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