



# Assessing Future Skills Through the General Capabilities

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## INDUSTRY 1.0

Mechanization, steam power, weaving loom



1784



## INDUSTRY 2.0

Mass production, assembly line, electrical energy

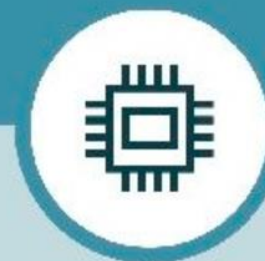


1870



## INDUSTRY 3.0

Automation, computers and electronics



1969



## INDUSTRY 4.0

Cyber Physical Systems, internet of things, networks



TODAY

The internet of things

The age of automation

Digital disruption

# Industry 4.0

A background image showing a robotic hand holding a smartphone. The hand is metallic and has a black strap on the wrist. The smartphone is a dark-colored device. The entire image is overlaid with a semi-transparent teal filter. A large yellow triangle is on the left side of the slide.

# Automation



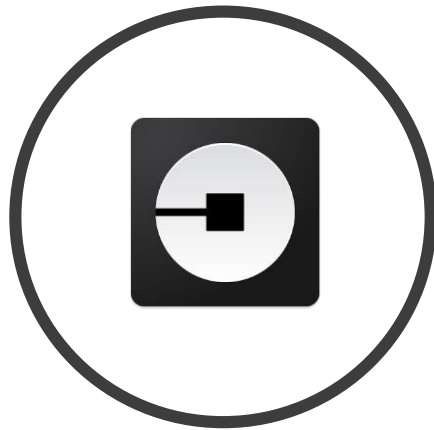
## Robots already doing it better:

- Financial and Sports Reporters
- Online Marketers
- Anesthesiologists, Surgeons, and Diagnosticians
- E-Discovery Lawyers and Law Firm Associates
- Financial Analysts and Advisors

# Digital disruption



No content



No cars



No stock



No property



# The Internet of Things

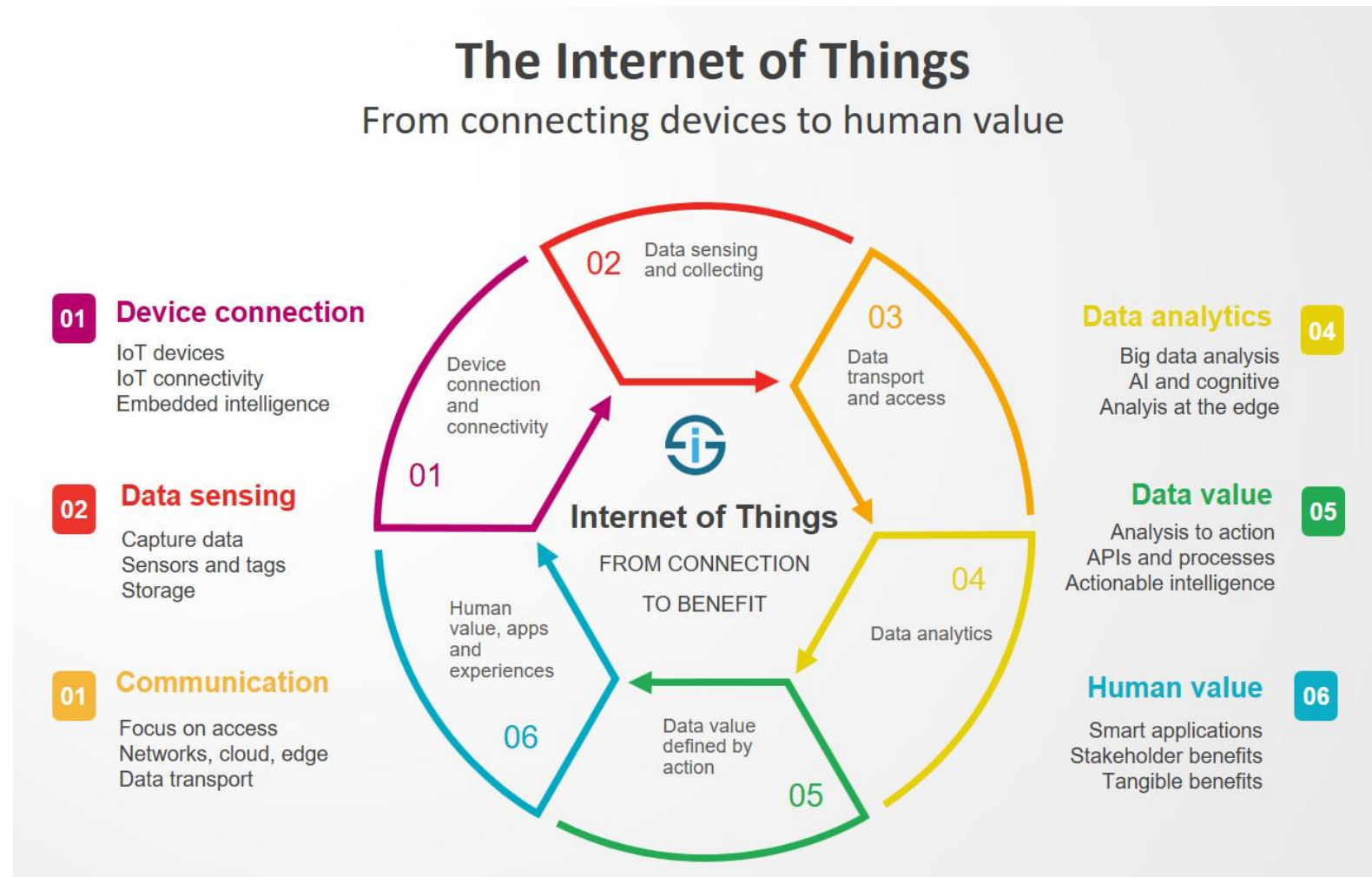


Image Source: <https://www.i-scoop.eu/internet-of-things-guide/>



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World Economic Forum 2018  
Jack Ma – Co-Founder of Alibaba Group

# where & how we work



Research & Development Group



**Brad** V.P. of Product

We need to cut down on our frame's weight to stay competitive. Any ideas?

Like • Reply



**Giorgio** Lead Engineer

We've been considering a new design.

Like • Reply

Reply



A classroom scene with a teacher and students. The teacher, a man in a grey shirt, is leaning over a desk on the left, looking at papers. A student with curly hair, wearing a blue shirt and yellow pants, is sitting on a blue stool at the same desk, looking towards the teacher. In the background, another student is sitting at a desk with a laptop. On the right, a male student in a plaid shirt and a female student are sitting at a desk, looking at each other. The text "what we learn" is overlaid in the center, with "what" underlined in yellow.

what we learn



An aerial night view of a city skyline, likely Shanghai, featuring the Oriental Pearl Tower and the Huangpu River. The image is overlaid with a semi-transparent blue filter. The text "Less about jobs" is centered in white, with the first letter 'L' underlined in yellow.

Less about jobs



An aerial night view of a city skyline, likely Shanghai, featuring the Oriental Pearl Tower and a river. The image is overlaid with a semi-transparent blue filter.

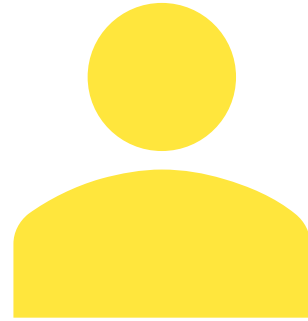
# More about skills



What value is it to be  
human in 4.0?

# Industry 4.0





human | *skills economy*



What are the futur|



creativity digital character citizenship Problem solving  
resilience collaboration creativity  
empathy flexibility resilience  
Critical thinking Self-regulation  
digital citizenship creativity collaboration flexibility  
collaboration empathy  
creativity digital  
empathy resilience citizenship  
collaboration Self-regulation creativity  
creativity flexibility resilience  
Self-regulation Problem solving digital  
digital Critical thinking Problem solving flexibility



What are the futur



# What employers want from Young People?

6000 websites

4.2 million unique job ads (2012 – 2015)

Relevant to young people

0-5 years work experience

Source: [www.fya.org.au](http://www.fya.org.au)

## THE NEW BASICS:

Big data reveals the skills young people need for the New Work Order

FYA's New Work Order  
report series

**fya**



## Exhibit 5: Demand for enterprise skills, by jobs at risk of automation

*Difference in proportion of jobs demanding enterprise skills, by occupation, early career jobs, 2015, %*





## ➤ General capabilities



Personal and Social Capability

Self-awareness	+
Self-management	+
Social awareness	+
Social management	+



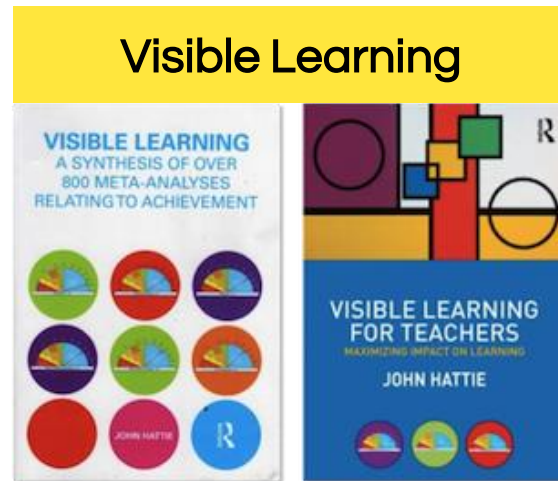
Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas	+
Generating ideas, possibilities and actions	+
Reflecting on thinking and processes	+
Analysing, synthesising and evaluating reasoning and procedures	+

# now valued in the curriculum

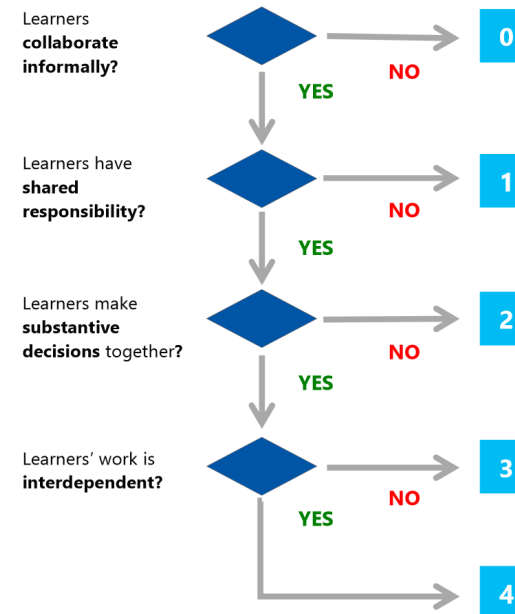


What.



## 21CLD Framework

### Collaboration: Decision Steps



the multitude of frameworks





# 4 STEP PROCESS

1.



## Design

Educators will be supported to understand how to design high level Collaboration & Critical Thinking & Collaborative learning activities utilising existing learning design frameworks.

2.



## Evidence

Moving beyond design, Educators will begin to make deeper connections between design and student outcomes through emphasising the requirement for students to evidence their learning.

3.



## Assess

Educators will critically analyse evidence of student learning and reflect on the levels of progress against learning intentions and success criteria linked to the General Capabilities.

4.



## Report

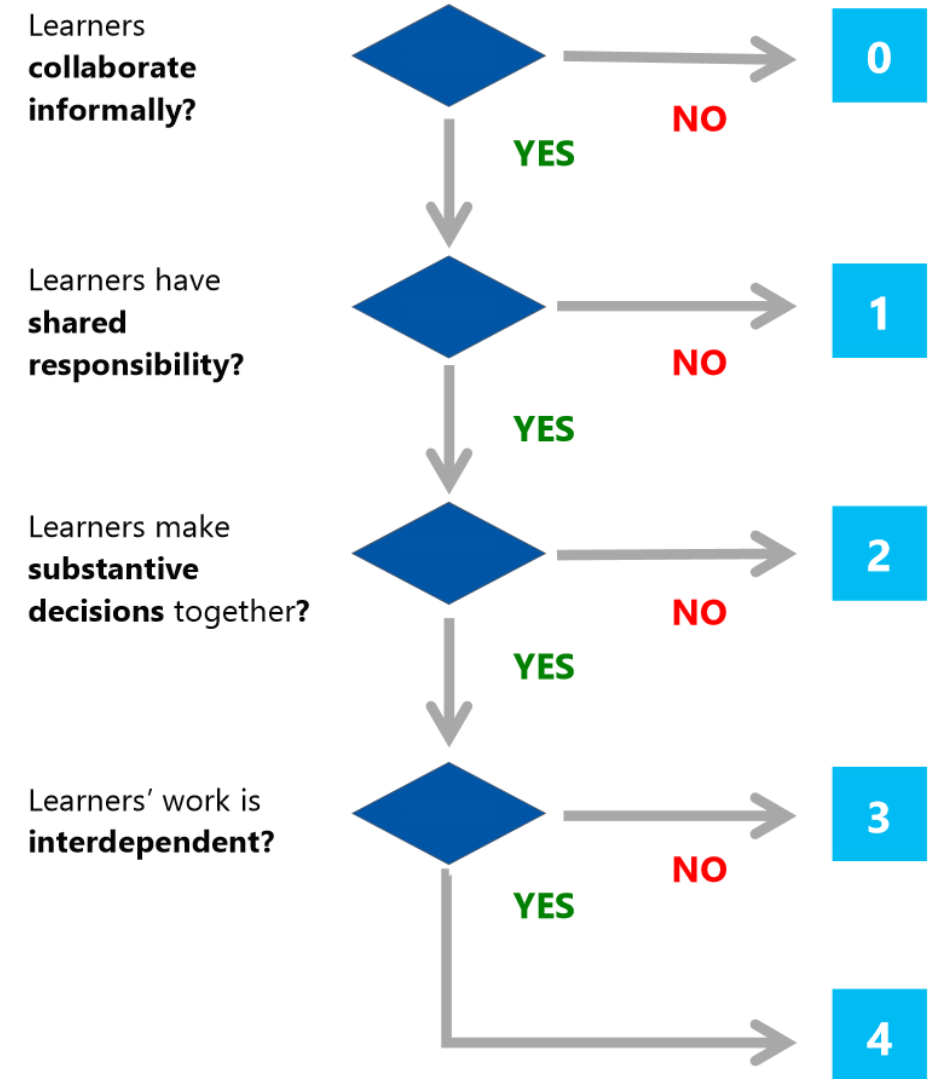
After designing learning for future skills with clear evidence for assessment, educators will learn how to confidently report on the General Capabilities.

ARE YOUR  
STUDENTS  
FUTURE  
READY?



# 1. Design

## Collaboration: Decision Steps



# When COLLABORATION is the focus... What do we do?




We'll put them in groups!





# What does effective collaboration look like?





**DOES 99%  
OF THE WORK**

**HAS NO IDEA  
WHAT'S GOING ON  
THE WHOLE TIME**

**SAYS HE'S GOING  
TO HELP BUT  
HE'S NOT**

**DISAPPEARS AT THE VERY  
BEGINNING AND DOESN'T  
SHOW UP AGAIN TIL  
THE VERY END**

**EVERY GROUP PROJECT IN  
SCHOOL YOU HAVE EVER DONE**

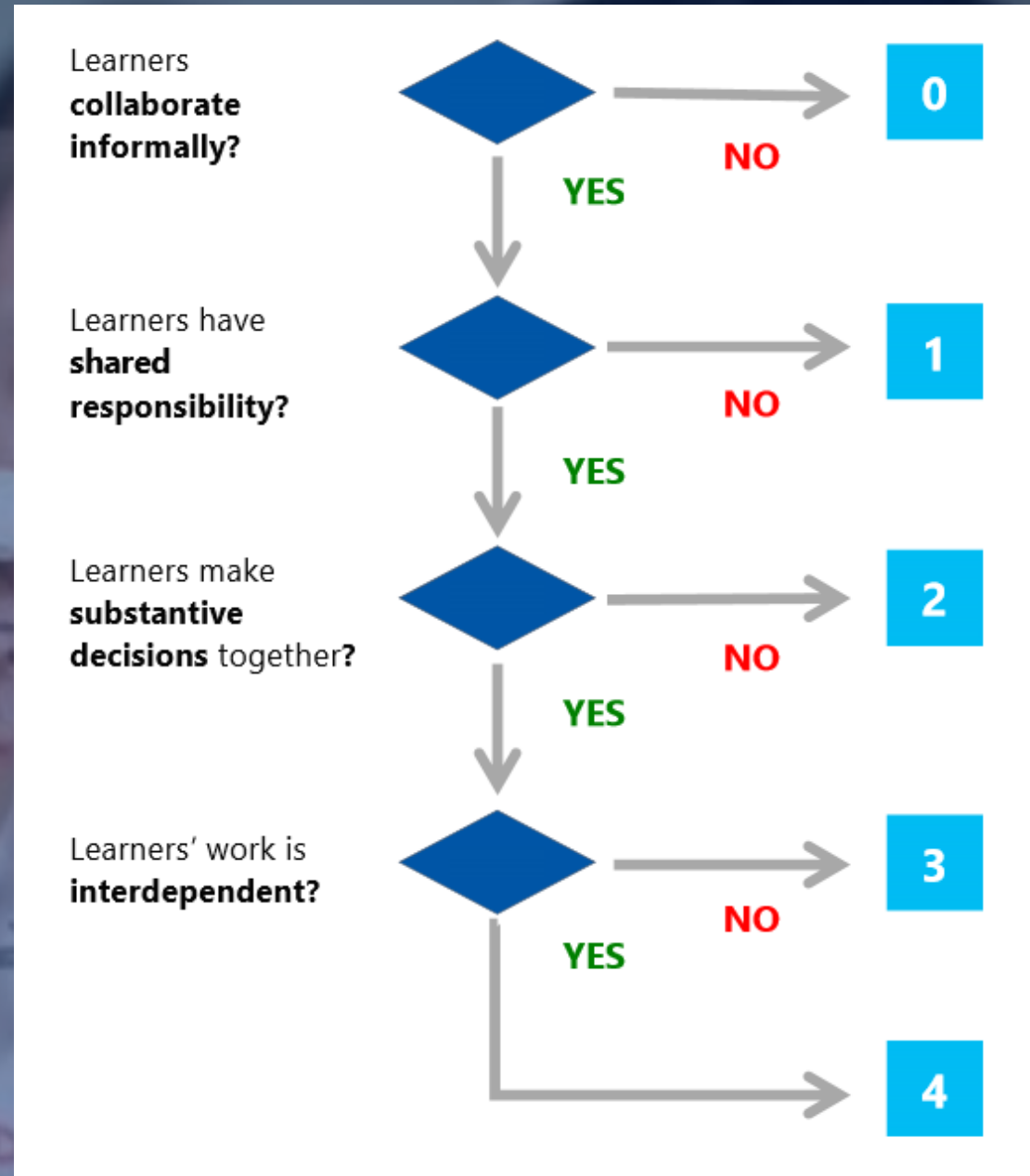
and give them roles & responsibilities



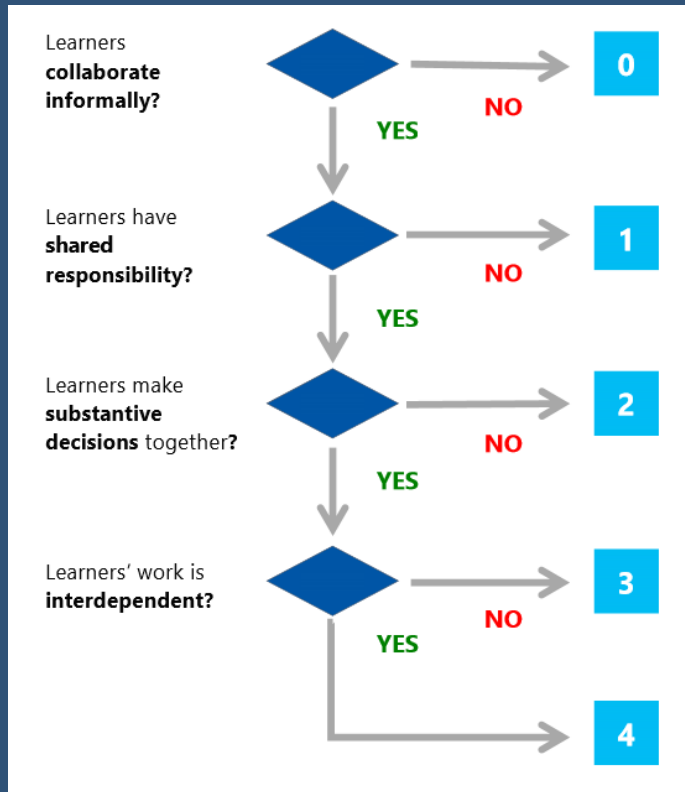


# 21CLD

## *Collaboration*



# SAMPLE: OLYMPIC SITE SELECTION



Student Age: Approx. 13

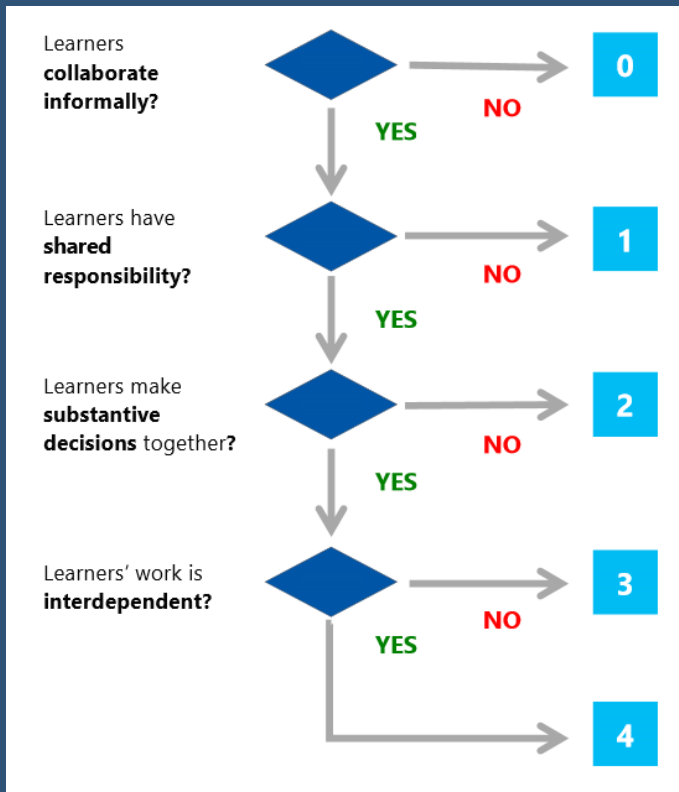
Science / Language Arts Task

Requires students to work in groups to propose a possible site for the 2030 Winter Olympics

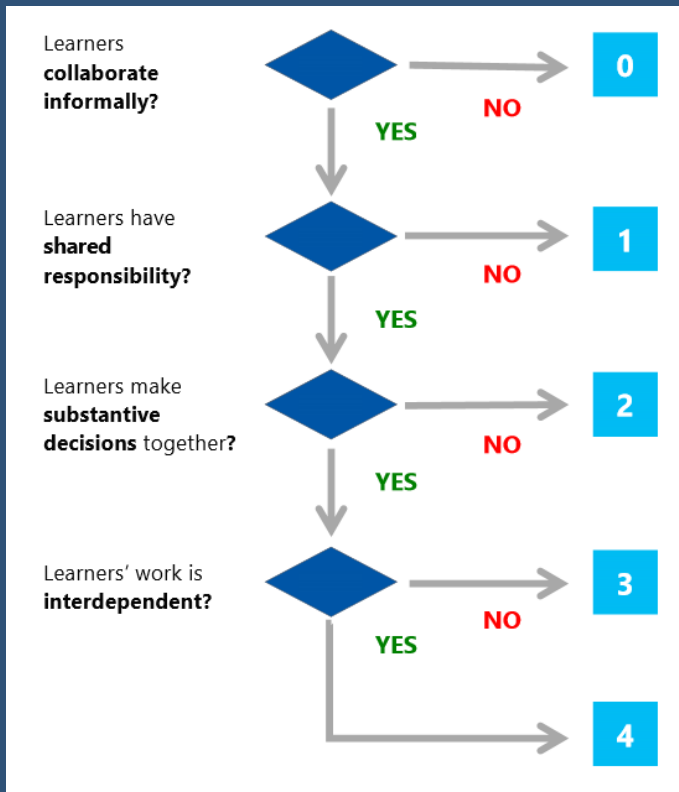
21CLD Collaboration: 4



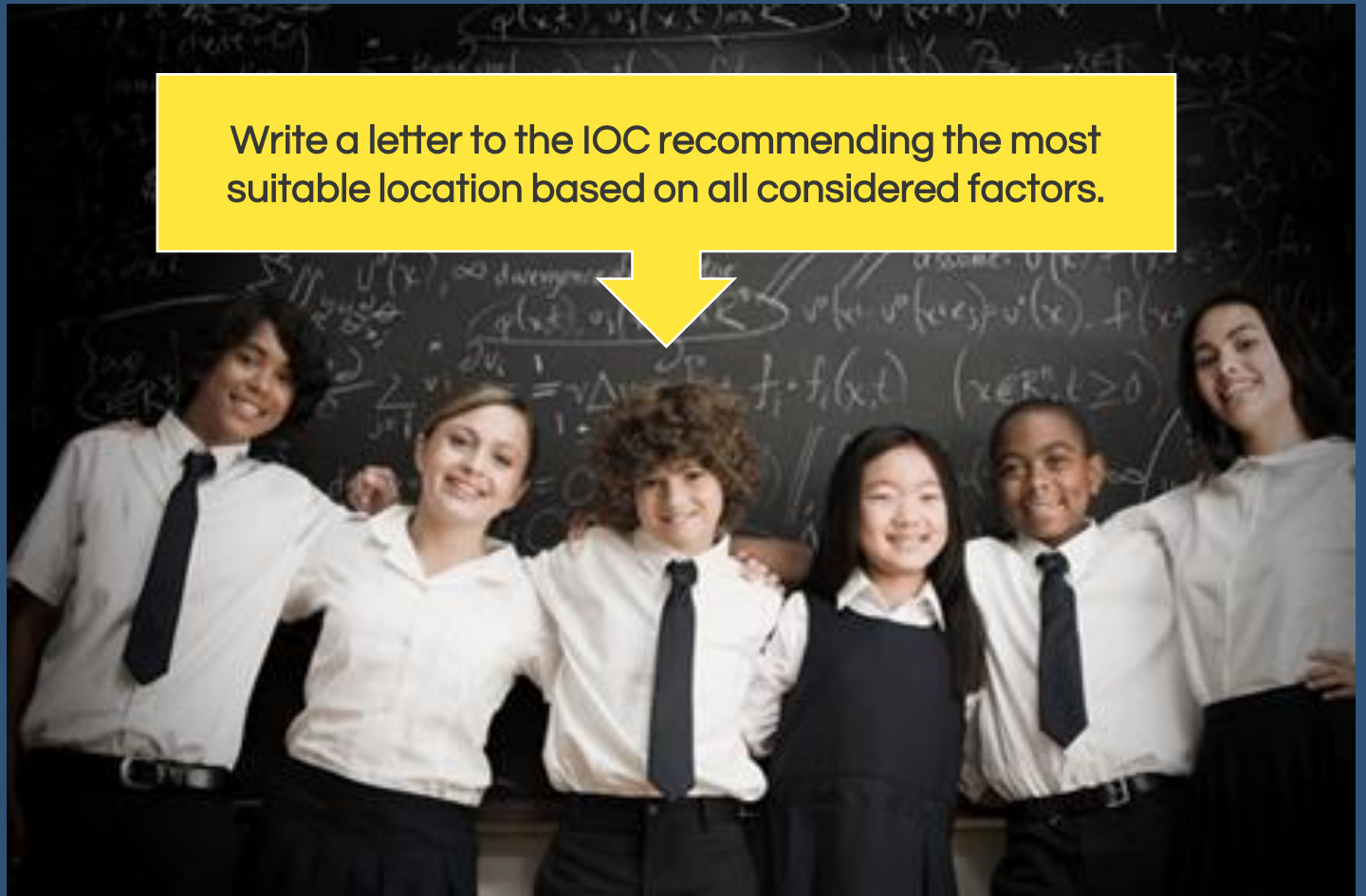
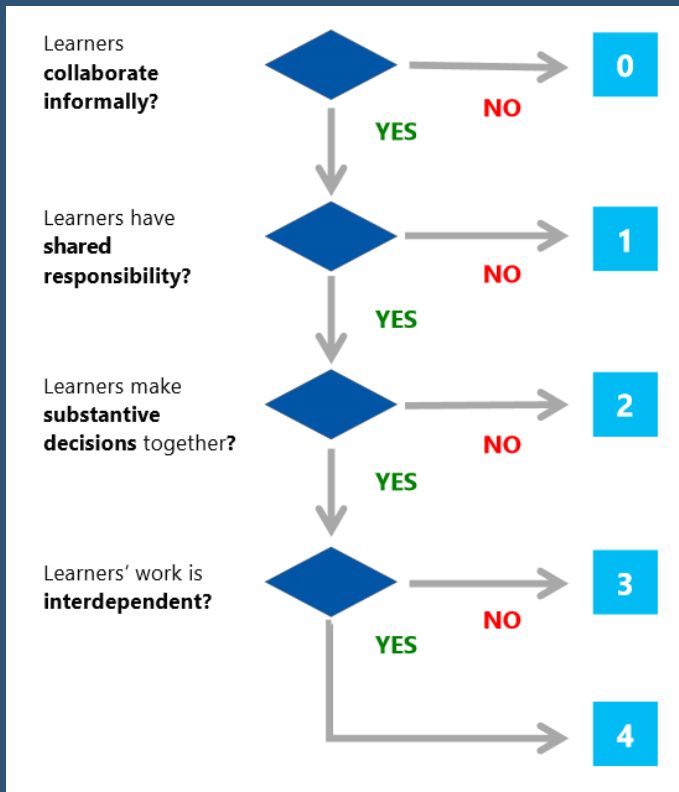
# 21CLD [2] – Equal roles & responsibilities



# 21CLD [3] – Substantive decision making



# 21CLD [4] – Work is interdependent





Design or  
redesign a high level  
collaboration task

<http://tiny.cc/AFSwaes>



*10 minutes*

## Collaboration: Decision Steps

Learners  
**collaborate**  
informally?



Learners have  
**shared**  
responsibility?



Learners make  
**substantive**  
decisions together?




Learners' work is  
**interdependent?**





## 2. Evidence

How do you know  has:

- Contributed to substantive decision making?
- Been able to effectively collaborate to make a substantive decision with their peer?





# COULD WE NOW ASSESS COLLABORATION SKILLS?

*(based on the design of this task)*




### 3. Assess

**Does your task design allow you to  
assess individual students?**



## 4. Report

How will you report and provide feedback  
to  about their achievement,  
growth and where to next?



# Assessing Future Skills Through The General Capabilities

2 Day Workshop - Melbourne & Perth August 2018

[www.collectiveeducation.com.au](http://www.collectiveeducation.com.au)

## Collaboration and Creative & Critical Thinking

With emphasis now placed on Collaboration and Critical Thinking in the Australian Curriculum the next step is to understand how we can assess '21st Century skills'. Through this program, uncover a new resource supporting school leaders and teachers through a methodology, to not only design effective learning experiences for developing future ready skills, but how to assess and report to the General Capabilities (supported by evidence) with confidence and rigour.

## Upcoming Events:

**Perth:** Monday 1st August & Tuesday 2nd August 2018 (2 Days)

**Melbourne:** Monday 17th Sept & Tuesday 18th Sept 2018 (2 Days)

**Future States/Events:** Expressions of interest (see below)

## Register Here:

*\* Indicates required field*

Full Name \* ⓘ