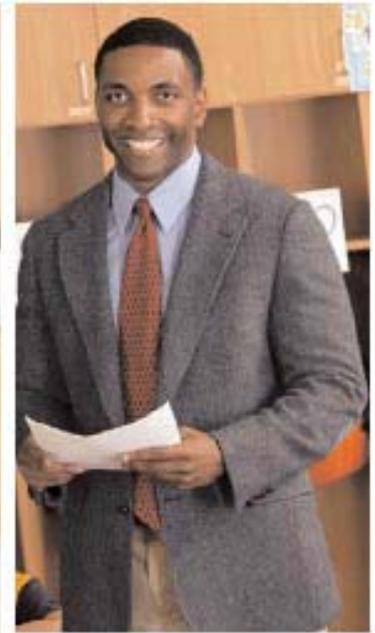
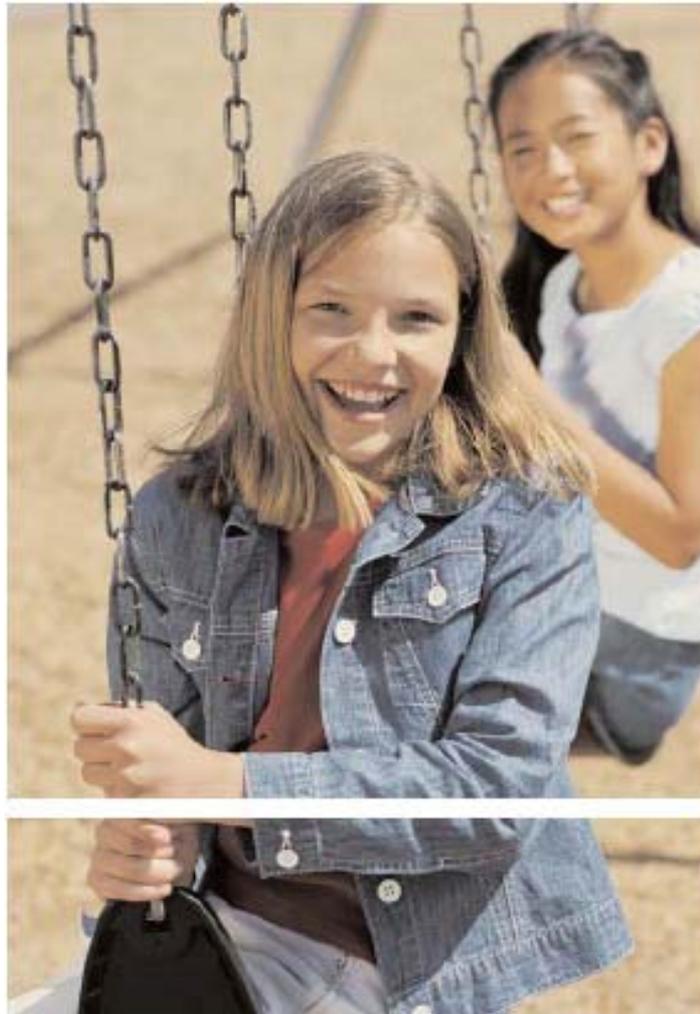




Can we
reasonably assess
Learning for a
Sustainable
Future and why
Education needs
to pay attention



May 15th, 2015

What does success look like for today?

MAKING CONNECTIONS

QUESTIONS

QUESTIONS

QUESTIONS

Intended to stretch your thinking

Be critical

Leadership

Whether you think you are in a leadership position or not, you are right. The difference isn't the position, it's the thinking.

David Marquet

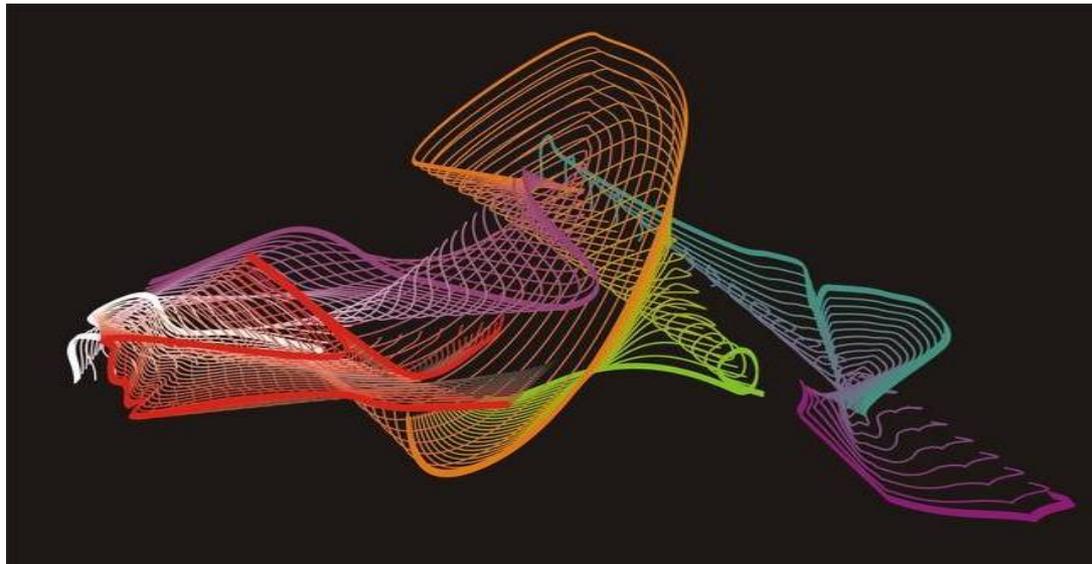
Leadership

Whether you think you are in a position to effect **change** or not, you are right. The difference isn't your position, it's your thinking.

Collisions, Disruptions and Diffusions



Traditions, tensions and transitions



Dreams, Dilemmas and Decisions



Our World in Context – Population

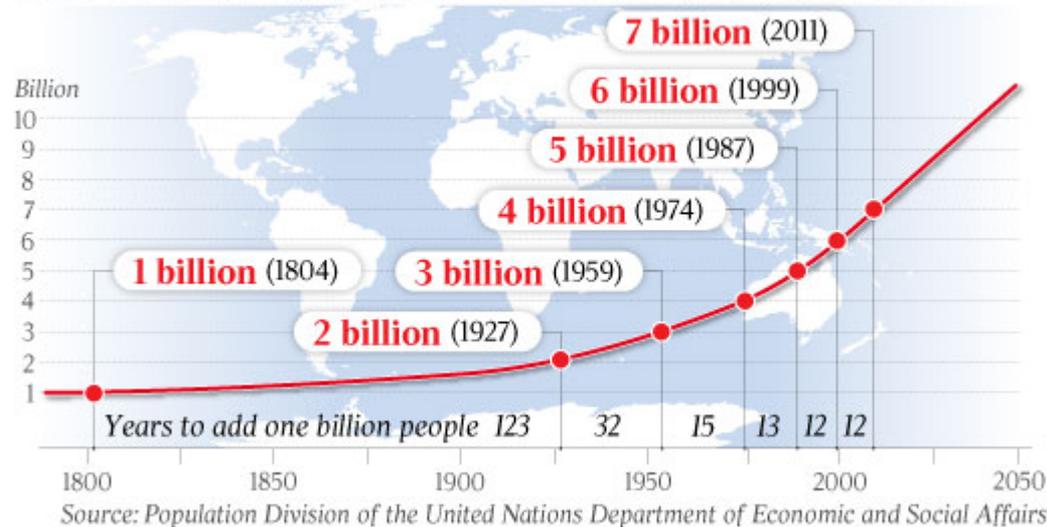
World Population 7.2 B

Canada 37th in World 35.5 M



GROWING POPULATION

Years when world population reached increments of 1 billion



Immigration

Our World in Context – Area



Earth

510.1 M km²



Mars

144.8 M km²



Venus

460.2 M km²



Jupiter

61.42 B km²

<u>Canada</u> Rank 2 – 1.9%	Total in km ² 9,984,670	Land in km ² 9,093,507	Water in km ² 891,163	Percent Water 8.93%
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Ontario: 1.07 M km²

If we were a country we would be 29th in the World

Why is this context important?

Because it is the world our students will be entering.

Students that entered secondary school this year were born in 2000.

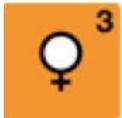
Eight Goals for 2015



1 Eradicate extreme poverty and hunger



2 Achieve universal primary education



3 Promote gender equality and empower women



4 Reduce child mortality



5 Improve maternal health



6 Combat HIV/AIDS, malaria and other diseases



7 Ensure environmental sustainability



8 Develop a global partnership for development

Education for ALL UNESCO Report

- **Goal 1**

Expanding and improving **comprehensive early childhood care** and education, especially for the most vulnerable and disadvantaged children.

- **Goal 2**

Ensuring that by 2015 all children, **particularly girls**, children in difficult circumstances and those belonging to ethnic minorities, **have access to, and complete, free and compulsory primary education** of good quality.

- **Goal 3**

Ensuring that **the learning needs** of all young people and adults are **met through equitable access to appropriate learning and life-skills programmes**.

Education for ALL UNESCO Report

- **Goal 4**

Achieving a **50 per cent improvement in levels of adult literacy** by 2015, **especially for women**, and equitable access to basic and continuing education for all adults.

- **Goal 5**

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on **ensuring girls' full and equal access** to and achievement in basic education of good quality.

- **Goal 6**

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Main Findings from Education for ALL

- Just one-third of countries have achieved all the measurable Education for All (EFA) goals.
- In 2012, 121m children and adolescents were still out of school, down from 204m in 1999.
- Half of countries have now achieved Universal Primary Enrolment and 10% more are close.
- Poorest children are five times more likely not to complete primary school than richest.

Six elements that will frame the agenda moving forward



What needs to change?

- A new conversation and new definitions.

A move from 21st Century Skills
to an understanding of Global
Competencies and Innovation

Global competence

The “world” is shrinking.

- Speed of travel, internet and immigration have us experiencing what was once many thousands of kilometers away and is now right beside us.
- We are far more connected with each other globally than ever before.
- The ripple effect is experienced much sooner.

Global competence

The capacity and disposition to understand and act on issues of global significance.

Veronica Boix-Mansilla and Anthony Jackson

Global competence

Here the word "global" refers not just to different places on the planet, but to the great variety of interconnected people, cultures, ideas, problems, and opportunities that constitute all human experience.

Veronica Boix-Mansilla and Anthony Jackson

So what is Global competence?

A complex idea that integrates three concepts:

- Acquisition of practical, theoretical, future directed and sustainability knowledge.
- Acquisition of skills that can demonstrate the application of the knowledge. (Communication, Critical thinking, Creativity, Collaboration, Character Education, Citizenship, Entrepreneurship)
- Embracing a moral imperative to act in an ethical manner for the greater good (as determined by?)

Global competence is not static

- Because the world is dynamic, global competencies are ever changing. It is in the living that they are rediscovered.

It is immersed in the model of sustainability!

The Challenge

How do we measure all this?

- We are often stuck in a measurement paradigm of grades and marks.
- We understand measurement and progression in a linear fashion.
- Sustainability is non-linear.

Sustainability curriculum

- Not a stand alone course
- Needs to be ubiquitous within the curriculum
- It relies on educators knowing how to integrate
- It requires a societal consciousness to move away from a disposal mentality – Everything and everyone is dispensable.
- It can't be bought “\$”

Finland to stop teaching subjects

A different kind of learning:

- No more Math and Physics by 2020 – so students won't be asking what is the point of this?
- Interactive problem solving
- Collaborating in small groups
- Career ready skills that include sustainability

**“Not everything that can be counted counts
and not everything that counts
can be counted.”**

-William Bruce Cameron , 1963
(often wrongly attributed to Albert Einstein)

The future is not some place we are going, but one we are creating. The paths are not to be found, but made. And the activity of making them changes both the maker and the destination.”

John H. Schaar

What is required to respond most effectively is Innovation