

| Intended Outcome | Teaching Strategies | Evaluation Techniques |
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| Resilient | <ul style="list-style-type: none"> Give more difficult, multistage questions which would require several classes to complete. Create opportunities for independent study which is periodic throughout the course rather than concentrated into one assignment/summative. | <ul style="list-style-type: none"> Evaluating a student's performance passively throughout a course rather than at fixed intervals. Taking into consideration a student's development throughout a course and not simply their final result. |
| Adaptable | <ul style="list-style-type: none"> Challenge students to get out of their comfort zones through fun and interactive approaches. Expose students to a variety of teaching styles as well as information formats, (visual, textual, auditory, multi-media, etc.). | <ul style="list-style-type: none"> Allow students to complete self-evaluations on preliminary assignments in new classes, and contrasting these with the teacher's evaluation; helping students to adapt to new teaching styles and teachers to adapt to the class's learning styles. |
| Globally Aware | <ul style="list-style-type: none"> Employ assignments that call for the understanding of current news/events. Class discussions about various global issues esp. those pertaining to curriculum. Implement more global material in our English classes that will teach students about different cultures, lifestyles, countries and promote equity and awareness. Updating curriculum materials in classes such as English, Civics, History, Geography, etc. to favour a global perspective. Make sure that global awareness is not confined solely to social science courses like World Issues which many students do not have room to take. | <ul style="list-style-type: none"> Opinion questions that touch on subjects like world issues, current events, racism, politics, etc. which would encourage students to learn more about these subjects. Opportunities for students to express their cultural/personal perspective on issues and conflating these varied perspectives into a multicultural class perspective. |
| Collaborative | <ul style="list-style-type: none"> Teamwork activity where group is presented with multi-stage and challenging problems that play to the strengths of individual group members. Creating groups with variety in learning styles, academic backgrounds, and personalities. Tying in with innovative, an open-ended project which would require creativity and teamwork to achieve a goal. | <ul style="list-style-type: none"> In addition to the object success of group projects, evaluate the degree to which group members learned from others in the group and identified their varied proficiencies. Was the output of the group greater than the sum of its parts? |
| Innovative/Creative | <ul style="list-style-type: none"> Open-ended questions and discovery based learning should allow students to come to their own conclusions which supplement the classroom teaching. | <ul style="list-style-type: none"> Coursework should be dynamic from year to year, updated and renewed by student input. Novel ideas and innovative approaches to |

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| | <ul style="list-style-type: none"> • Incorporate multi-media and artistic aspects into strictly academic course material. • Accept input from students on how to teach diverse topics. | <p>common problems should be encouraged.</p> |
| Critical Thinkers | <ul style="list-style-type: none"> • Encourage students to evaluate current issues from multiple perspectives, and teach them to find the merits and drawbacks of any approach, regardless of their personal opinion. • Create problems which deviate from the norm and require students to reassess their preconceptions about the subject area. | <ul style="list-style-type: none"> • Evaluate the success of students when faced with non-traditional evaluation material. • Analyse not only whether a student understands an idea, but also whether they can place that idea in context with other opposing and complementary theories. |
| Effective Communicators | <ul style="list-style-type: none"> • Vary the manner in which students present their solutions to problems. Encourage the use of oral, written, visual and multi-media communication wherever possible. • Provide students with an opportunity to explain curriculum concepts to their classmates, strengthening everyone's understanding of the subject. | <ul style="list-style-type: none"> • Regardless of the veracity of a solution, evaluate the quality with which the student conveyed their message. • Have students evaluate how well the teacher communicates lessons and provide constructive feedback. |
| Academically Diverse | <ul style="list-style-type: none"> • Implement cross-curriculum learning opportunities within upper year courses, (creative/artistic projects in math, critical thinking in social studies, social implications in science, etc.). • Offer courses with specific audiences. Focus on the application of the subject to the students' field of interest. (Ex. Visual Art for Math/Science Students) • Incorporate concepts from courses in other subjects into course curriculum to improve continuity. | <ul style="list-style-type: none"> • Evaluate students on their holistic knowledge of a subject drawing from an eclectic range of disciplines rather than simply the core subject itself. (Ex. History of France in French class, Biomedical applications of Physics concepts.) |
| Digital Fluency | <ul style="list-style-type: none"> • Typing lessons in elementary school. • Educators should be active users of social media and modern technology. • Research projects which encourage students to use a variety of online resources. • Teaching material should be distributed from online platforms. • Fundamental understanding of computer function taught from a young age. | <ul style="list-style-type: none"> • Typing ability by WPM (words per minute typed). • Ease with which students use computers, and browse the Internet. • Evaluate the degree to which teachers connect with their students online. |