

21ST CENTURY SKILLS: COMMUNICATING THE “IMMEASURABLE”

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What Keeps Parents Up At Night?



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Tech Immersed Kids: At What Cost?



Will My Child Be Ready for College & Career?

The New York Times



December 8, 2013

O.E.C.D. Warns West on Education Gaps

By D. D. GUTTENPLAN

LONDON — Like a school principal handing out a clutch of C grades, Andreas Schleicher unveiled the results from the latest round of the Program for International Student Assessment tests last week.

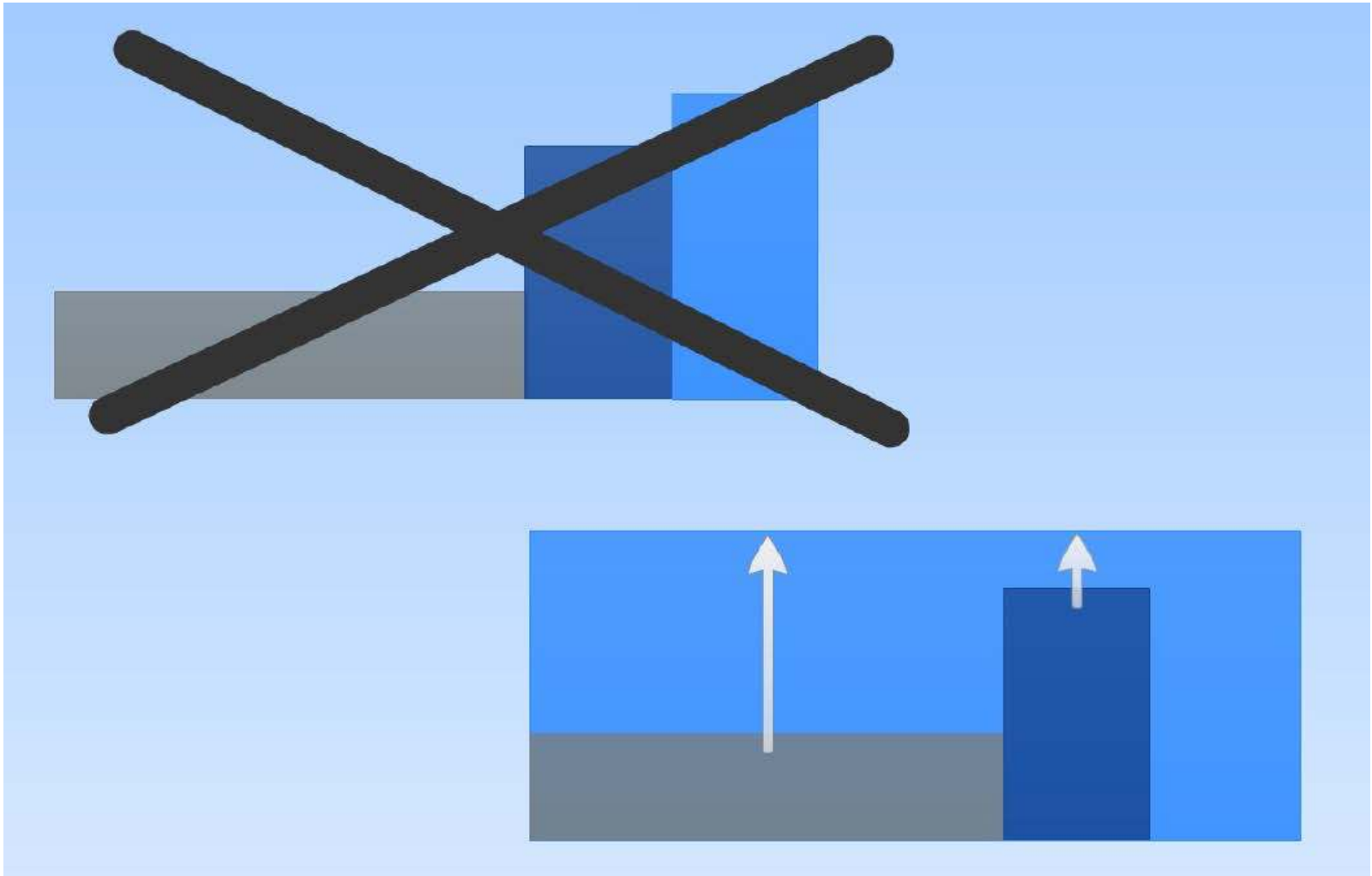
For Britain, the United States and most of Western Europe, the results ranged from “average” to “poor.” British students, for example, scored exactly average in mathematics and slightly above average in reading and science. French students were slightly below average in science and slightly above in reading and mathematics. The United States were below average in mathematics and science but slightly above in reading.

Industrial Age Approach to Education:

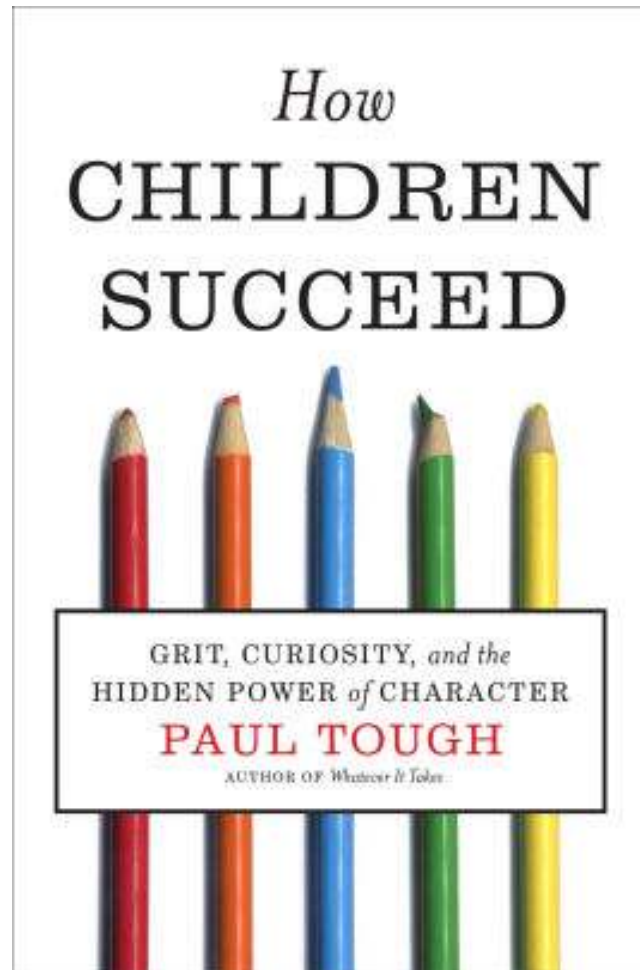
Secondary Schools Profile: Industrial Age



Information/Global Age Approach to Education:



How Children Succeed



The Emerging Importance of Non-Cognitive Skills

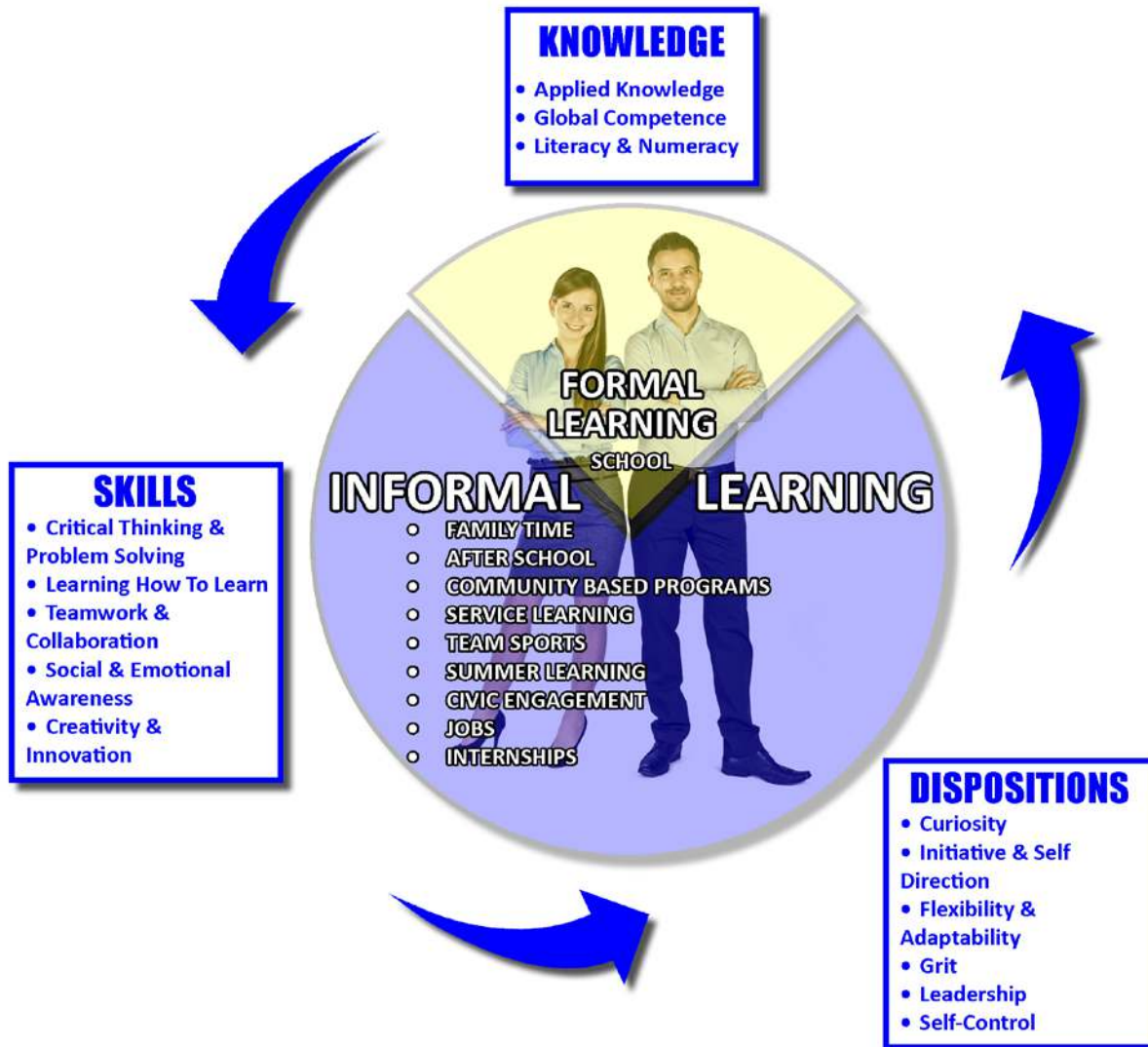
What matters most, a growing number of economists, educators, psychologists and neuroscientists say, is not how much we know, but whether we are able to develop a very different set of qualities, including persistence, self-control, curiosity, conscientiousness, grit, and self confidence.

Economists call them non-cognitive skills, psychologists call them personality traits, educators include them in “Deeper Learning” or “21st Century Skills”, and the rest of us sometimes think of them as “Character”.

Knowledge, Skills & Dispositions Needed for the Workplace:

KNOWLEDGE	SKILLS	DISPOSITIONS
The theoretical or practical understanding of someone or something.	The capacities and strategies that enable learners to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively, and plan for the future.	The behaviors and ways of being that contribute to learners fulfilling their full potential.
<ul style="list-style-type: none">• World class standards• Career and technical education• Other content areas and essential literacies• Global competence• Applied knowledge	<ul style="list-style-type: none">• Learning how to learn• Time/goal management• Critical thinking• Problem solving• Working collaboratively• Communicating effectively• Metacognition• Self/social awareness and empathy• Creativity & innovation	<ul style="list-style-type: none">• Agency (self-efficacy)• Curiosity• Initiative• Resilience• Adaptability• Persistence• Leadership• Ethical behavior and civic responsibility• Self-control

The Whole Child: 24/7/365 Learning



Where Are Schools Looking For Solutions?



TEACHING SELF-AWARE MINDS:

the BRAIN® CONI

Growing Interest in Non-Academic Skills in Schools:



TEACHING AND TRAINING SOCIAL SKILLS IN A DISCONNECTED AGE

Read My Mind, Not My Lips

Michael S. Gazzaniga, PhD, Professor of Psychology; Director, SAGE Center for the Study of Mind, University of California, Santa Barbara; President, Cognitive Neuroscience Institute; Author, *Who's in Charge?: Free Will and the Science of the Brain* (2012), *Human: The Science Behind What Makes Us Unique* (2008), *The Ethical Brain: The Science of Our Moral Dilemmas* (2006) and *The Mind's Past* (2000)

Strengthening Reasoning Skills Through Group Play

Silvia A. Bunge, PhD, Associate Professor, Vice Chair, Department of Psychology; Associate Professor, Helen Wills Neuroscience Institute; Director, Building Blocks of Cognition Lab, University of California, Berkeley; Co-Author, "Intensive reasoning training alters patterns of brain connectivity at rest" (2013, *Journal of Neuroscience*) and "Rethinking feelings" (2002, *Journal of Cognitive Neuroscience*)

Building Connections in a Disconnected Digital World

Edward M. Hallowell, MD, Child and Adult Psychiatrist; Founder, The Hallowell Center for Cognitive and Emotional Health; Former Faculty, Harvard Medical School; Author, *Overloaded Circuits* (2009), *CrazyBusy* (2006), *Childhood Roots of Adult Happiness* (2003) and *Connect* (2001)

Attachment Based Teaching: How Secure Relationships Enhance Learning

Louis J. Cozolino, PhD, Clinical Psychologist; Professor, Department of Psychology, Pepperdine University; Author, *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom* (2010) and *The Neuroscience of Human Relationships* (2014, 2nd Edition)

Calming Children's Minds: The Importance of Social Connections, Compassion and Meditative Practices

Emma M. Seppala, PhD, Associate Director, Center for Compassion and Altruism Research and Education, Stanford University; Consulting Scientist, Facebook; Science Writer, *Psychology Today*; Author, *Loving Kindness Meditation: A Tool for Increasing Social Connectedness* (2011)

Educating the Social Brain

Matthew D. Lieberman, PhD, Professor of Psychiatry and Biobehavioral Sciences; Professor of Psychology and Social Psychology; Director, Social Cognitive Neuroscience Laboratory, University of California, Los Angeles; Author, *Social: Why Our Brains are Wired to Connect* (2013); Co-Author, "Education and the social brain" (2012, *Trends in Neuroscience and Education*)

Education Reform: Emerging Design Elements of Innovative Schools



Teaching

Teachers as:

- **Learning Designers & Orchestrators**
- **Caring Guides & Mentors**
- **Project Managers & Leaders**
- **Resource Facilitators**
- **Model Learners**

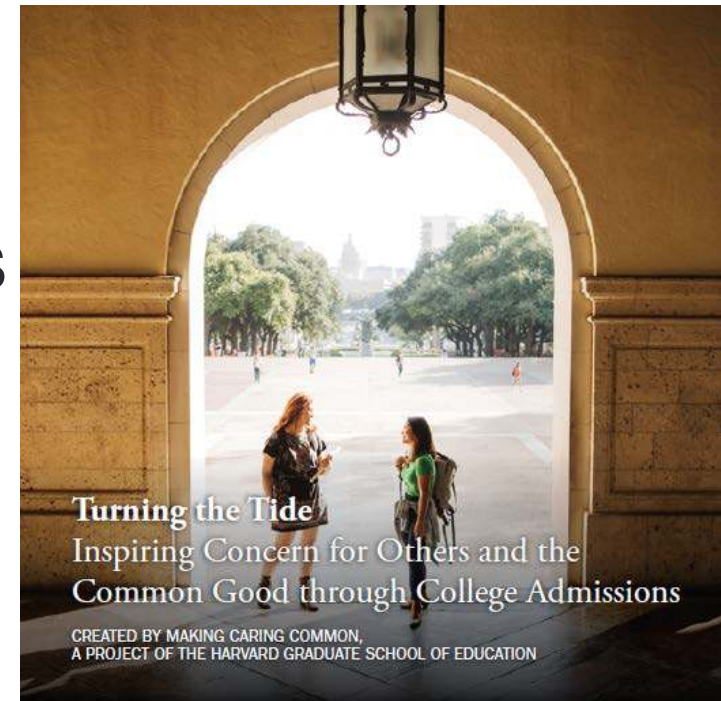
Education Reform: Emerging Design Elements of Innovative Schools



- **Active, collaborative, personalized**
- **Relevant questions, problems, issues & engaging learning projects**
- **High-quality work refined by reflection, feedback & iteration**

Turning the Tide Report - Background

- Harvard Graduate School of Education
- **Challenge:** How to improve the role of college admissions process in promoting and assessing ethical and intellectual engagement?
- Endorsed by over 88 colleges, universities and public and private secondary schools across the US.



What Colleges Want:

Meaningful, Sustained Community Service

- At least one year of sustained service or community engagement
- Dispel misconceptions that high profile or exotic community service with little meaning

Collective Action that Takes on Community Challenges

- Working in groups on community issues for helping to develop key emotional and ethical capacities, including problem-solving skills and group awareness, as well as understanding and investment in the common good

Service that Develops Gratitude and a Sense of Responsibility for the Future

- Promote appreciation of the contributions of generations past and their responsibility to the future such as working within a tradition, whether religious or secular.

Turning The Tide Report:

Prioritize Quality –Not Quantity- of Activities

- Students should not feel pressure to report more than 2-3 substantive extracurricular activities and only those that were meaningful

What Does Career Readiness Mean?

**The economy is global.
Market competition is fierce.
Businesses innovate.
Technology advances.
Workplaces adapt.
Individuals create and participate.
Jobs and lives change.**

**THIS IS THE WAY OF THE WORLD IN THE 21ST CENTURY:
DYNAMIC. CREATIVE. DIVERSE. COMPLEX. FAST-PACED.**

And the Pace of Change Is Accelerating:

**“Progress in the 21st century
will proceed
at rates
1000 times
greater than the
20th century.”**

Ray Kurzweil

21st Century Skills:

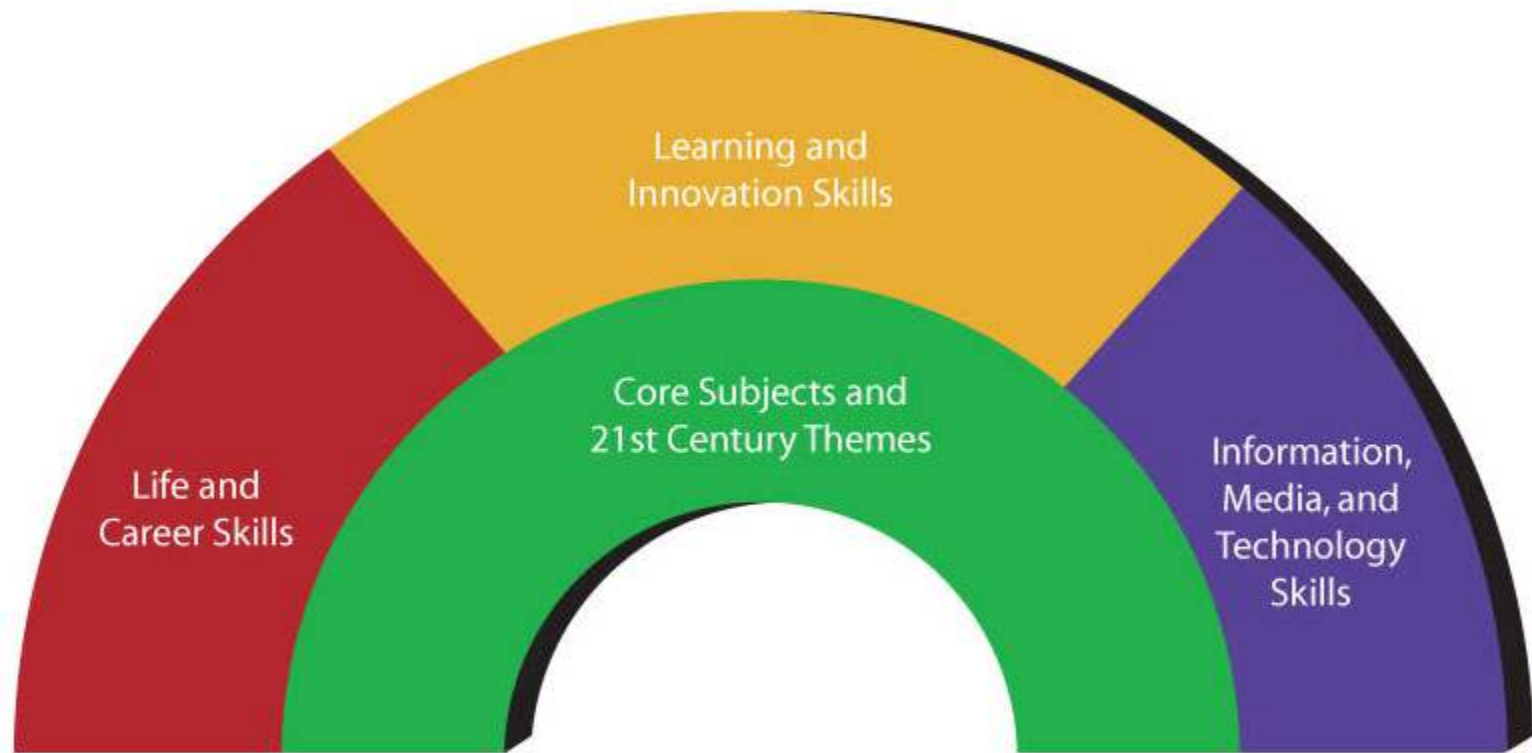


21st Century Skills:



The Partnership for 21st Century Skills serves as a catalyst to position 21st century skills at the center of K-12 education by building collaborative partnerships among education, business, community and government leaders.

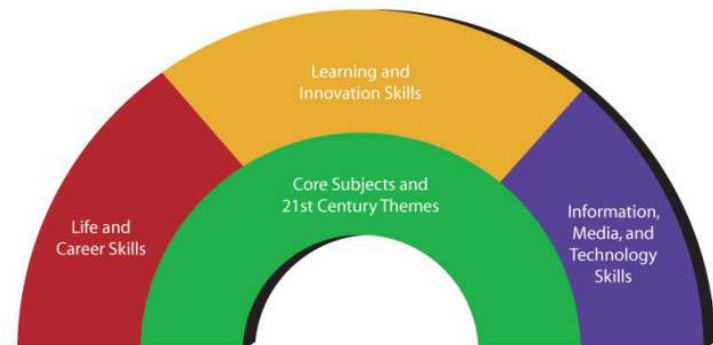
21st Century Skills:



21st Century Skills Framework:

Learning & Innovation Skills

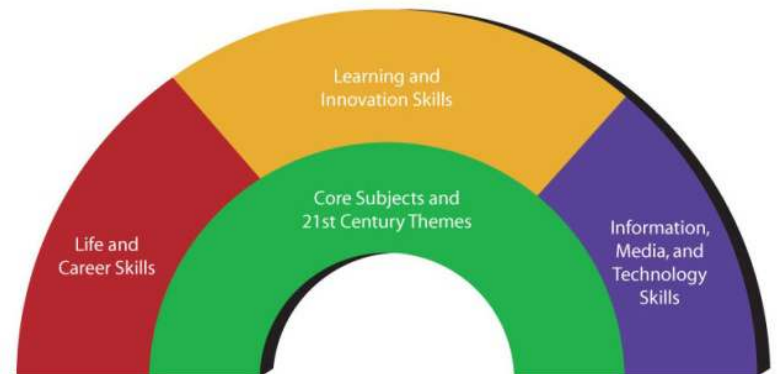
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Communication & Collaboration



21st Century Skills Framework:

Life & Career Skills

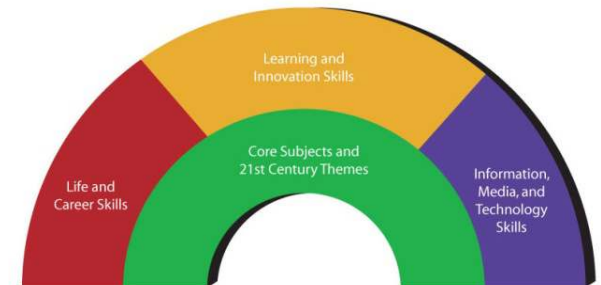
- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



What Businesses Are Saying:

Rank Skill

1	Oral Communications*	95.4%
2	Teamwork/Collaboration* . . .	94.4
3	Professionalism/Work Ethic* .	93.8
4	Written Communications* . . .	93.1
5	Critical Thinking/ Problem Solving*	92.1
6	Writing in English	89.7
7	English Language	88.0
8	Reading Comprehension	87.0
9	Ethics/Social Responsibility* .	85.6
10	Leadership*	81.8



They Want it All

What
Businesses
Want...



For Everyone



Increasing Importance of Collaboration & Communication in the Workplace...

- As commerce becomes increasingly global and complex, the bulk of modern work is more and more team-based.
- “The time spent by managers and employees in collaborative activities has ballooned by 50 percent or more” over the last two decades and, at many companies, more than three-quarters of an employee’s day is spent communicating with colleagues.”

Harvard Business Review, January 2016

Even If Current Education Reform Efforts Are Successful:

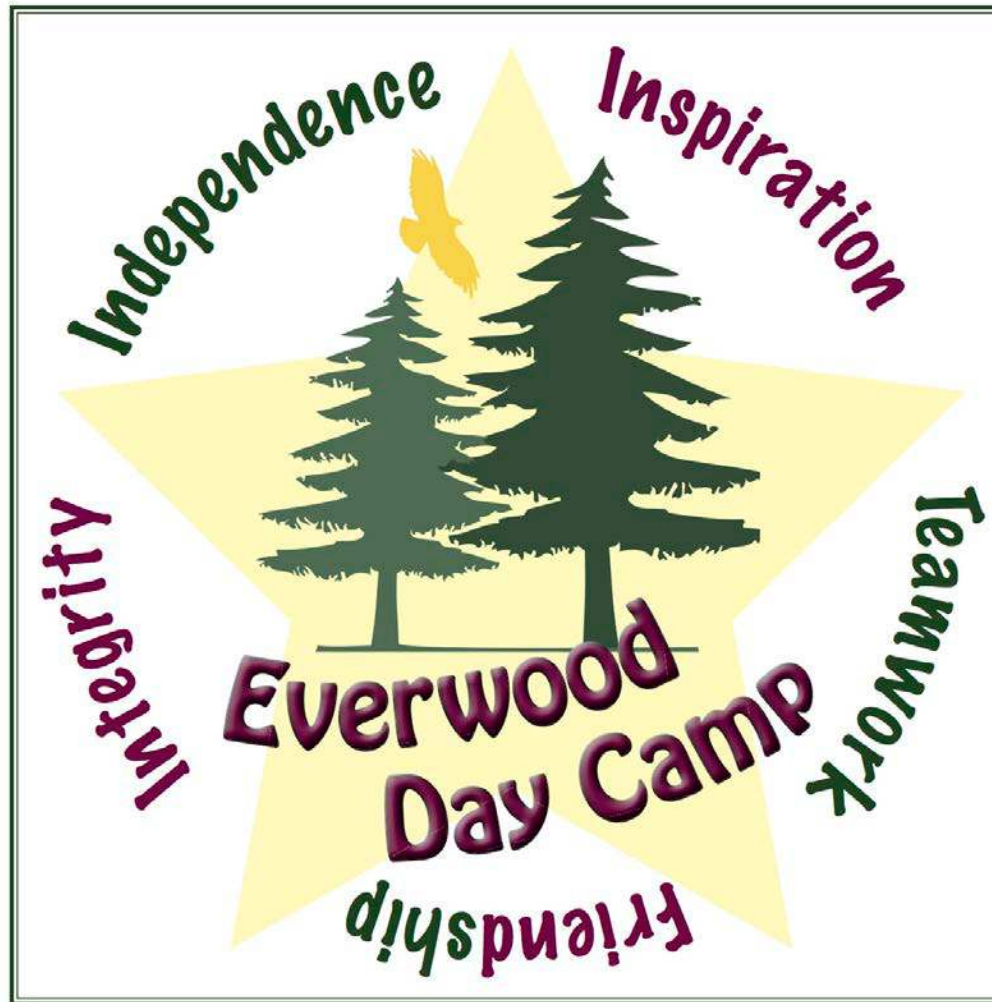
What Will Still Be Missing?

Presented at the P21 Summit on 21st Century Learning (www.p21.org)

- Collaboration
- Innovation/Creativity
- Initiative & Self Direction
- Leadership & Responsibility



Many Of Us Are Already Positioned:



Pick Your Outcomes!

Making Mensches: A Periodic Table

1 Wisdom חכמה Hochma Wi	2 Courage אומץ לב Ometz Lev Co	<p>"The Maharal of Prague [Rabbi Yehudah Loeb, d.1609] created a golem, and this was a great wonder. But how much more wonderful is it to transform a corporeal human being into a mensch!"</p> <p>— Rabbi Israel Salanter, Founder of the Modern Mussar Movement</p>				3 Wonder מלכות Malchut Tr
4 Understanding בינה Bina Wi	5 Zest & Zeal זריזות Zerizut Co	6 Decency & Social Intelligence דרך ארץ Derech Eretz Ho				7 Reverence & Awe יראה Yira Tr
8 Sensibility דעת Daat Wi	9 Confidence בטחון Bitachon Co	10 Compassion רחמים Rachamim Ho	11 Justice דין Din Ju	12 Calm & Composure מנוחת הנפש Menuchat HaNefesh Mo	13 Contentment הסתפקות Histapkut Mo	14 Love אהבה Ahava Tr
15 Curiosity הסתקרנות Histakr'nut Wi	16 Will Power גבורה Gevurah Co	17 Kindness חסד Chesed Ho	18 Community Mindedness ערבות Areyvut Ju	19 Organization & Order סדר Seder Mo	20 Humility ענוה Anavah Mo	21 Gratitude הכרת הטוב Hakarat HaTov Tr
22 Creativity יצירה Yetzirah Wi	23 Conviction אמונה Emunah Co	24 Loyalty נאמנות Ne'emanut Ho	25 Social Responsibility אחריות Achrayut Ju	26 Patience סבלנות Savlanut Mo	27 Modesty צניעות Tzniut Mo	28 Joy שמח Sameach Tr
29 Appreciation of Opposition מחלוקת Machloket Wi	30 Perseverance & Grit נצח Netzach Co	31 Pursuit of Peace רודף שלום Rodef Shalom Ho	32 Compassionate Criticism תוכחה Tochecha Ju	33 Forgiveness מחילה Machilah Mo	34 Piety חסידות Chassidut Mo	35 Whole & At Peace שלמות Shleimut Tr
36 Foresight רואה את הנולד Roeh et HaNolad Wi	37 Integrity יושר Yosher Co	38 Leadership מנהיגות Manhigut Ho	39 Righteous צדק Tzedek Ju	40 Acquiescence הוד Hod Mo	41 Balance & Inner Beauty תפארת Tiferet Mo	42 Grounded יסוד Yesod Tr
						43 Majesty כתר Keter Wi

KEY

- Wisdom
- Courage
- Honor
- Justice
- Moderation
- Transcendence

∞ est *s'firah*, attribute, not understood in a human context.

21st Century Skills & Dispositions at Camp



- Creativity יצירה Yetzirah
- Perseverance & Grit נצח Netzach
- Leadership מנהיגות Manhigut
- Teamwork & Collaboration
- Flexibility & Adaptability

Why Is The Learning At Camp So “Sticky”?



We Facilitate “Deeper Learning”

Deeper learning is the process of ***learning for transfer***. It enables an individual to take what was learned in one situation and apply it to new situations.



Deeper Learning: Making Learning Transferable

Use multiple and different representations of concepts, along with support to help children interpret them.



Deeper Learning: Making Learning Transferable

- Encourage elaboration, questioning, explanation & reflection.
- Engage kids in challenging tasks; support them with guidance, feedback & encouragement.

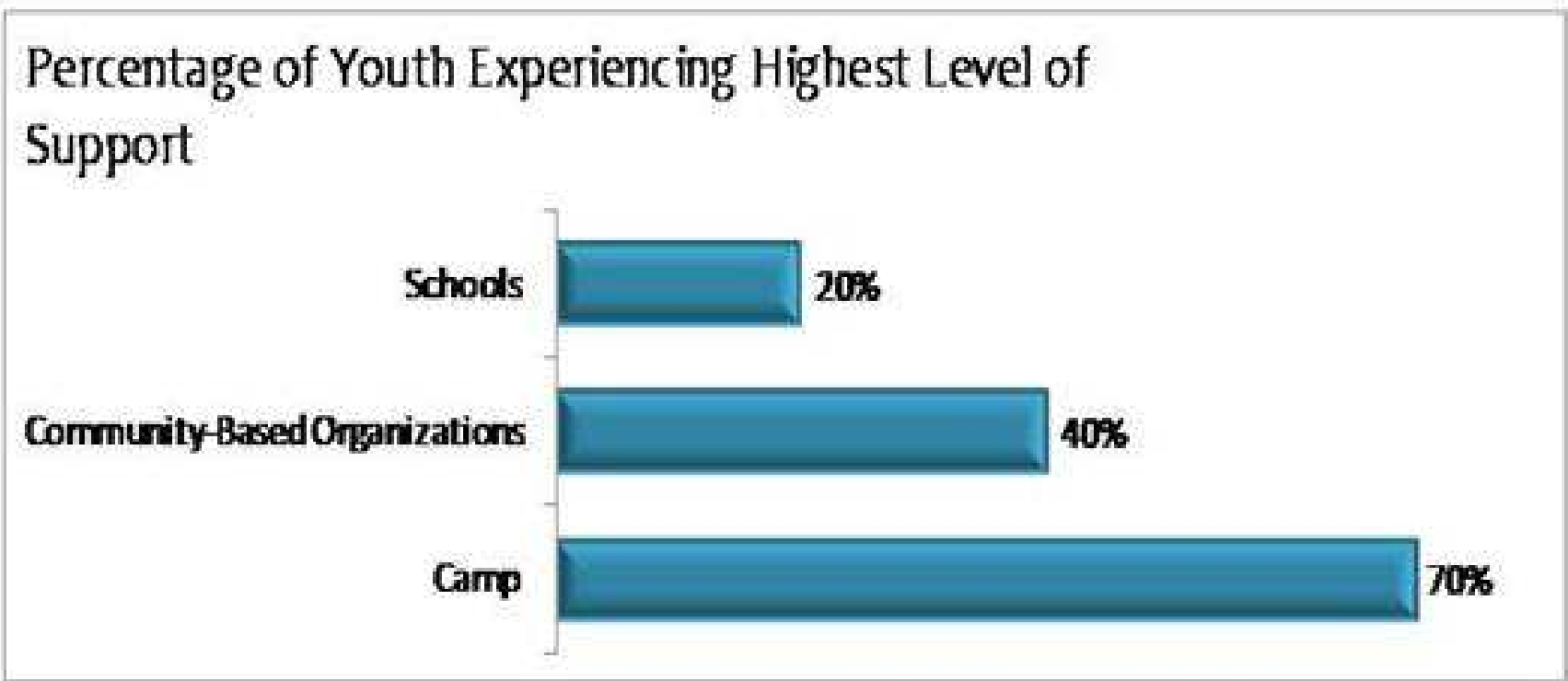


Deeper Learning: Making Learning Transferable

Teach with examples;
show step-by-step how
children can solve a
problem while explaining
the reason for each step.



Providing Proof:



Teamwork & Collaboration

Teamwork (T) — Basic Format

How much, if any, has your experience as a camper in this camp changed you in each of the following ways?

	Decreased	Did Not Increase or Decrease	Increased a Little Bit, Maybe	Increased Some, I am Sure	Increased a Lot, I am Sure
1. Placing group goals above the things that I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Working well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Helping others succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Cooperating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Being helpful in small groups of kids my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Helping a group be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Supporting a group when they have selected an activity that I don't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Appreciating opinions that are different from my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Camps Are More Relevant Now Than We've Ever Been Before!

- Decision-Makers, including Parents, are demanding high quality Outcomes!
- How Intentional Is Your Camp?
- How Strong Are Your Outcomes?
- Are You Measuring Your Outcomes?
- Can You Compete?
- Can You Afford To Be Complacent?

Strategic Opportunities

- Focus our messaging on our learning & developmental outcomes, not on facility or program.
- We teach critical skills to children that they are unlikely to learn at home, and that Common Core doesn't fully cover...skills that will enable them to get a job, keep a job, and navigate their world, find meaning and fulfillment.
- We use the researched-based practices of Deeper Learning through an experiential and project-based learning model.

Strategic Opportunity: Staff Recruitment and Retention

- To Teach These Skills, Staff Must Master Them!
- Being a Camp Counselor is the Ultimate Internship! Staff will learn the skills that employers value most by teaching them to campers.
- Attract & Retain High Quality Staff!

21st Century Skills Certification Program

Outline:

Description

A summer-long program that offers staff the opportunity to develop and hone their workplace skills & dispositions in six key areas that define the current skills gap. These skills are extremely valuable in today's job market, and can be put to use immediately in a professional setting. Successful staff will receive an certification validating their possession of these skills.

Objectives

- To provide a framework to develop, supervise and manage staff, and to objectively benchmark their skills.
- To improve staff performance and strengthen camper outcomes
- To increase staff retention and value of counselor experience

21st Century Skills Certification:

Benefits of Participation

- Development of critical career and life skills
- A more rewarding summer experience for staff & campers
- Professional endorsement of desirable skills in today's job market
- Provides tangible talking points for job interviews and resumes/CV
- Supervisors develop additional skills in assessing/coaching/mentoring separate and apart from their own participation in the program

21st Century Skills Certification:

Structure of Program

Start of the Summer

- Participants are assessed to evaluate skill levels and to set tangible goals

During the Summer

- Participants are mentored and coached to further develop 21st Century skills
- Participants' progress is evaluated midway through the summer

End of the Summer

- Participants receive final assessment by supervisors - certificates are awarded to those who demonstrate possession of level 4 or higher competencies

21st Century Skills Certification:

Certification in any or all of the following core competencies:

- ◆ Communication
- ◆ Collaboration
- ◆ Leadership
- ◆ Work Ethic & Responsibility
- ◆ Creativity
- ◆ Critical Thinking & Problem Solving

Strategic Opportunity:

21st Century Skill Certification for Staff

- Strengthens Camper Outcomes, making Camp more a more valuable experience for campers in the minds of parents.
- Provides an Outcomes Focused system of Staff Management
- Gives Jewish Camps an edge as early adopters of this credentialing system.
- Increases Staff Retention:
 - Pathway to high value learning
 - Provides staff with objective evidence of their growth that can be shared with employers
 - Gives staff the language and self-knowledge to outperform peers in job interviews when they enter the workforce

A Movement Has Begun...

YOUTH *today*

New Mantra for Summer Camps: Develop Those 21st-Century Skills

By Stell Simonton | February 23, 2016



Photos courtesy of Camp Wesley Woods

Summer camps have long fostered leadership, grit, tenacity and resilience in kids, according to American Camp Association CEO Tom Holland. Now camps are going to measure these outcomes and, as one former association official said, join the "education business."

The **American Camp Association** (<http://www.acacamps.org>) is jumping with both feet into measuring camp's impact on kids.

In the process, the national organization representing 2800 summer and after-school camps has found a new marketing tool: 21st century skills.