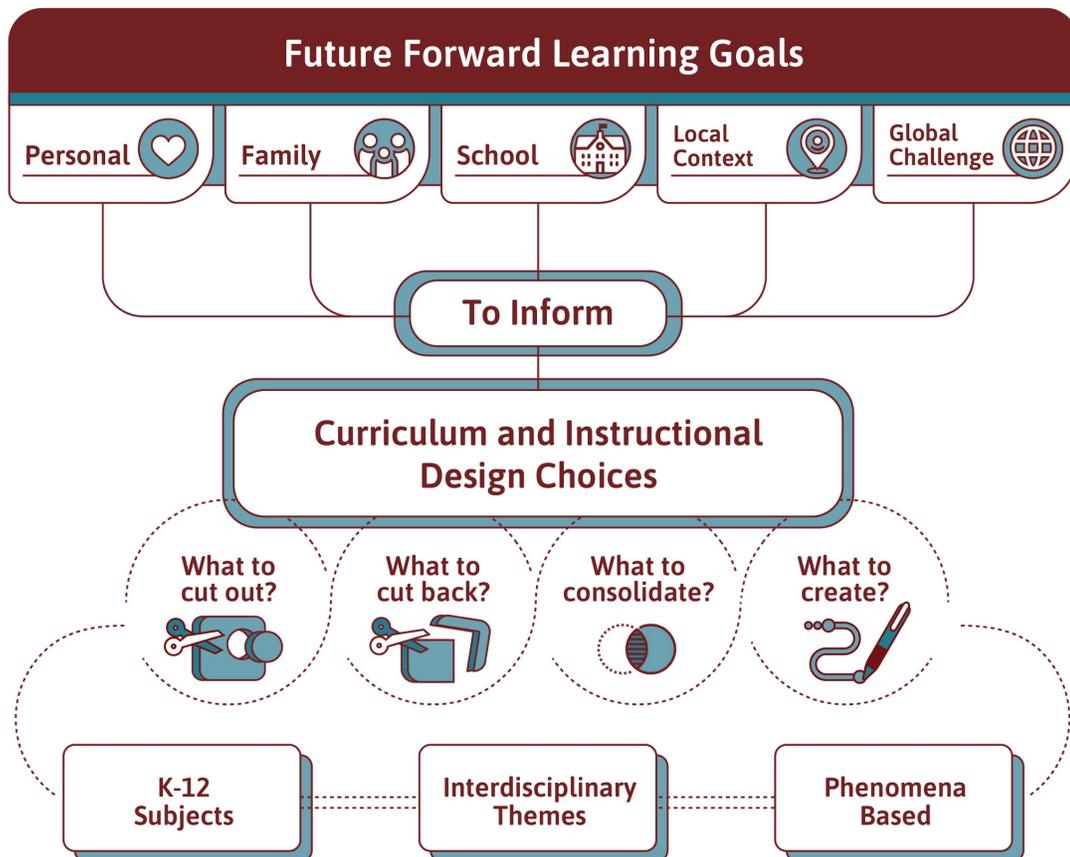# Future Forward Learning Goals

WHAT THEY ARE: *Compelling and clear long-term goals that serve as a "north star" to guide curriculum, assessment, and instructional choices. They are applicable to and informed by all aspects of a learner's life: personal, family, local, global and school aspirations.*

INSPIRATION FOR DEVELOPMENT:
- Input from all members of the school community: educators, students, and parents.
- Transfer Goals in *Understanding by Design*
- Approaches to Learning from International Baccalaureate
- Portrait / Vision of a Graduate
- Introduction or opening statement of many state, provincial and national frameworks. For example, Common Core English Language Arts describes traits of a literate individual. Australian Curriculum describes General Capabilities for students across subject areas.

DRAFTING SUGGESTIONS:
- Identify phrases by culling through inspirational documents and conversations with the school community.
- Capture language that is fresh, compelling, and future forward.
- Work to craft language that is visible in nature — statements that can be used to examine current curricular choices and identify overt connections.

KEY CRITERIA

- **Reasonable number and scope to capture all aspects of a learner's life.** *Goals should cover the range of skills, behaviors, and dispositions that we seek in the long run. We have found that limiting to 10 may be a helpful barometer (not a hard fast rule).*
- **Apply to the range of topics and challenges that learners encounter in all corners of school life — curricular, social, and personal investigations.** *These lend themselves to both transdisciplinary and subject-specific tasks that can honor existing curricular choices as well as open up the design table to more meaningfully include students.*
- **Describe desired complexity and sophistication.** *These goals can then be broken down in grade level bands for instruction and coaching.*
- **Provide clarity for your target audience(s).** *We need to pay closer attention to how well we communicate about what we mean when we use broad generalizations. Fuzzy language implies fuzzy thinking.*

ILLUSTRATIVE EXAMPLES:

- Seek to investigate challenging contemporary global and local issues by pursuing questions or a line of thinking. *Focus on developing inquiry to better understand complex issues.*
- Use design thinking and other processes to develop solutions, findings, prototypes, performances, and media. *Focus on listening with understanding and empathy, problem posing, generating ideas, testing ideas and making refinements.*
- Navigate through diverse sources and perspectives to make discerning and thoughtful judgments. *Focus on finding and vetting sources, reading comprehension and analysis, comparison and synthesis, conclusions and predictions.*
- Develop self-management skills by making choices for learning and monitoring thinking. *Focus on breaking larger problem/challenge down to smaller parts, setting and monitoring goals, and exploring use of time strategies.*