

Manitoba Education and Early Childhood Learning

Global Competencies

Manitoba defines **global competencies** as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose while living, growing, learning, and working to create and live The Good Life.*

Creativity involves the interaction of intuition and thinking. It is about exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action. Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

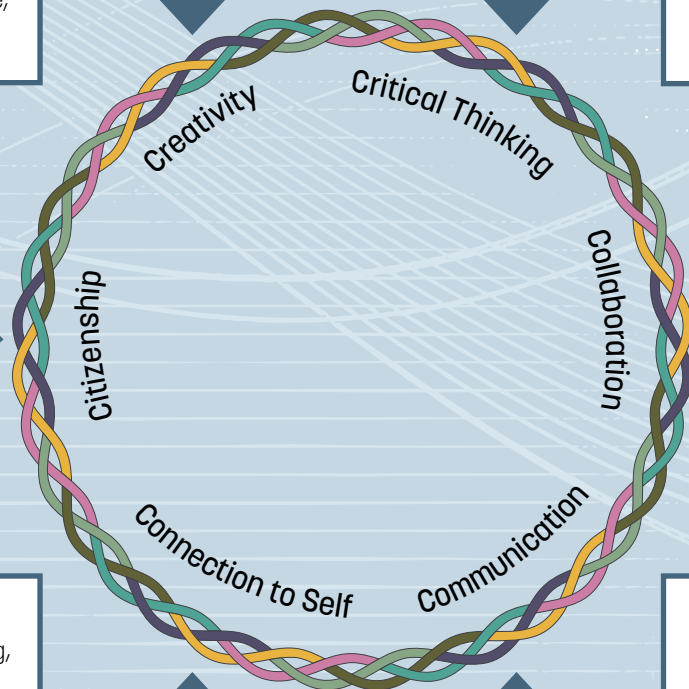
Critical thinking involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions. The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions. Critical thinking is fundamental to learning more broadly and deeply, and making ethical decisions as reflective and contributing citizens.

Citizenship involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world. The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives for ethical, responsible, reciprocal, and sustainable decisions and actions. Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities—for the well-being of all.

Collaboration involves learning with and from others and working together with a shared commitment to pursue common purposes and goals. The competency of collaboration facilitates the co-construction of meaning to support collective understanding through the exchange and negotiation of ideas. The process of collaboration demands deeper reflection, an openness to different perspectives, and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better. Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.

Connection to Self involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming. The competency of Connection to Self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will come to know their gifts, culture, and history. They will build initiative, perseverance, flexibility, and manage failure and success as part of the learning process. Connection to Self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as developing hope, resilience, self-respect, and confidence. It is recognizing your role in your learning, happiness, and well-being.

Communication involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes. The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments. Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts. Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.



*Also referred to as *Mino-pimatisiwin* (Ininew)/*Mino Bimaadiziwin* (Anishinabemowin)/*honso aynai* (Dene)/ *tokatakiya wichoni washte* (Dakota)/*minopimatheewin* (Anisiniinimowin)/ (Inuktitut)/ *Miyo-pimatishiw* (Michif), The Good Life refers to living a well-balanced life where all four components of a human are being addressed—emotional, physical, mental, and spiritual.

Engagement and Implementation Plan

Leadership Panel

PURPOSE: High-level updates and consultation, feedback, connections between projects, broader societal goals, impact analysis

FORMAT: Long term, three or four meetings per year, approximately 15 members representative of Manitoba educators, programs, and regions, divisional/regional consultants, MTS, MFNERC, MASS, Elders and Knowledge Keepers, faculties of education, parent council representative (Membership adjusted as needed.)

An example of such a leadership panel is Manitoba's new Curriculum Advisory Panel.

	PROJECT WORKING GROUP	PROJECT PILOT TEAMS	CURRICULUM REFINEMENT TEAMS
PURPOSE	Working group with targeted deliverables for specific projects	Action research, test run of information sharing and training processes followed by in-class implementation, reflection, and feedback	Continuous evaluation and updating of the Framework for Learning and all subject-area curricula
FORMAT	Short term, series of sessions to develop a project; 10 to 12 classroom teachers, school leaders, faculty members per project representative of Manitoba educators	Short term, project-specific, two sessions minimum with additional sessions as needed; 20 classroom teachers and school leaders per project representative of Manitoba educators	Short term, every curriculum refined on a four-year cycle, three sessions, winter; 20 to 25 teachers representative of Manitoba educators, faculties, and students

IMPLEMENTATION AND SUSTAINABILITY

School division-identified leaders, **liaisons**, will support the implementation of curriculum and assessments at the divisional and school levels and provide feedback to evaluate the ongoing success of projects.

As part of the implementation model, **co-facilitators** (school division-identified leaders of practice) will share their stories of implementation, providing relevant, current examples of practice alongside provincial facilitators.

- ongoing
- initial introduction of new materials followed by continued support as needed

The Engagement and Implementation model offers a starting point for a consistent and transparent approach to working in partnership with the field. As each of the programs offered in Manitoba has unique aspects, some variation is expected in order to honour and offer responsive opportunities for engagement and support.

