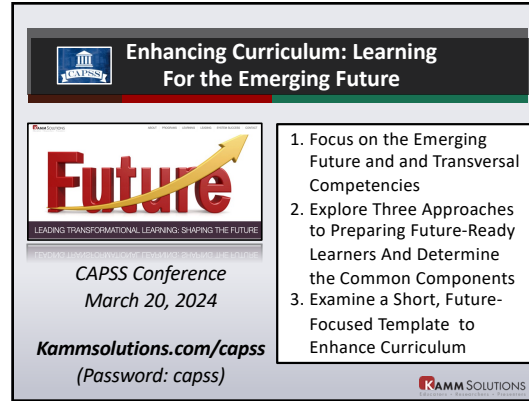
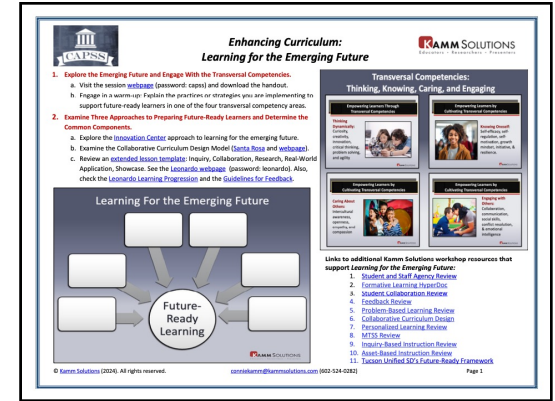


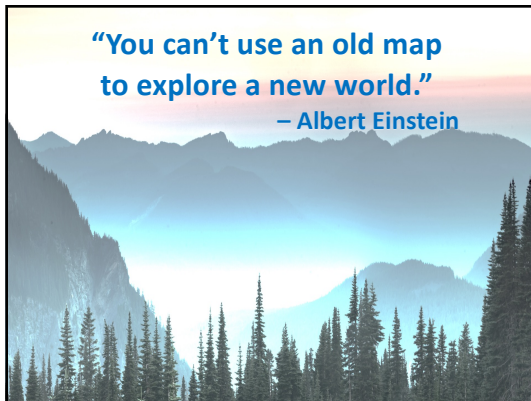
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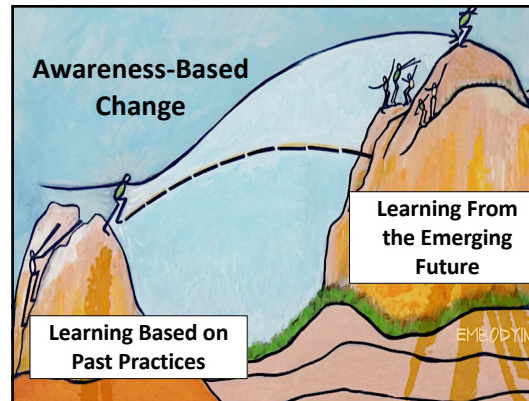
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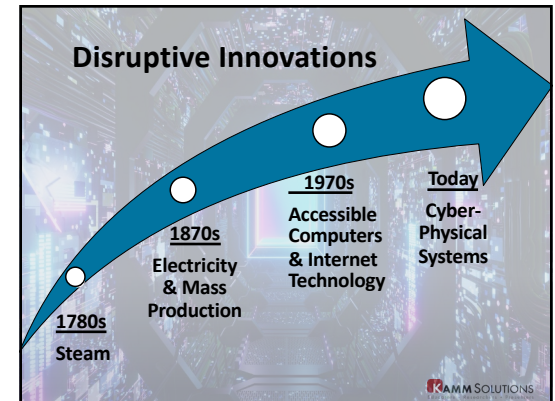
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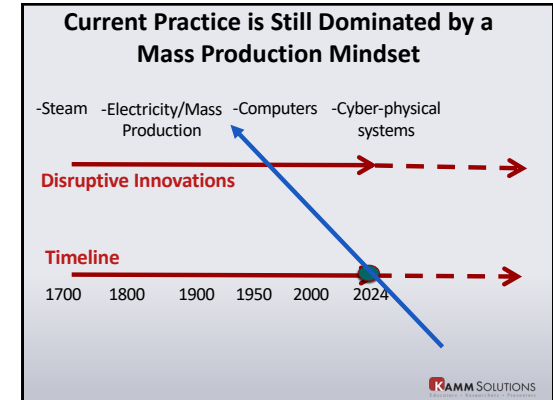
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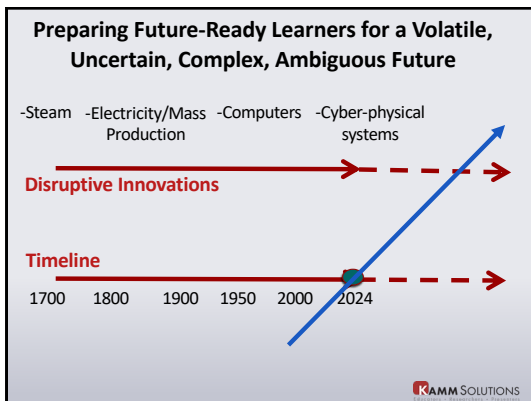
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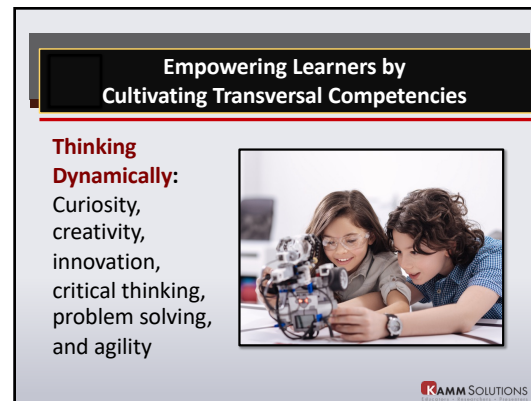
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Empowering Learners by Cultivating Transversal Competencies

Caring About Others:

Intercultural awareness, openness, empathy, and compassion



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Empowering Learners by Cultivating Transversal Competencies

Engaging with Others:

Collaboration, communication, social skills, conflict resolution, & emotional intelligence



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Please explain the practices or strategies you are implementing to support future-ready learners in one of the four transversal competency areas.

| | |
|---|--|
| Empowering Learners Through Transversal Competencies Thinking Dynamically: Curiosity, creativity, innovation, critical thinking, problem solving, and agility | Empowering Learners by Cultivating Transversal Competencies Knowing Oneself: Self-efficacy, self-regulation, self-motivation, growth mindset, initiative, & resilience. |
| Empowering Learners by Cultivating Transversal Competencies Caring About Others: Intercultural awareness, openness, empathy, and compassion | Empowering Learners by Cultivating Transversal Competencies Engaging with Others: Collaboration, communication, social skills, conflict resolution, & emotional intelligence |

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Why is Authentic, Inquiry-Based Learning Effective?

- It engages the brain to make **connections** between what we know and what we are learning.
- We learn best when we **collaborate with others and look to one another for ideas, resources, and feedback** as opposed to one-way communication (creates oxytocin, a hormone that triggers brain architecture to develop)

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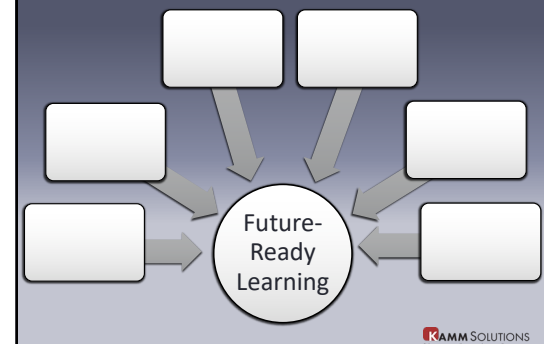
Why is Authentic, Inquiry-Based Learning Effective?

- It provides an opportunity for students to **enter learning from different places and pathways**, from their own knowledge and experience. It enables a classroom of variation and takes positive advantage of diversity.
- It creates **real and genuine transferrable knowledge** that is used again into adulthood (Ninety per cent of knowledge that is encountered once and spit back disappears; it isn't retrievable).

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Learning For the Emerging Future



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Multi-High School Qualitative Study

Emerging Themes: Describe Specific Changes/Improvements You Would Like to See

1. Know the students – build stronger student/teacher relationships
2. Provide more hands-on learning experiences
3. Make classrooms personal (more personalized assignments and emphasize the students over the agenda)
4. Provide more student agency – choice/voice

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Multi-High School Qualitative Study

Emerging Themes: Describe Specific Changes/Improvements You Would Like to See

5. Plan more interesting, mentally enriching content; Limit busy work – worksheets
6. Ensure teachers demonstrate passion and interest for the subject they are presenting
7. Teach real-world skills/competencies
8. Provide more variation in lessons and approaches to learning; present interesting/mentally enriching content

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How did Tempe Union
Rise to the Challenge?

INNOVATION CENTER

A program focusing on dynamic learning options designed to engage students in real-world projects with community partners following a problem/ solution-based learning framework

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Student Group Project, Afternoon Session

DRIVING QUESTION:

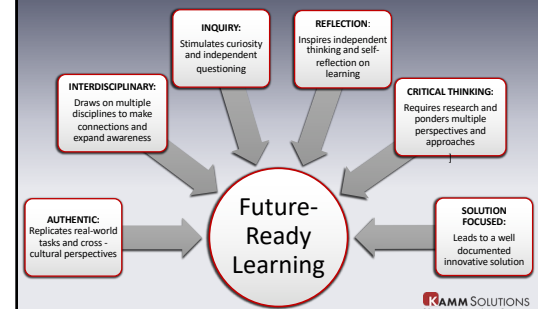
How can Team Threadz simultaneously implement an online inventory management system while promoting a social media presence, to manage product inventory, donations, outreach, and the ongoing needs of the three Threadz locations?

**THREADZ**

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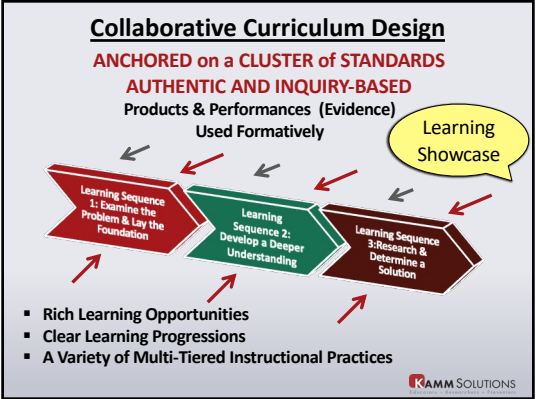
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Learning For the Emerging Future

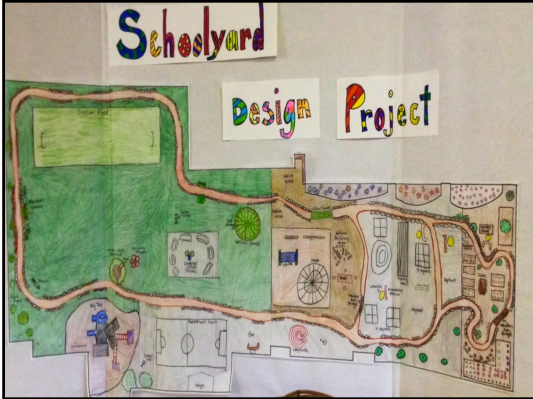


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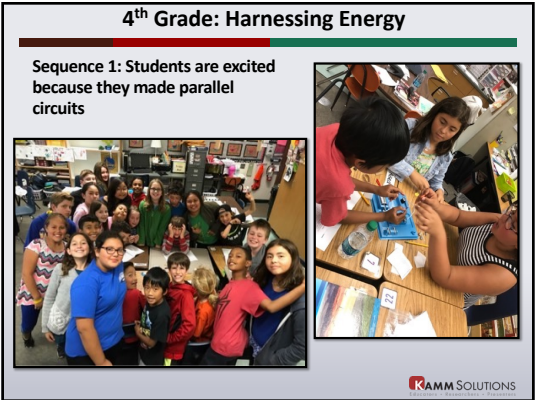
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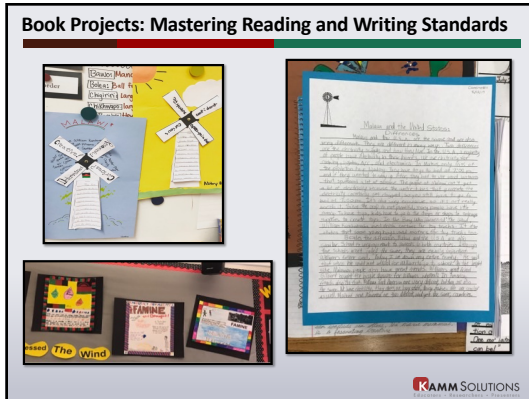
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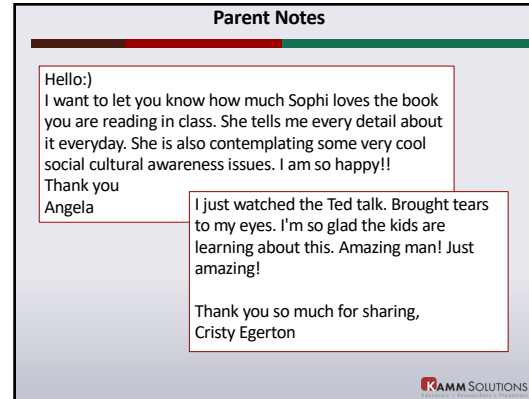
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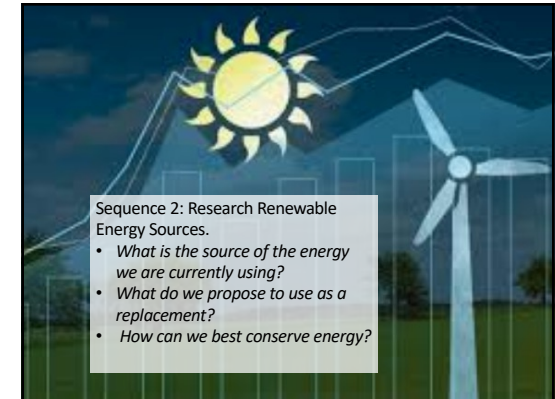
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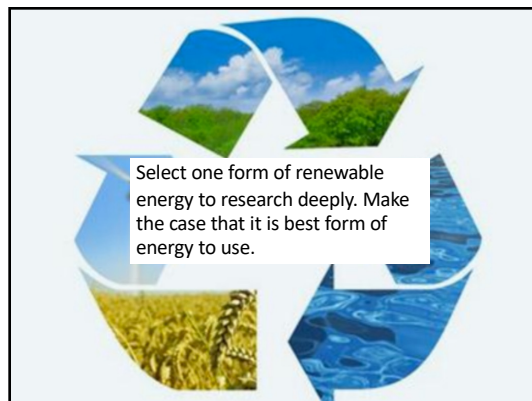
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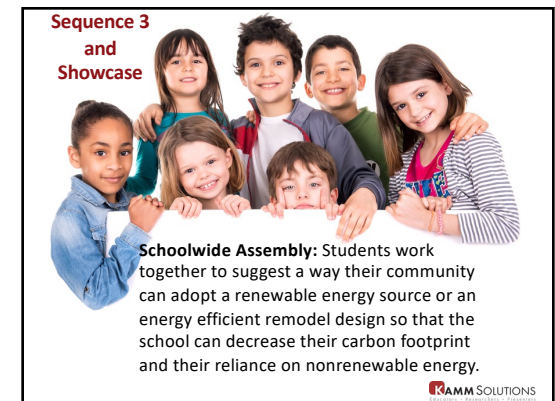
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Brilliant Teachers Co-Create Units of Study



- Teachers' Demonstrate Innovation, Creativity, & Critical Thinking
- Engage in Collaborative Inquiry
- Infuse District's Resources
- Embrace Digital Tools

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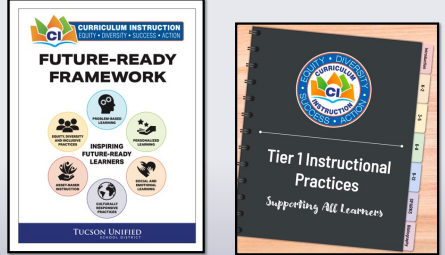


100 % of teachers in two districts agreed/strongly agreed:

- Closing the Achievement Gap
- Improving Executive Function
- Engaging Students as Active Learners
- Personalized – Exercising Voice and Choice
- Connecting with Social & Emotional Learning

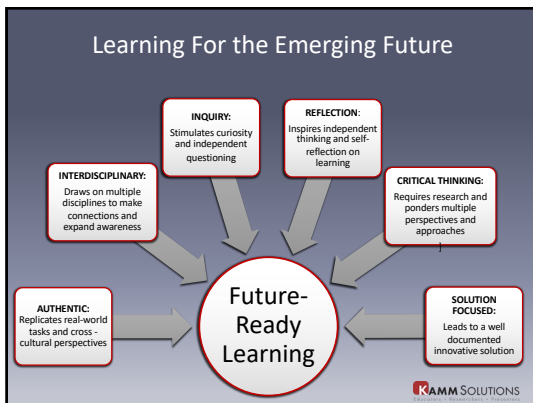
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Tucson Unified School District



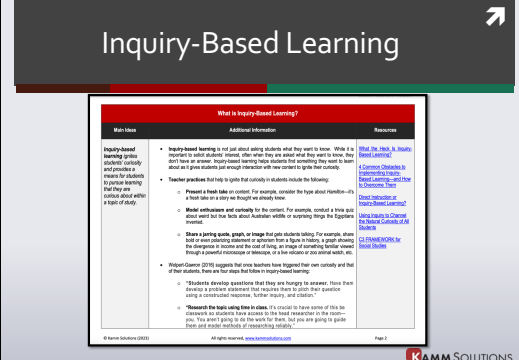
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Inquiry-Based Learning



| Main Idea | Additional Information | Resources |
|--|---|--|
| Inquiry-based learning gives students control and ownership over their learning. It is a process of learning that is student-centered and inquiry-based. | Inquiry-based learning is not just about asking students what they want to know. While it is important to build student interest when they are asked what they want to know, they don't have an answer. Inquiry-based learning helps students find something they want to learn about and gives students an answer. Teachers will have students to give their curiosity. | What is Inquiry-Based Learning? (KAMM SOLUTIONS) |
| Teacher practices that help to guide that curiosity in students include the following: | <ul style="list-style-type: none"> Present them with a problem. For example, consider the topic about the human eye. Make observations and curiosity for the content. For example, consider a video that shows how the eye works and how the eye works in different ways. The eye is a complex system. Share a journal, graph, or image that gets students thinking. For example, share a journal about the human eye. A graph showing the importance of vision and the cost of eye care. An image of something that looks like a human eye. Use a variety of resources to explore the topic. For example, a video about the human eye. A graph showing the importance of vision and the cost of eye care. An image of something that looks like a human eye. | <ul style="list-style-type: none"> What is Inquiry-Based Learning? (KAMM SOLUTIONS) What is Inquiry-Based Learning? (KAMM SOLUTIONS) What is Inquiry-Based Learning? (KAMM SOLUTIONS) |

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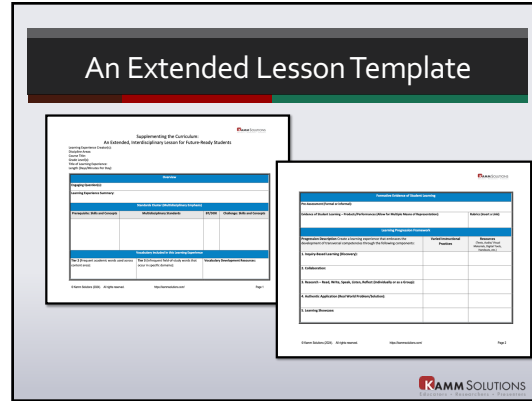
Ralston Elementary School, Golden Colorado

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Ralston Elementary School, Golden Colorado

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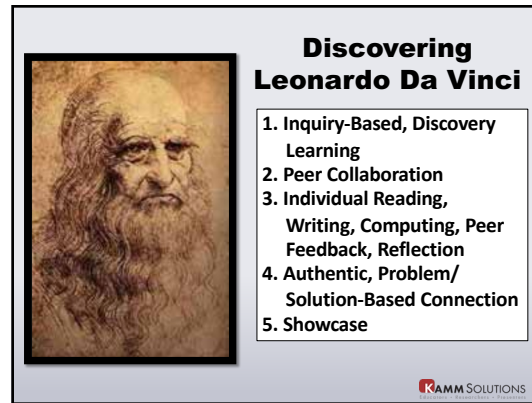
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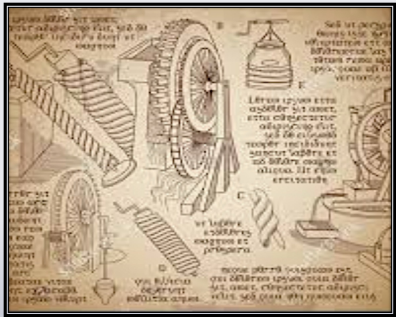


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What do you observe in this picture?



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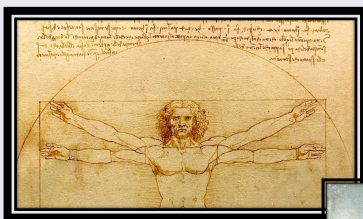
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What is your response to this picture? What do you think and/or feel when you look it? Please explain your response.



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What do these sketches tell you about the artist?

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Discovering Da Vinci

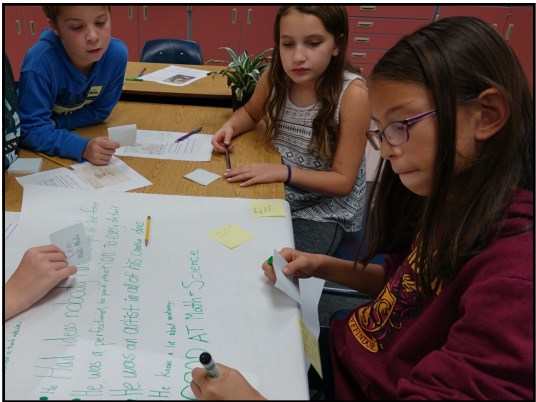
If Leonardo da Vinci were here, what would you want to ask him?

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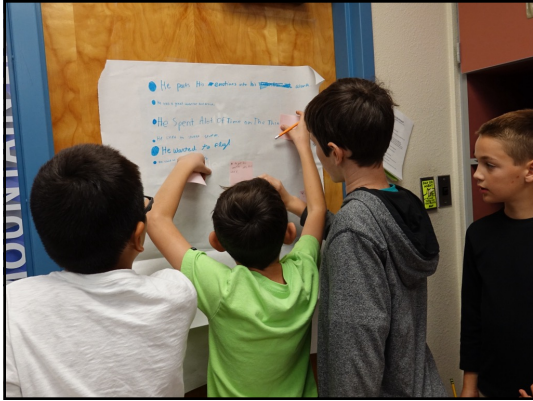
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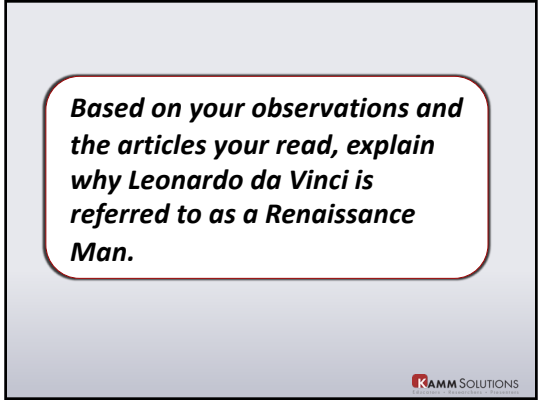
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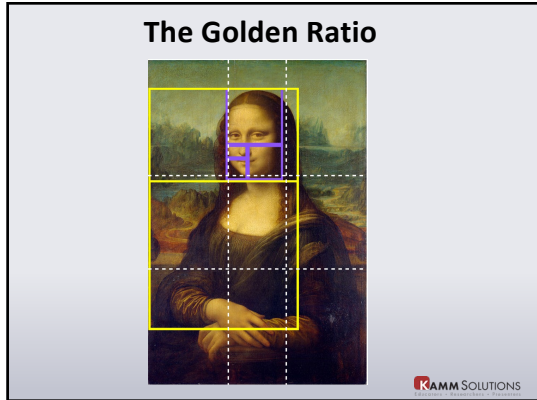
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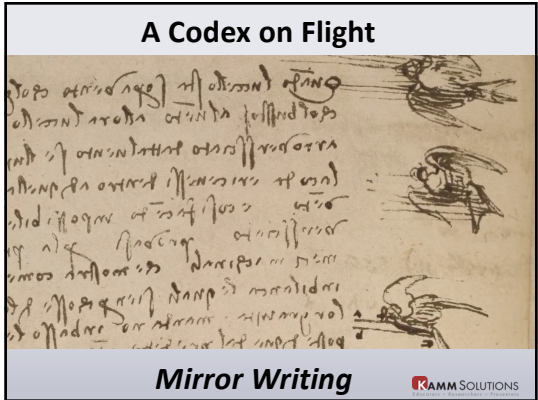
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Put Your Genius to Work

The challenge: Determine a problem faced in the world today and design an invention to address that problem. Include detailed notes to support your design. How does your invention work? What challenges could your invention face? What could be a solution?

- ❖ Clean water
- ❖ Air pollution
- ❖ Plastic pollution
- ❖ Climate change
- ❖ Homelessness



Create your own codex

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| Formative Evidence of Learning | |
|--|-----------|
| Pre-Assessment (Formal or Informal) | |
| Evidence of Student Learning – Products/Performances (Allow for Multiple Measures) | |
| Learning Progression Framework | |
| Progression Description Create a learning experience that embraces the development of transversal competencies through the following components: | Practices |
| 1. Inquiry-Based Learning (Discovery): | |
| 2. Collaboration: | |
| 3. Research – Read, Write, Speak, Listen, Reflect (Individually or as a Group): | |
| 4. Authentic Application (Real World Problem/Solution): | |
| 5. Learning Showcase: | |

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What could or do you do to engage your students in authentic, inquiry-based learning?

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Thank You

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