



IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER

Illitaunikuliriniq:

Teaching/learning/assessing readiness skills

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Head of MYP Development



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Life beyond the classroom



CLIAAG:

Career
Learning,
Information,
Advice and
Guidance

CCR:

College and
Career
Readiness



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Metaphor

Finding our way through territory that is both new and familiar



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Ansgar Walk, Inuksuk Point (Wikimedia)



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Now the people will know we were here



<https://www.historicacanada.ca/content/heritage-minutes/inukshuk>



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Where would your
inuksuk direct
others to follow?
What would it say
about the path you
have taken?



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Destinations

The goals of career-ready, competency-oriented, skills-based education



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Building the right skills can help countries improve economic prosperity and social cohesion



By contributing to
social outcomes such
as health, civil and
social engagement.

By supporting
improvement in
productivity and
growth.

By supporting high
levels of
employment in
good quality jobs.



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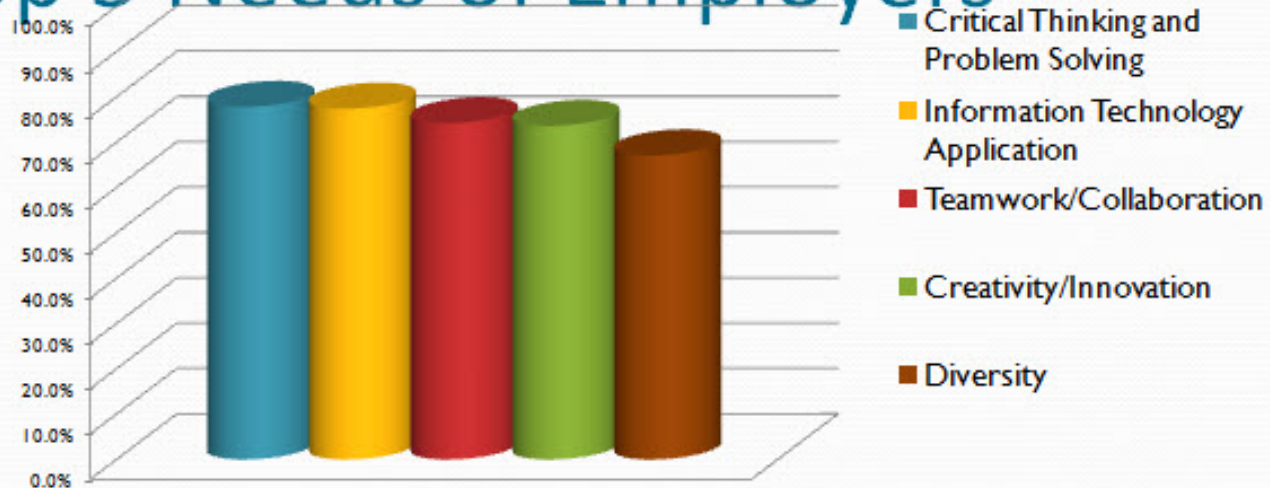




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Employer needs (knowledge & applied skills)

Top 5 Needs of Employers



Education Technology Expert **Alan November** has included **Empathy** as Number One In His Surveys

Are They Really Ready To Work: (Employer's Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce.)



21 centuryedtech
web site provides
total ranking



What employers want

Figure 1: Employers rate the importance of candidate skills/qualities

Skill/Quality	Weighted average rating*
Ability to work in a team structure	4.55
Ability to make decisions and solve problems	4.50
Ability to plan, organize, and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to obtain and process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01
Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.54

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Source: *Job Outlook 2014*, National Association of Colleges and Employers



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Ready for what?

Competency is the capacity to generate appropriate performance: to marshal the resources (tools, knowledge, techniques) in a social context (which involves working with others, understanding expectations) to realize a goal that is appropriate to the context. (OECD, 2013)

- Application of knowledge and skills, not mastery of knowledge or technique
- Encompassing knowledge, skills, attitudes (beliefs, dispositions, values)

Having a skill, AND knowing how to use it wisely



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KEY competencies

Pre-requisites for achieving desired outcome

- ‘successful life and well-functioning society’
- ‘preparation for (emerging) labour markets’
- ‘personal fulfilment, active citizenship, social cohesion, employability’

Relevant to all individuals

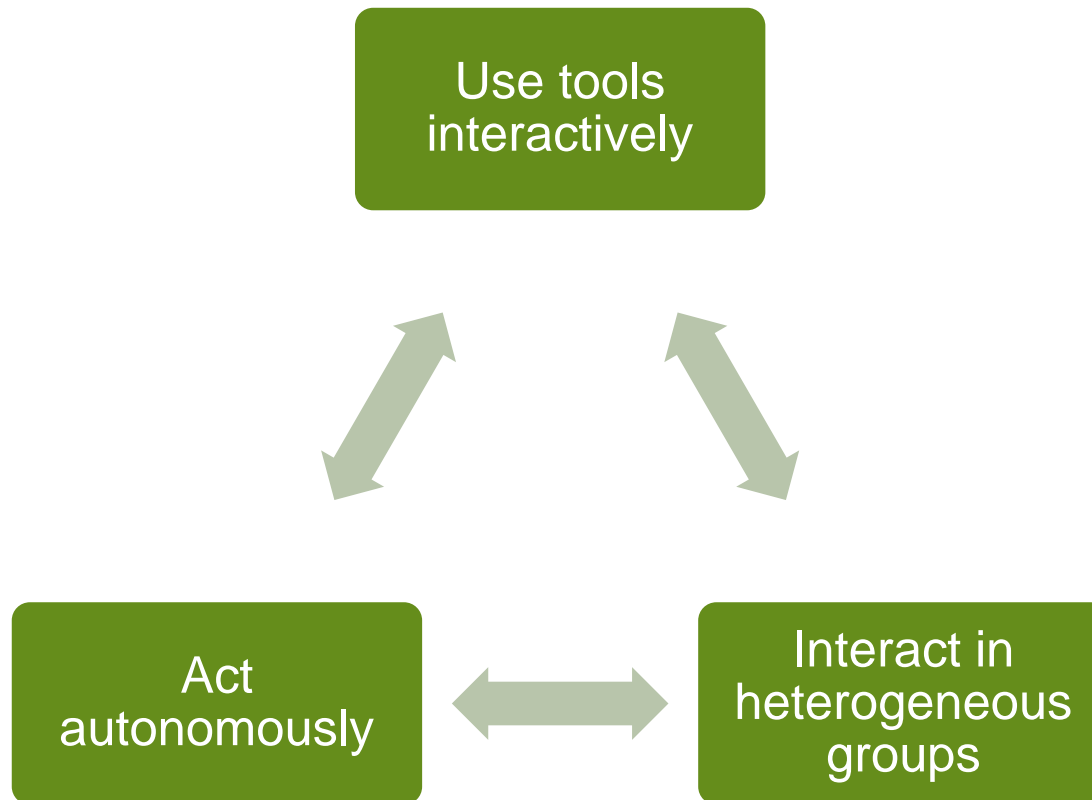
Can be learned

Are generic or highly transferable relevant to multiple social fields and work situations (*transversal*)

Enable people to deal with *complexity, uncertainty & insecurity*
(Bourne and Neal, *The Global Engineer*)



DeSeCo Categories





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The 21st Century Workplace: Six Disruptive Forces and Ten Essential Skills



Drivers: disruptive shifts that will reshape the workforce landscape

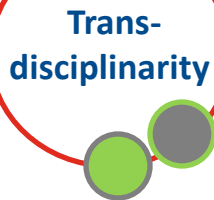


Key skill needed in the Future workforce

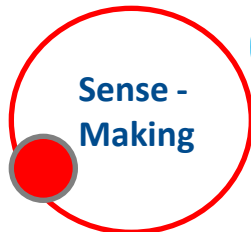
Extreme Longevity

Increasing global lifespans change the nature of careers and learning

Rise of smart machines and systems
Workplace robotics nudge human workers out of rote repetitive tasks



Trans-disciplinarity



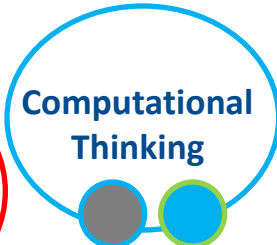
Sense - Making



Social Intelligence



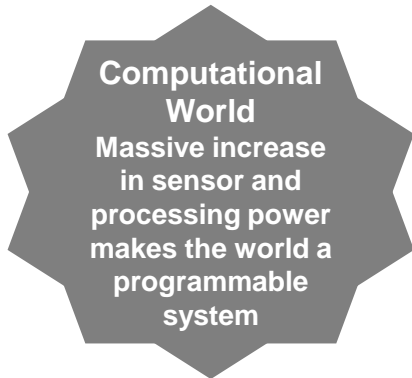
Novel and Adaptive Thinking



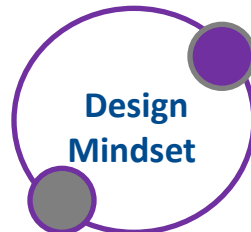
Computational Thinking



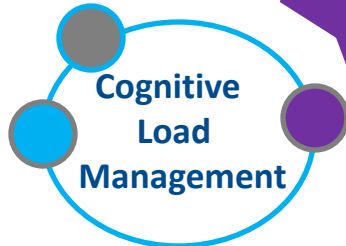
New media ecology
New communication tools require new media literacies beyond text



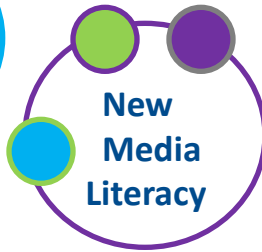
Computational World
Massive increase in sensor and processing power makes the world a programmable system



Design Mindset



Cognitive Load Management



New Media Literacy



Superstructured organizations
Social technologies drive new forms of production and value creation



Cross Cultural Competency



Virtual Collaboration



Globally connected world
Increased global connectivity puts diversity and adaptability at the center of organizational operations



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LSIS

Learning and Skills Improvement Service

- An ability to communicate with people across a range of social and cultural backgrounds
- An ability to work within teams of people from a range of backgrounds and other countries
- Openness to a range of voices and perspectives from around the world
- Willingness to resolve problems and seek solutions
- Recognition and understanding of the importance of global forces on people's lives
- Willingness to play an active role in society at local, national and international levels





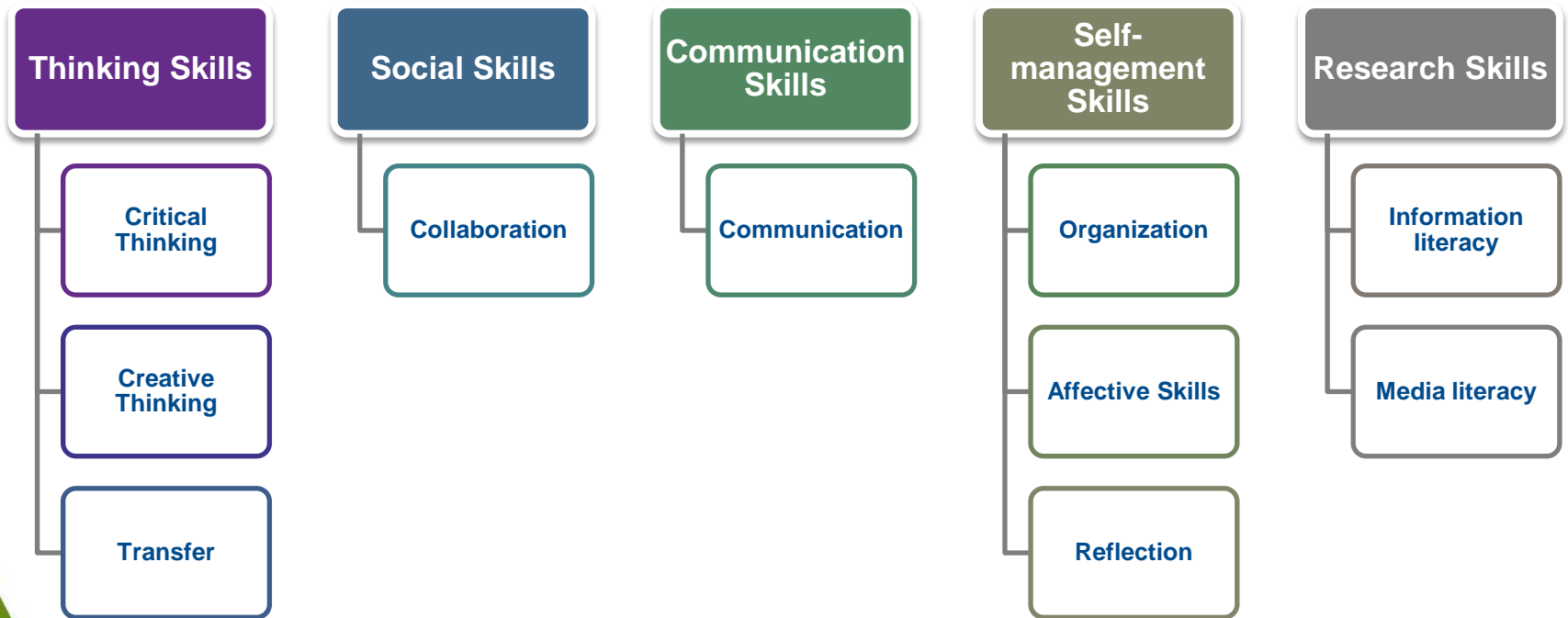
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Groups and hierarchies

Competency groups	Examples of specific competencies cited in frameworks
Cognitive competencies	
Communication	Reading, writing, oral communication, proficiency in foreign languages.
Information processing	Thinking skills, managing information.
Problem solving	Recognising problems and devising and implementing a plan of action, discovering a rule or principle underlying the relationship between two or more objects and applying it when solving a problem.
Learning	Learning to learn, reflexivity, effective management of one's own learning.
Mathematics	Using numbers, reasoning mathematically, communicating in mathematical language.
Interpersonal competencies	
Interpersonal	Team work, cultural sensitivity, working with others, relating to customers, negotiating, participate in projects and tasks.
Intrapersonal competencies	
Self-regulation	Self-awareness, reflexivity, meta-cognition, adaptability, coping with stress.
Management	Planning (self and others), organisation, responsibility.
Creativity/entrepreneurship	Initiative, creativity, ability to assess and take risks.
Technological competencies	
ICT	Work with a variety of technologies, use IT to organise data.



5 ATL skills categories / 10 clusters (MYP)





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ATL skills: Self management - affective

Perseverance	Demonstrate persistence and perseverance Practice delaying gratification
Resilience	Practice 'bouncing back' after adversity, mistakes and failures Practice 'failing well' Practice dealing with disappointment and unmet expectations Practice dealing with change



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10 attributes of life-long learners

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:





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Check-points

The promise and peril of assessment



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PIACC

Programme for the Assessment of Adult Competencies

The screenshot displays the PIACC interface. On the left, a sidebar contains the text: "Unit 10 - Part 1", "You are looking for a job and have located these five websites.", "You want to use a site that does not require you to register or pay a fee.", "Bookmark all the sites that meet your requirements.", and "Once you have bookmarked the sites, click Next to go on." The main area shows a web browser window with the URL "www.websearch.com/jobsearch". The search results include: "Find Your Job - JobSearch.com", "The best job search site on the web. Check with us first! www.jobsearch.com", "Work Links", "We connect you with the best jobs on the web. www.worklinks.com", "Looking for a job?", "Start your job search here. www.careerstarters.com", "Connections.com", "We provide access to the best jobs www.connections.com", and "The best jobs online", "If you are looking for the perfect job, start right here. www.greatjobs.com".



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Problem-solving tasks

Tasks are the circumstances that trigger a person's awareness and understanding of the problem and determine the actions needed to be taken in order to solve the problem. Ordinarily, a wide range of conditions can initiate problem solving. Tasks are defined in terms of intrinsic complexity and the explicitness of the problem statement. The *intrinsic complexity* of a problem is determined by:

- the minimum number of steps required to solve the problem;
- the number of options or alternatives at various stages in the solution path;
- the diversity of operators required to be used, and the complexity of computation/transformation;
- the likelihood of impasses or unexpected outcomes;
- the number of requirements that have to be satisfied to arrive at a solution; and
- the amount of transformation required to communicate a solution.

The *explicitness of the problem statement* relates to the extent to which the problem is ill-defined (the task is implicit and its components are largely unspecified) or well-defined (the task is explicit and its components are described in detail).

<http://skills.oecd.org/skillsoutlook.html>

<http://www.oecd.org/site/piacc>



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When in doubt, don't!

Table 8.2
Coverage of the dimensions of human capital directly assessed
in the Survey of Adult Skills (PIAAC)

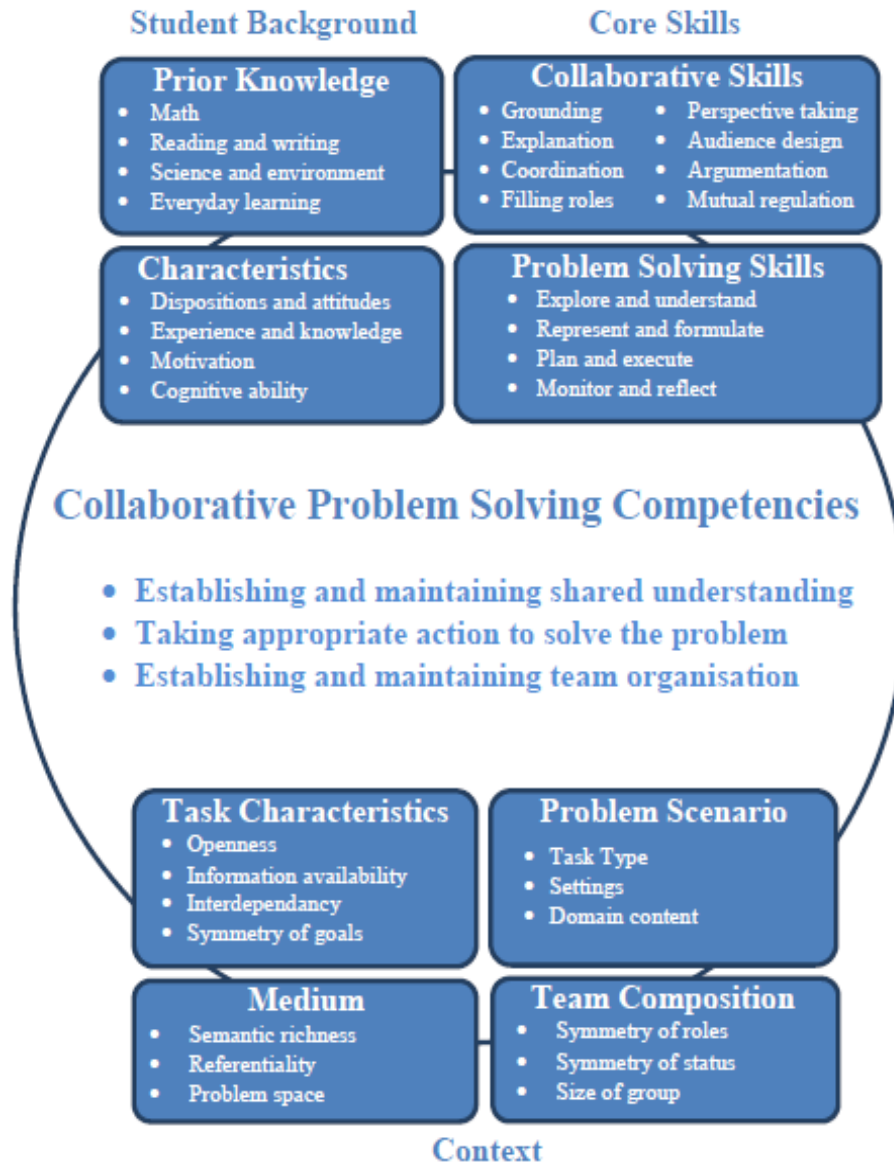
	Broadly transferable	Less transferable
Knowledge	Assessed to a limited extent (literacy and numeracy)	Not assessed
Skills (cognitive)	Assessed (literacy, numeracy and problem solving)	Not assessed
Skills (technical)	Assessed to a limited extent (computer use)	Not assessed
Skills (inter and intra-personal)	Not assessed	Not assessed
Competency/Application	Not assessed	Not assessed
Personal attributes	Not assessed	Not assessed

Key competencies and skills covered (or not)

Communication	♥-	Interpersonal	
Information processing		Self-regulation	
Problem solving	♥-	Management	
Learning		Creativity/ Entrepreneurship	
Mathematics	♥	ICT	♥



OECD Collaborative problem solving 2015





OECD Collaborative problem solving 2015

	(1) Establishing and maintaining shared understanding	(2) Taking appropriate action to solve the problem	(3) Establishing and maintaining team organisation
(A) Exploring and Understanding	(A1) Discovering perspectives and abilities of team members	(A2) Discovering the type of collaborative interaction to solve the problem, along with goals	(A3) Understanding roles to solve problem
(B) Representing and Formulating	(B1) Building a shared representation and negotiating the meaning of the problem (common ground)	(B2) Identifying and describing tasks to be completed	(B3) Describe roles and team organisation (communication protocol/rules of engagement)
(C) Planning and Executing	(C1) Communicating with team members about the actions to be/ being performed	(C2) Enacting plans	(C3) Following rules of engagement, (e.g., prompting other team members to perform their tasks.)
(D) Monitoring and Reflecting	(D1) Monitoring and repairing the shared understanding	(D2) Monitoring results of actions and evaluating success in solving the problem	(D3) Monitoring, providing feedback and adapting the team organisation and roles



Database
Spreadsheet
Email
Presentation
Chart/graphs/etc.

File Viewer - Table

Year	Number of Z-Ray Bidders	Total B...
Last		

Data Displayer

Sales Revenues, in 2000 dollars

Textbooks, 1970, \$248

Define, Access, Evaluate, Manage,
Integrate, Create and Communicate

←→
Developing, Foundational, Advanced



Workplace skills?

castleworldwide.com/tds_v5/asp/questions_sjt.asp

g Gardner assessment and learning

<< < > >> Goto

First Question Previous Question Next Question Last Question 9

Erase Help Submit

The company where you work has the following sign hanging on a door. Your supervisor asked you to retrieve supplies from this room. How should you handle this situation?

9 / 10



Best	Worst	
<input type="radio"/>	<input type="radio"/>	Inform your coworkers that you will enter the room.
<input type="radio"/>	<input type="radio"/>	Ask a coworker to enter the room and get the supplies for you.
<input type="radio"/>	<input type="radio"/>	Enter the room as quietly and secretly as possible.
<input type="radio"/>	<input type="radio"/>	Return to your supervisor to find someone authorized to enter.



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Others have passed this way

Comparing systems, models and pathways




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Ready, Willing and Capable.

The WRC is based on the national Equipped for the Future (EFF) applied learning standards and the U.S. Department of Labor's work on SCANS and O*NET. Managers, workers, and supervisors from across industries chose the skills listed below from the EFF Standards as critical for entry-level workers to succeed in today's workplace and global economy:

- Listen actively
- Read with understanding
- Use math to solve problems
- Solve problems and make decisions
- Cooperate with others
- Resolve conflict and negotiate
- Observe critically
- Take responsibility for learning

Work 
Readiness
CREDENTIAL



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Australian national curriculum





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Metastudy: shared 21st century skills

1. Thinking: analytical, critical, problem-solving, creativity
2. Information literacy: retrieval, analysis and presentation of information
3. Interpersonal: team work/collaboration
4. Citizenship: global awareness, environmental awareness, ethics
5. Career and life: self-motivation, self-presentation





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8 essential skills (New Zealand)

1. Communication
2. Numeracy
3. Information
4. Problem-solving
5. Self-management and competitive
6. Social and cooperative
7. Work
8. Study





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Level 2-3 European Qualification Framework

1. Cooperation
2. Problem solving
3. Creativity
4. Design
5. Health and safety
6. Systems thinking
7. Client awareness
8. Entrepreneurship
9. Added Value
10. Usefulness





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7 domains of lifelong learning

1. Changing and learning (agency)
2. Critical curiosity (intrinsic desire to find out more)
3. Making meaning (connections and relationships)
4. Creativity (think 'outside the box')
5. Resilience (emotional response to difficulty)
6. Strategic awareness (reflective approaches to learning)
7. Learning relationships (in isolation, and in community)

Developing an effective lifelong learning inventory: the ELLI project

RD Crick, P Broadfoot, G Claxton

Assessment in Education: Principles, Policy & Practice 11 (3), 247-272



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6 personal learning and thinking skills (UK)

1. Team workers
2. Self-managers
3. Independent inquirers
4. Reflective learners
5. Creative thinkers
6. Effective participants

‘successful learners, confident individuals, responsible citizens’



National
Curriculum



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Career & technical education competencies

1. Act as a responsible citizen and contributing employee
2. Apply appropriate academic and technical skills
3. Attend to personal health and financial well-being
4. Communicate clearly and effectively with reason
5. Consider environmental, social and economic impact of decisions
6. Demonstrate creativity and innovation
7. Employ valid and reliable research strategies
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership and effective management
10. Plan education and career paths aligned with personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using intercultural competence





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EdSteps 5 skill areas

Organization/Skill	Creativity	Problem Solving	Analyzing Information	Global Competence	Writing
Achieve		√	√		√
Assessment & Teaching of 21 st Century Skills (ACT21S)	√	√	√	√	√
College Board			√		√
College Readiness Standards (ACT)		√	√		√
Collegiate Learning Assessment		√	√		√
Educational Testing Service (ETS)	√	√	√		√
Hewlett Foundation Deeper Learning	√	√			√
Metiri Group	√	√	√	√	√
Partnership for 21 st Century Skills (P21)	√	√	√	√	√
Tony Wagner's <i>The Global Achievement Gap</i>	√	√	√	√	√



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Ways of thinking

- Creativity and innovation
- Critical thinking, problem-solving, decision-making
- Learning to learn, metacognition (knowledge about cognitive processes)

Ways of working

- Communication
- Collaboration (teamwork)

Tools for working

- Information literacy
- Information and Communication Technology (ICT) Literacy

Living in the world

- Citizenship - local & global
- Life and career
- Personal and social responsibility -including cultural awareness and competence





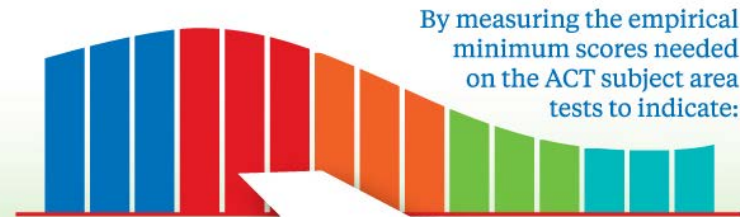
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What is readiness?

ACT defines it as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a 2- or 4-year college, trade school, or technical school) without the need for remediation.

How does ACT measure college readiness?



By measuring the empirical minimum scores needed on the ACT subject area tests to indicate:

a **50%** chance of obtaining a B or higher.

or about a **75%** chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.



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21st century skill areas

Learning and Innovation Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Information Literacy

Media Literacy

ICT Literacy

Life and Career Skills

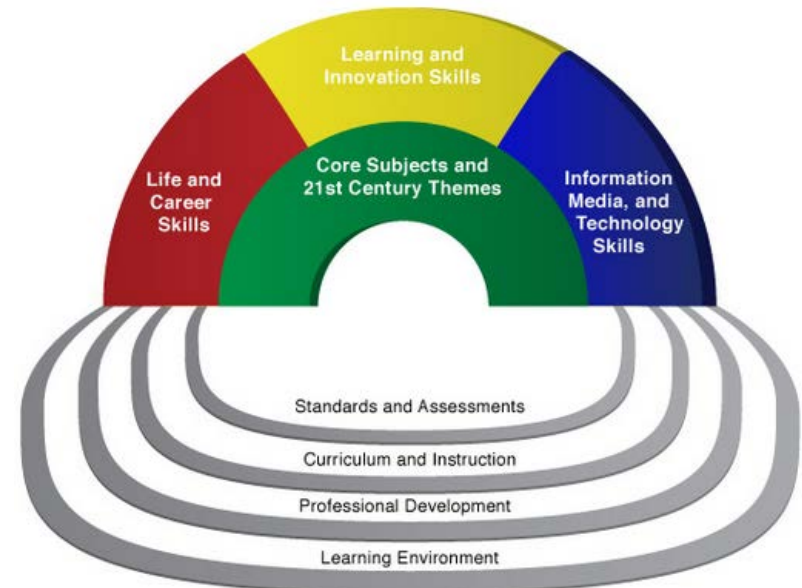
Flexibility and adaptation

Initiative and self-direction

Social and cross-cultural skills

Productivity and accountability

Leadership and responsibility



PARTNERSHIP FOR
21ST CENTURY SKILLS



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Competence for the demands of modern life

1. Using tools interactively
 - a) Use language, symbols and texts interactively
 - b) Use knowledge and information interactively
 - c) Use technology interactively
2. Interacting in heterogeneous groups
 - a) Relate well to others
 - b) Co-operate, work in teams
 - c) Manage and resolve conflicts
3. Acting autonomously
 - a) Act within the big picture
 - b) Form and conduct life plans and personal projects
 - c) Defend and assert rights, interests, limits and needs



com
pet
ence

DeSeCo

Definition and Selection of Competencies:
Theoretical and Conceptual Foundations



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



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CASEL essential skills

1. Know yourself and others
 - Identify feelings, understand obligations, recognize strengths
2. Make responsible decisions
 - manage emotions
 - understand situations, set goals, solve problems creatively
3. Care for others
 - Show empathy, respect others, appreciate diversity
4. Know how to act
 - communicate effectively
 - build relationships
 - negotiate fairly, refuse provocations
 - seek help
 - act ethically



UNESCO, International Bureau
of Education, 'Academic and
social-emotional learning',



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21st century skills- 'things like':

- Understanding global contexts and trends
- Creative and collaborative problem-solving
- Effective communication
- Negotiation and consensus building
- Strong entrepreneurship and leadership qualities
- Resilience and adaptability
- An innovative and critical mindset
- Cultural sensitivity
- Ethical decision-making

GLOBAL
STUDY
PASS



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A short inquiry into skills models

FIRST, *have a chat*

- a. How many are there?
- b. Who put the list together → how does perspective and purpose shape what's on the list?
- c. What do they share with other lists with which you're familiar?
- d. What might they add to the conversation?

SECOND, *take a hike*

- a. Share what you have, and what you think about it.
- b. Compare with the other pair
- c. (Exchange models if you each like the other's more!)
- d. Circle, star, annotate important points
- e. Repeat



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Learning is always a political act





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Which direction should we take?

Plotting a course for ourselves (alone and together)



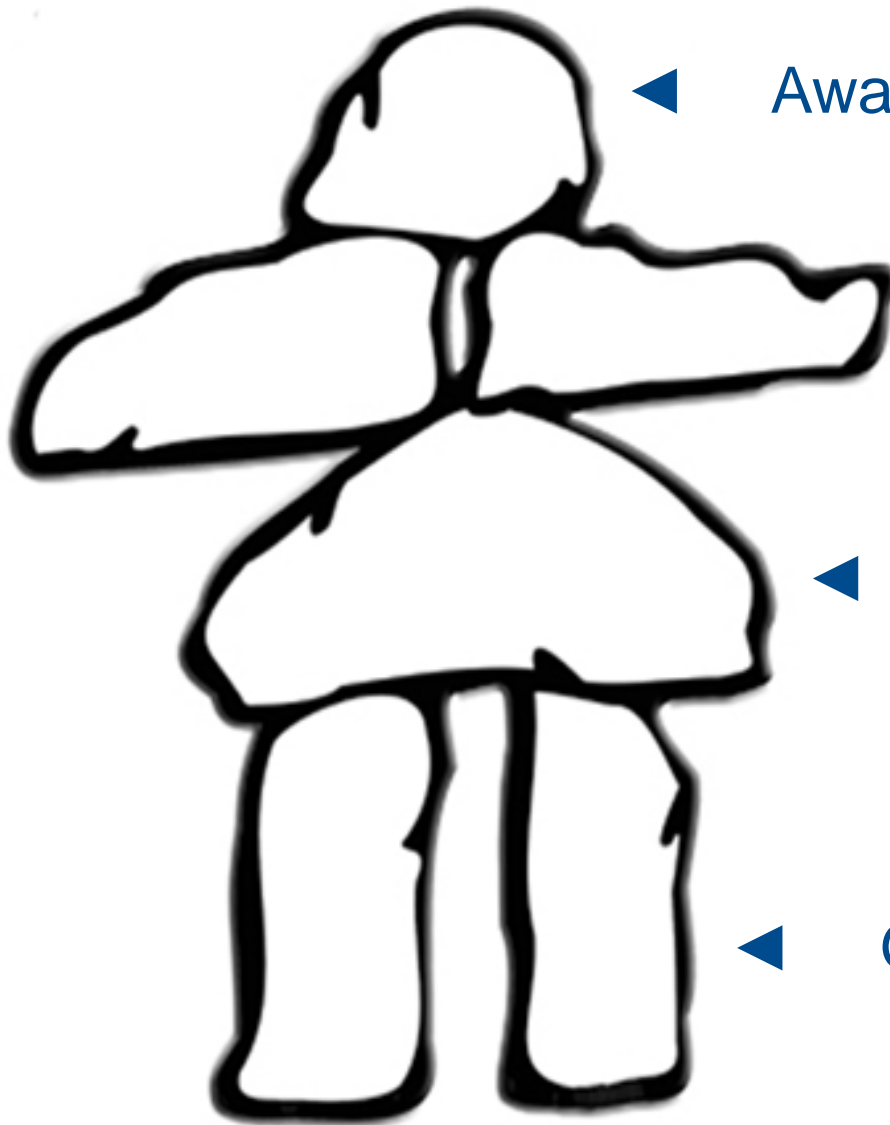
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What are we still asking ourselves?

1. How can we overcome the technical and administrative limitation of group assessment?
2. How far can we go in evaluating competencies as a meaningful educational outcome?
3. What can we do to validate the development of non-cognitive skills?
4. Should we distinguish between college and career readiness?
5. Where is the proper balance of career / technical vs. 'academic' preparation?
6. What does effective career education look like for 11-16 year olds?
7. Are we teaching the right mathematics and literacy content?
8. Could it be that college and career readiness are already embedded in and assessed by the formal, informal and hidden curriculum with which students engage, and that outcomes/ achievement already tell the tale?
9. Does focusing on career readiness unbalance the broader purpose of education (enlightenment, fulfilment, civilization, wisdom) for a technocratic, utilitarian vision?
10. Is this instrumentalist, colonial neo-liberal education at it worst?
 11. Can education focused on the new economy serve all students?



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Aware of/ guided by/
looking toward



Reaching out to



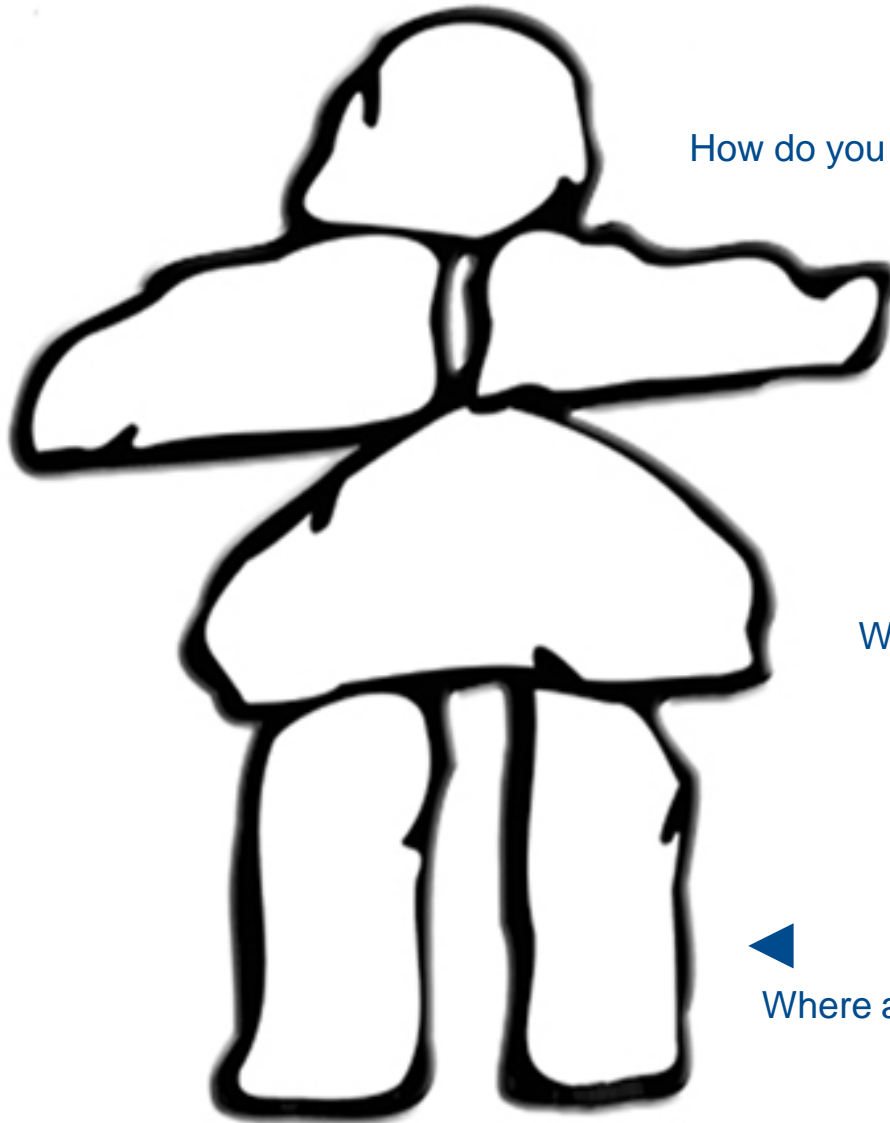
At its core



Grounded by



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◀ Mindset

How do you understand the world?

◀ Relationships

For whom and to whom are you responsible?

◀ Heart

What do you treasure?

◀ Heritage

Where are your roots?



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Radical or incremental innovation?

Pedagogy



Challenge-based learning

The Framework

Big Idea

Essential Question

The Challenge

Guiding
questions

Guiding
activities

Guiding resources:
Web and iTunes U

Solution—Action

Assessment

Publishing: student samples

Publishing: student observation

Structure

-Competency-based learning

-Schools of the future

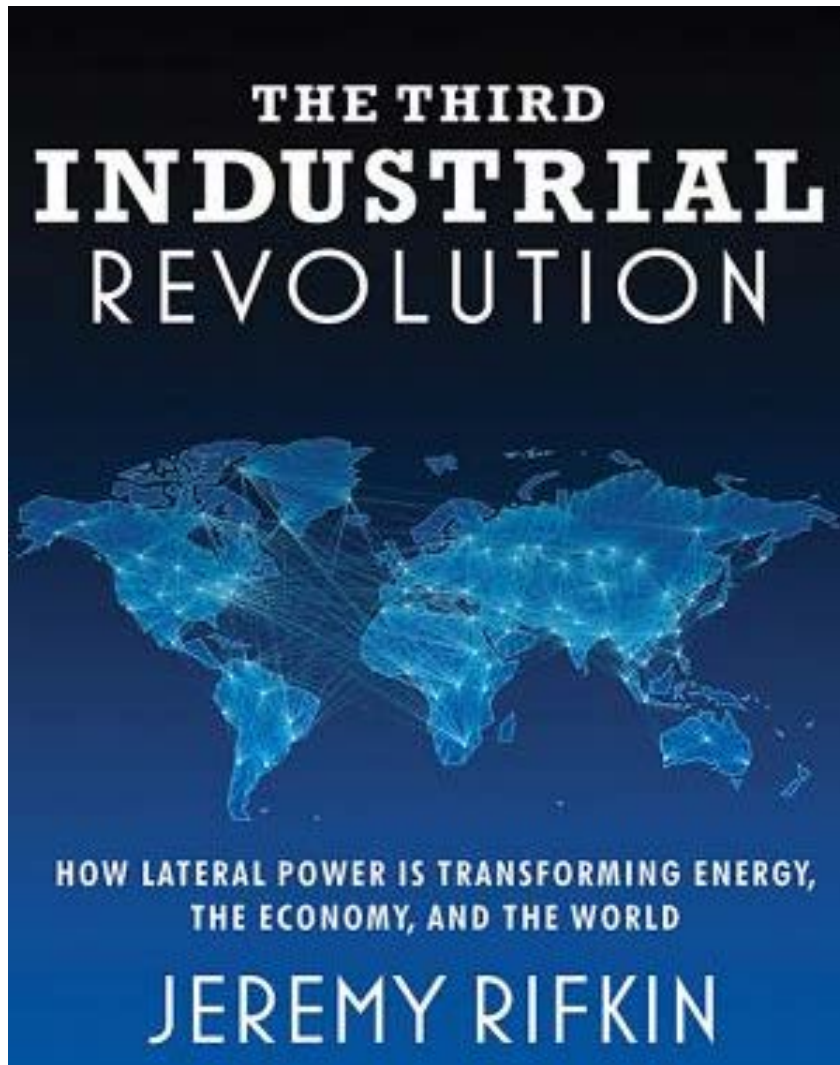


(Ricardo Semler)
Masters and learners
Real-world projects
'learn what you want'



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A classroom makeover for digital knowmads



Wit

Curation

Teachability

Sales[man]ship

Using big data

Risk management

Imagination

Improvisation

Wisdom / Savvy

Uniqueness of vision