

# Top 10 skills

## in 2020

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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

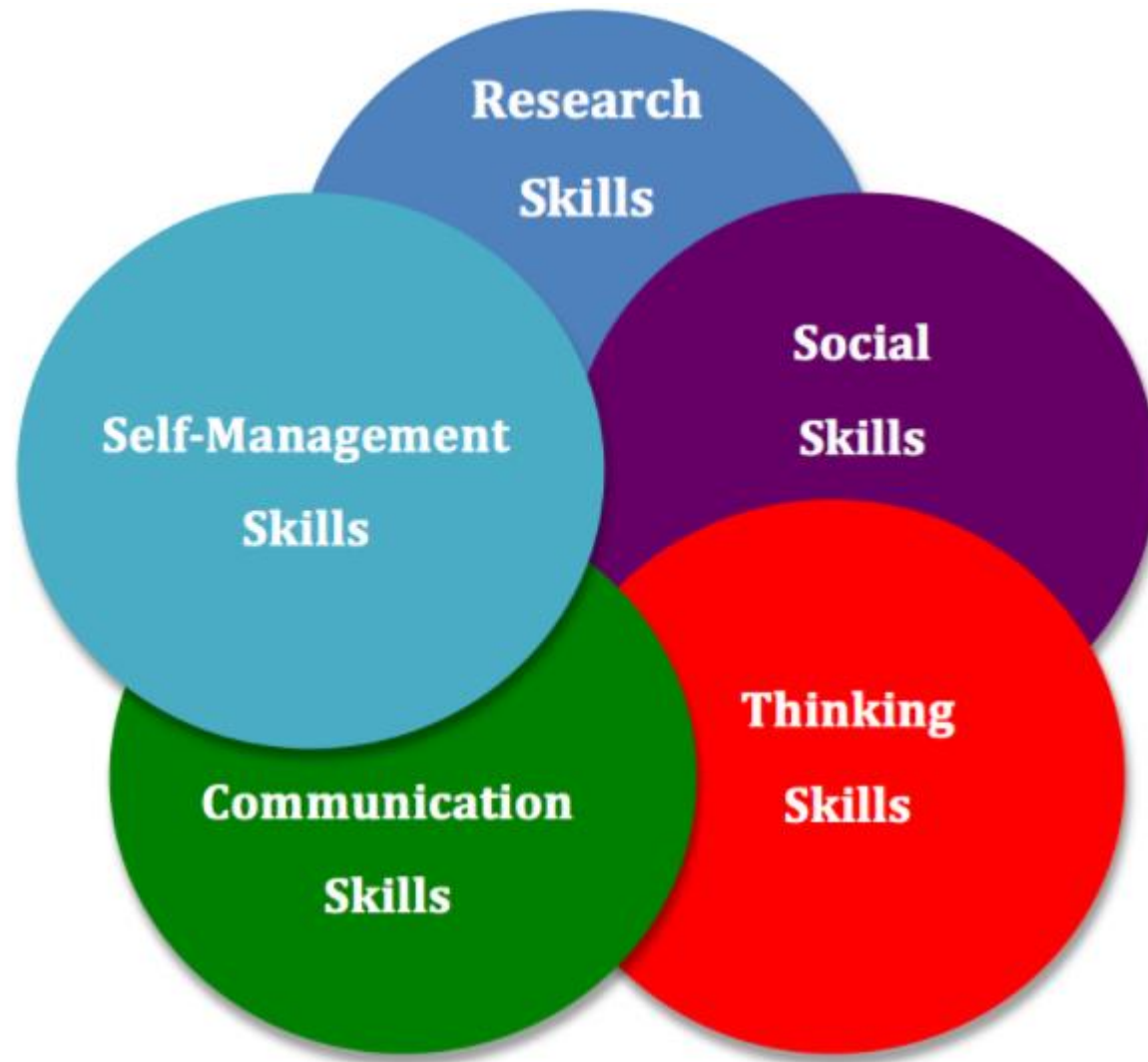


## in 2015

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity





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# What should today's classrooms look like?

## 8 Things to Look for in Today's Classroom

by George Couros



### 1 VOICE

★ Students should learn from others and then share their learning.

### 2 CHOICE

★  STRENGTH-BASED LEARNING  
★ Give students a choice.

### 3 TIME FOR REFLECTION

★ EVERYONE (teachers, admin, students) should write and reflect on what is being learned.

### 8 CONNECTED LEARNING

★ Bring experts into your class via social media and video-conferencing.



### 7 SELF-ASSESSMENT

★ Important that students know how to do this.  
★ Use portfolios.



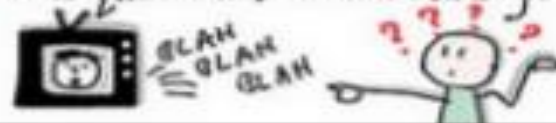
### 6 PROBLEM SOLVERS/FINDERS

★ Give students tough challenges and let them find innovative solutions.



### 5 CRITICAL THINKERS

★ Ask questions and challenge what you see.



### 4 OPPORTUNITIES for INNOVATION

★ Example: Build a hovercraft from a YouTube video! (yes, it can be done!)



CLASSROOMS need to be LEARNER-FOCUSED



# Year 9 Experience

Serve and lead our Communities...

2 Days of Action...

Use Skills, Address Need,  
Create Change



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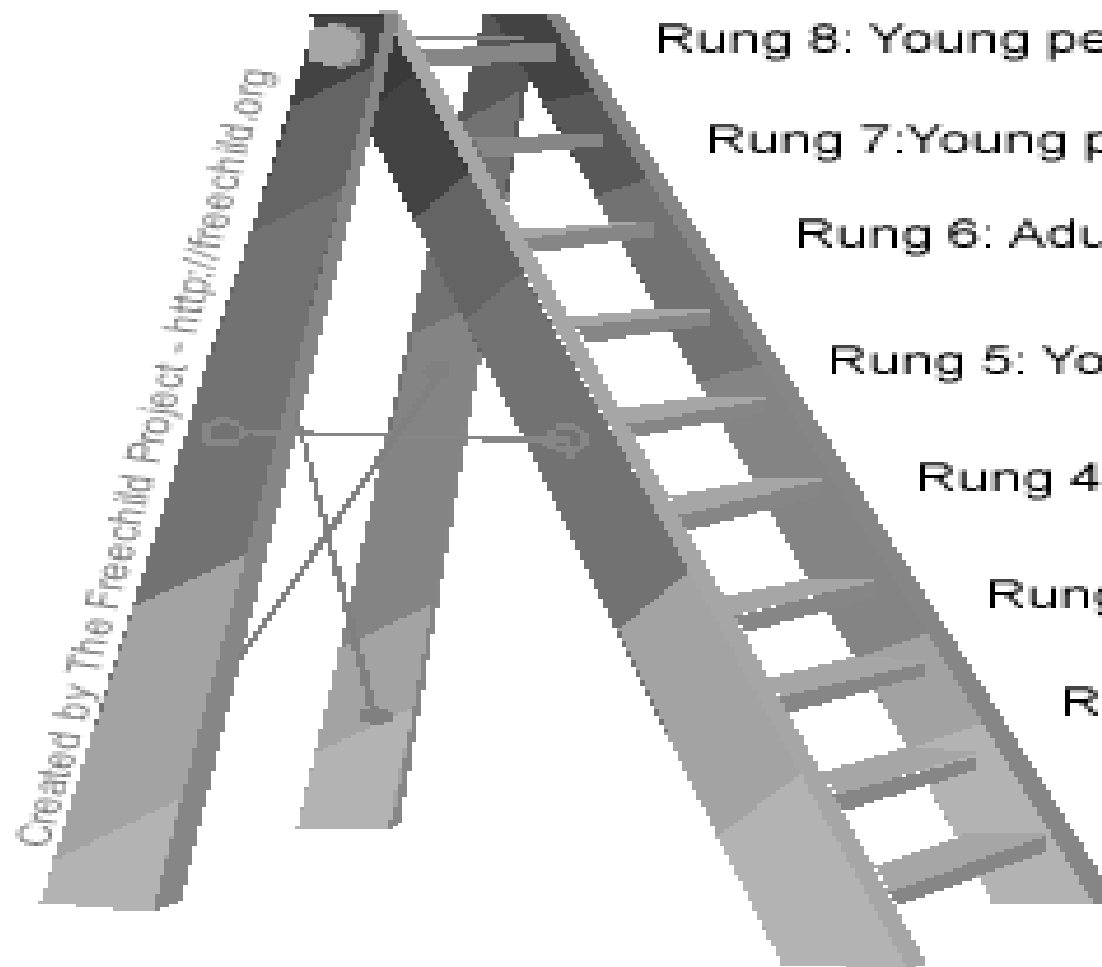


**Each one of us can make a  
difference. Together we  
make change.**

Barbara Mikulski

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# Roger Hart's Ladder of Young People's Participation



Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions  
with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized\*

Rung 2: Young people are decoration\*

Rung 1: Young people are  
manipulated\*

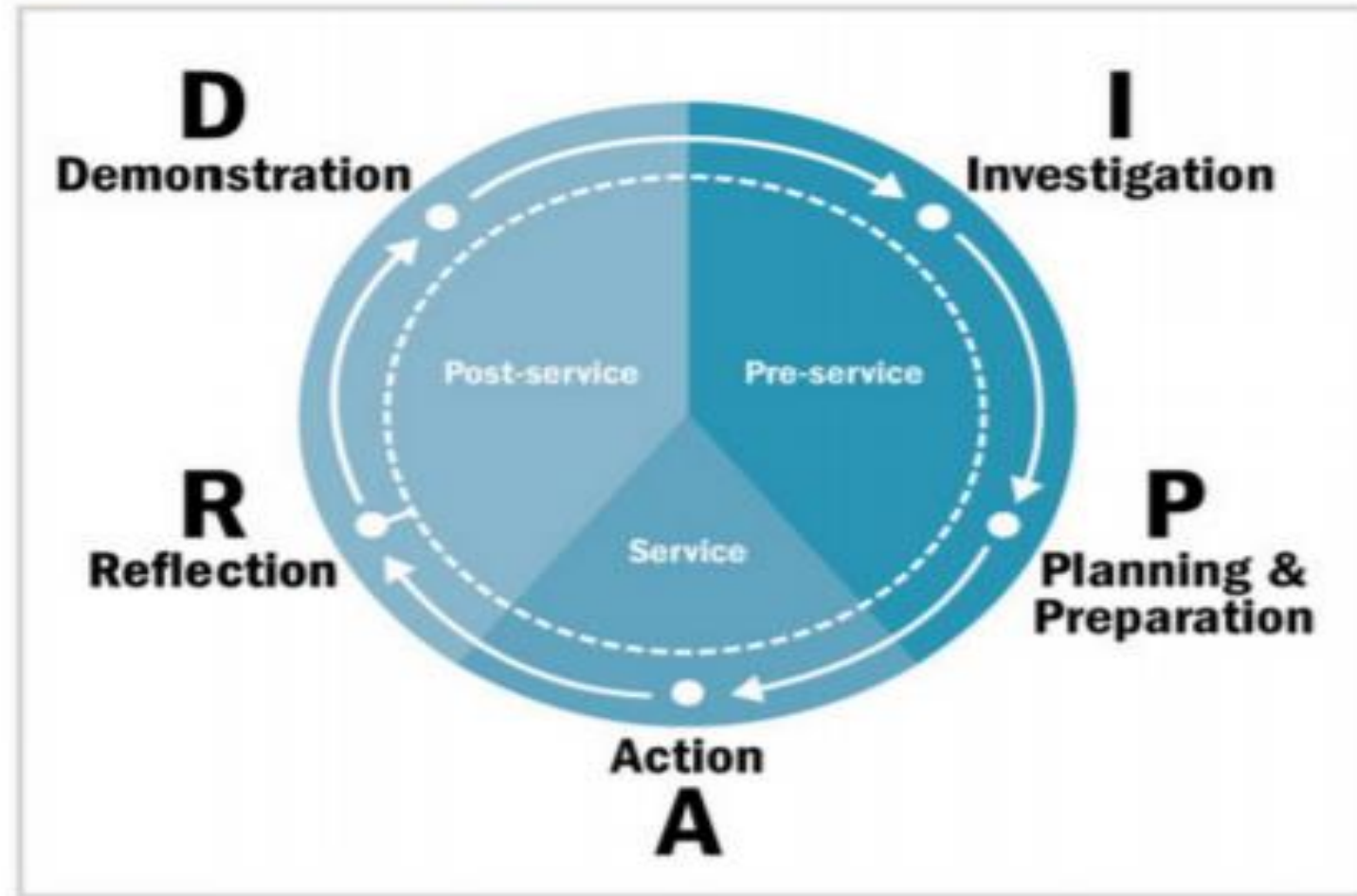
Note: Hart explains that the last  
three rungs are *non-participation*

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.  
Florence: UNICEF Innocenti Research Centre.

# A Learning Journey...

- PYP Exhibition
- Interdisciplinary Learning e.g. STEM
- Year 9 Experience
- CAS
- Extended Essay

## A principled action process





## Types of principled action

### Direct

Commonly described as:

- Hands-on
- In the field
- Providing one-to-one support.

### Indirect

Commonly described as:

- Supporting the cause, for example, through fundraising.
- Serving in large-scale projects that work with communities or the environment rather than face-to-face and individual experiences.

### Research

Commonly described as:

- Carrying out research that provides information about the underlying issues
- Writing reports or articles to inform.

### Advocacy

Commonly described as:

- Raising awareness
- Establishing/leading campaigns
- Promoting change.



# How will we know they are making progress?



2016-09-08 07:19:17

thinking

social

communication

selfmanagement

Y9E Pilot

This is a model we made in a group for the third Y9 experience, our ...



2016-05-24 10:06:37

selfmanagement

communication

Y9E Pilot

Here we had a problem of keeping everyone healthy and not letting them ...



2016-05-24 09:57:34

Here we have seven different entrepreneurs explaining what they do and why they like their jobs

selfmanagement

Y9E Pilot

These seven different entrepreneurs have the same job but for ...

# LEARN WITH THE EXPERTS



**Present and exhibit your work  
to an authentic audience**



|  |  |
|--|--|
| 11 December                                | Introduction and Ideation Day  |
| Tues 6 March (wk2) -<br>1 day workshop     | Investigation - Getting Started in your groups.  |
| Thurs 29 March (wk1) -<br>1 day workshop   | <b>Planning and Project Management, including risk assessment. Supervisor check in 1.</b>                          |
| Thurs 3rd May -<br>P.4 and 5               | Mini Expo - Students present/pitch their plans for feedback (can link into Parent Evening). Supervisor check in 2. |
| w/b 14 May - 1 day                         | Action Day 1 - Students in groups need to select their day of action. Only 1 day per group                         |
| Monday 28 May (wk 2) -<br>1 day            | Reflect and refine. Develop communication skills. Supervisor check in 3.   |
| w/b 11 June - 1 day                        | Action Day 2 - Students in groups need to select their day of action. Only 1 day per group.                        |
| Fri 22 June (wk 1)- 1 day                  | Reflection and developing presentations/exhibition   |
| 26 and 27 June - half<br>day plus full day | Presentation and exhibitions planning and delivery.  |

# Questions?



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