

# My Four C's

Edmund Dudley

Budapest, 24 August 2017



# 21st Century Skills

What are they?

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The *21st Century Skills* are a set of abilities that students need to develop in order to succeed in the information age.

Partnership for 21st Century Skills

[www.p21.org](http://www.p21.org)

# The Four Cs



## Communication

Sharing thoughts, questions, ideas, and solutions



## Collaboration

Working together to reach a goal — putting talent, expertise, and smarts to work



## Critical Thinking

Looking at problems in a new way, linking learning across subjects & disciplines



## Creativity

Trying new approaches to get things done equals innovation & invention

# What about teachers?

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## 1. Curiosity



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## Curiosity

- about students and their opinions
- about what we can learn from our students
- about the classroom dynamic
- about changing our routine
- about the language we teach

# Curiosity...

...about students and their opinions

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Some questions to ask students:

**What was your  
favourite lesson last  
year?**

**What was your least  
favourite lesson last  
year?**

**What would you like to  
try out in English  
lessons?**

**Is there anything you  
would like the teacher  
to know about you?**

# Curiosity...

...about what we can learn from our students





# Curiosity...

...about the classroom dynamic

Observe yourself in action...



**T**hink  
**P**redict  
**R**eflect

# Curiosity...

...about changing our routine

“creatively spoil your routine”



# Curiosity...

...about the language we teach



podcasts



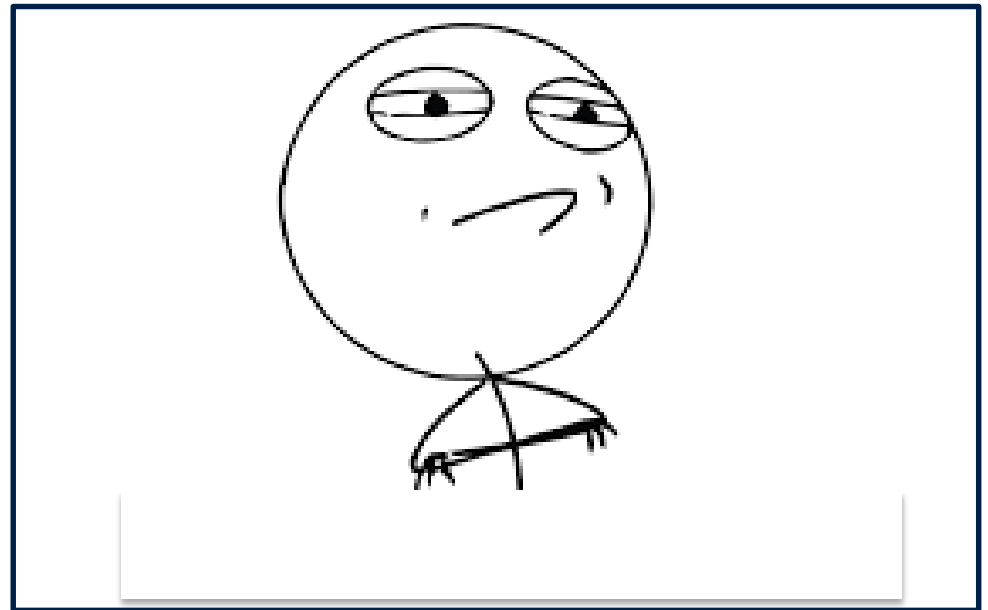
## TEFL COMMUTE

A podcast for English language Teachers

# My Four C's

1. Curiosity

**2. Challenge**



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# Challenge

- setting start-of-year challenges
- identifying puzzles to solve
- adopting different perspectives
- finding weakness to work on
- refining plans and approaches

# Challenge

## Setting start-of-year challenges



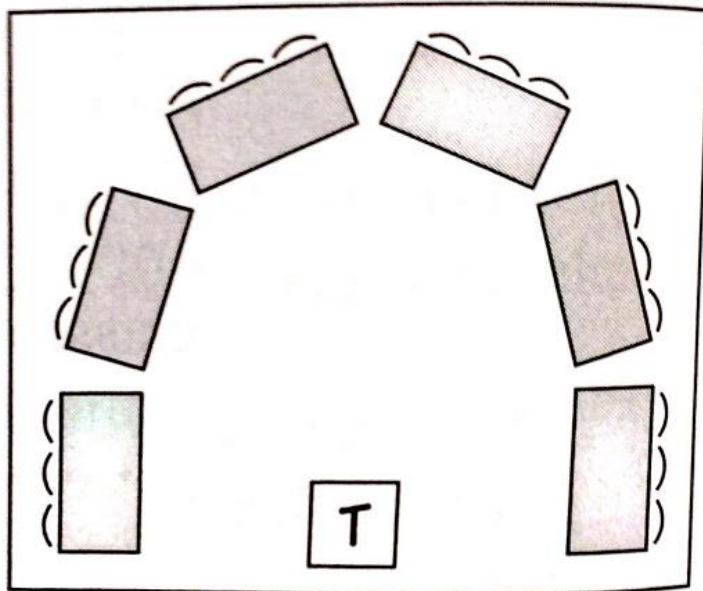
keep a journal



learn names

# Challenge

## Identifying puzzles to solve



Scrivener, J (2005) *Learning Teaching*

My puzzle

Find out:

Do I have a **right-hand bias**?



# Challenge

## Adopting different perspectives

### Activity for teachers:

- Reflect on a lesson from a student's perspective
- Share with students



### Activity for students:

Write a 'bizarre behaviour' internal monologue





# Challenge

Finding weaknesses to work on

Become an elementary-level learner at something

QUESTION WORDS	
Where?	Waar?
When?	Wanneer?
Why?	Waarom?
What?	Wat?
Who?	Wie?
How?	Hoe?
How much/many?	Hoeveel?
Is/are there?	Is/Zijn er?



# Challenge

## Refining plans and approaches

Remember the benefits of taking risks...

...and the link between *making mistakes* and *getting better*

Until you fall over, you  
can't understand  
balance

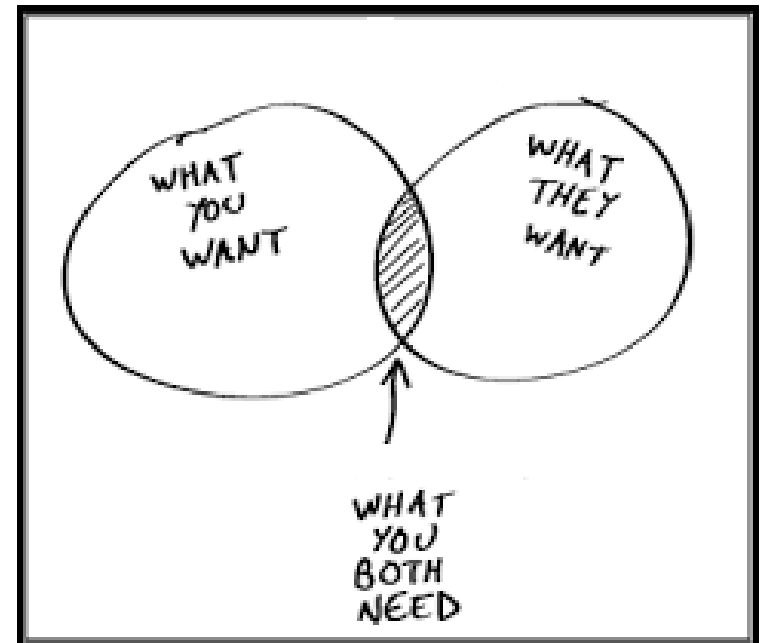


# My Four C's

1. Curiosity

2. Challenge

**3. Compromise**



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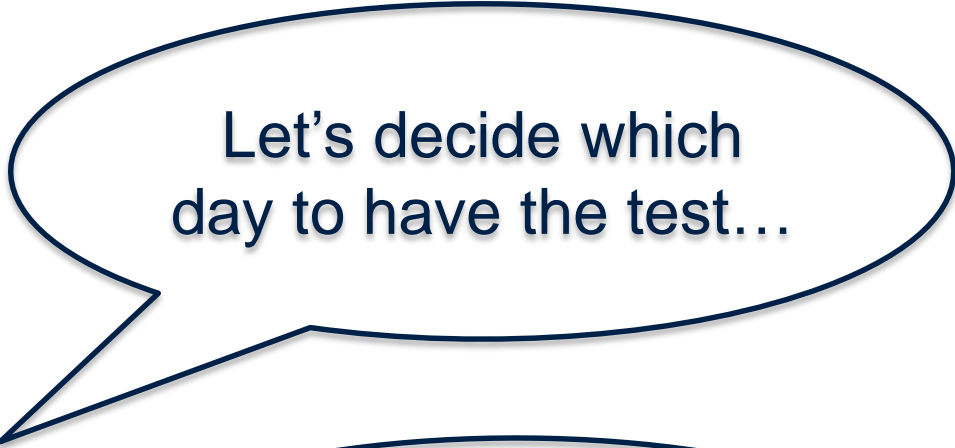
# Compromise

- a willingness to negotiate
- handling tests flexibly
- offering choices and options
- finding space for L1
- valuing uncertainty


# Compromise

A willingness to negotiate

- Agree on dates and schedules
- Provide feedback options after pair-work



Let's decide which day to have the test...

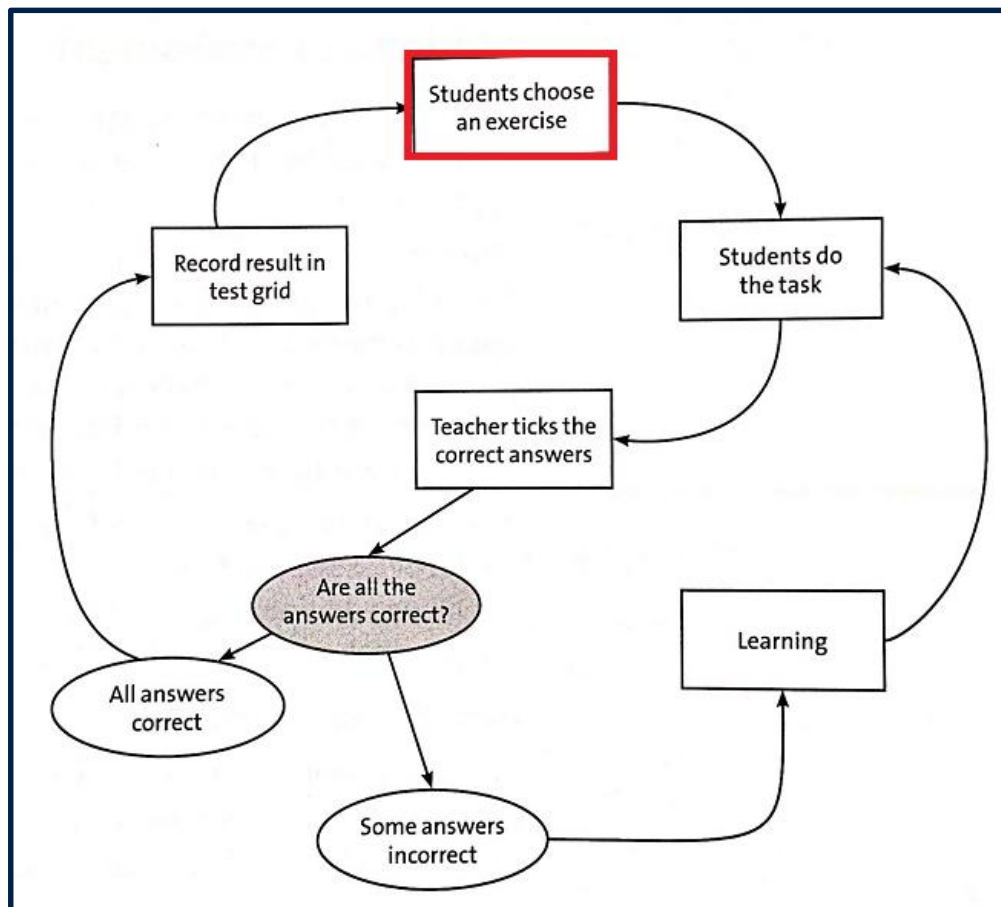


Do you want to **speak, pass, or nominate?**

# Compromise

## Handling tests flexibly

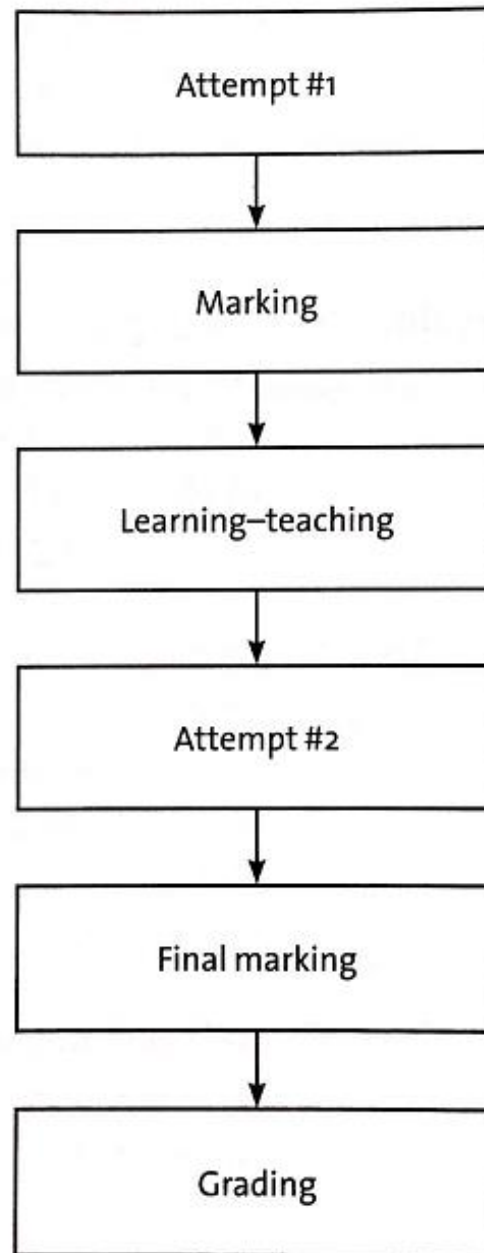
### Test box



# Compromise

Handling tests flexibly

2-step testing



# Compromise

Offering choices and options

- Try alternatives to word limits for writing tasks
- Debate which vocabulary item is the hardest to learn – and then remove it from the list

I'd like you to write as much as you can in seven minutes...

Which vocabulary item would you like to "kill"?



# Compromise

## Finding space for L1

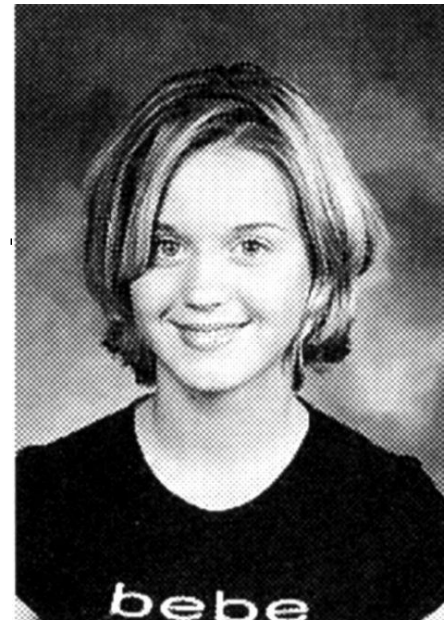


# Compromise

## Valuing uncertainty

Can you identify the famous person?

1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Katy Perry

# My Four C's

1. Curiosity
2. Challenge
3. Compromise
- 4. Compassion**



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# Compassion

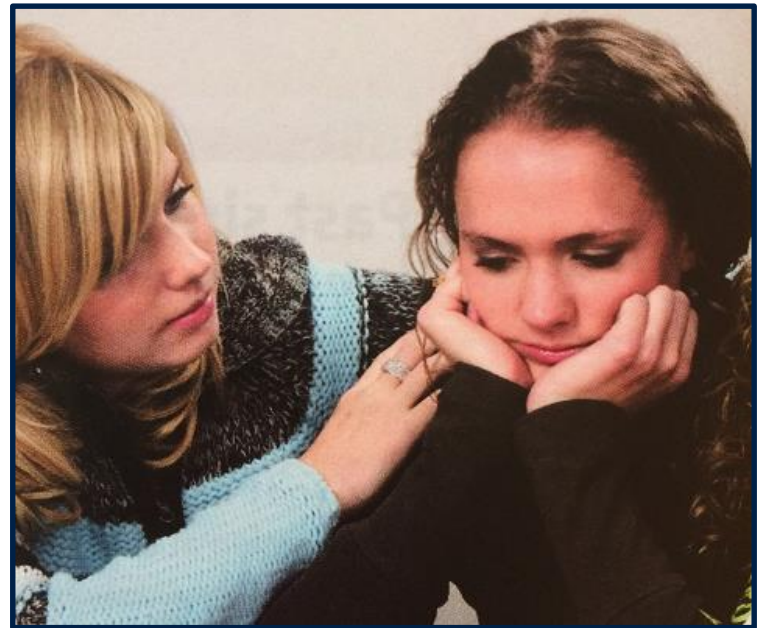
- recognising effort
- promoting a growth mindset
- positive communication
- providing time
- *signals from the future*

# Compassion

## Recognising effort

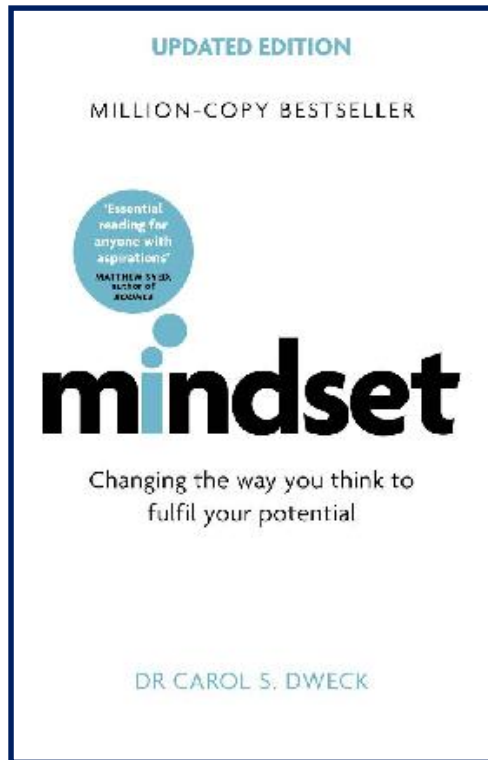
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- pay attention
- notice when students are trying
- praise effort
- reward attitudes



# Compassion

## Promoting a growth mindset



“Test scores ...tell you where a student is, but they don’t tell you where a student could end up.”

# Compassion

## Promoting a growth mindset

### Fixed mindset

- Success is a result of talent
- Success and failure are *identities*
- “You either have it or you don’t”
- Tendency to avoid challenges

### Growth mindset

- Success is a result of hard work
- Success and failure are *provisional outcomes*
- “Everyone can improve over time”
- See challenges as learning opportunities

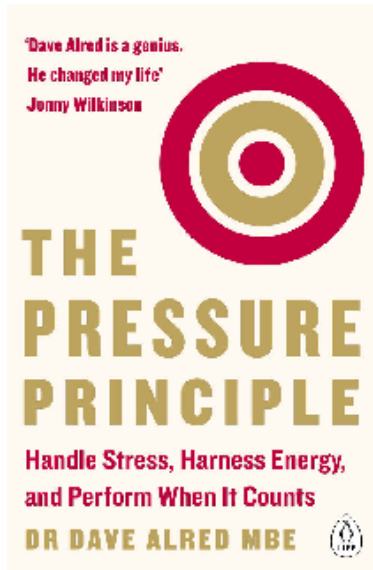


# Compassion

## Positive communication

OXFORD  
UNIVERSITY PRESS

The problem with motivational team talks...






# Compassion

## Positive communication

Instead of telling students what they mustn't do...

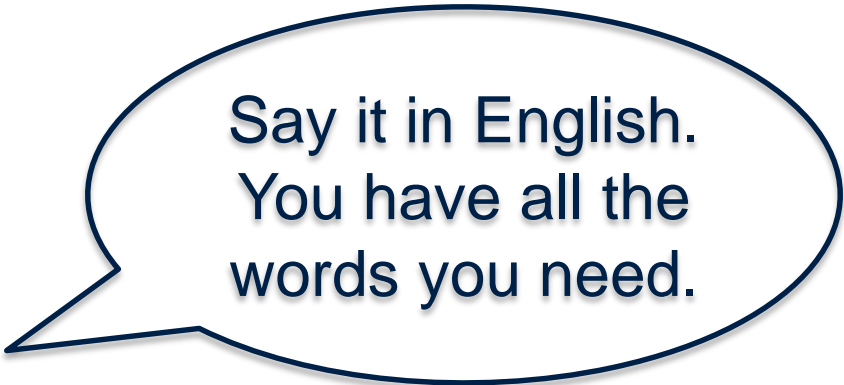


No speaking  
Hungarian!




No stupid  
mistakes on  
the test!

...tell them what you would like them to do, and why/how they can accomplish it



Say it in English.  
You have all the  
words you need.



Take your time.  
Check your work  
carefully when  
you're done.

# Compassion

## Providing time

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Within the lesson:

→ give students time to settle

Over the course of the year

→ give students time to develop

→ engage “the power of **yet**” (Dweck)



# Compassion

## *Signals from the future*

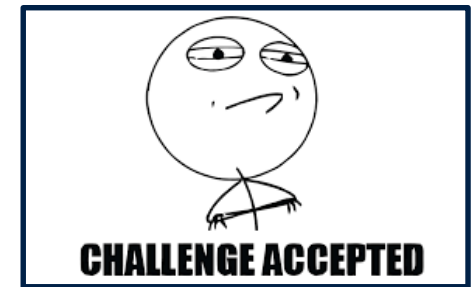
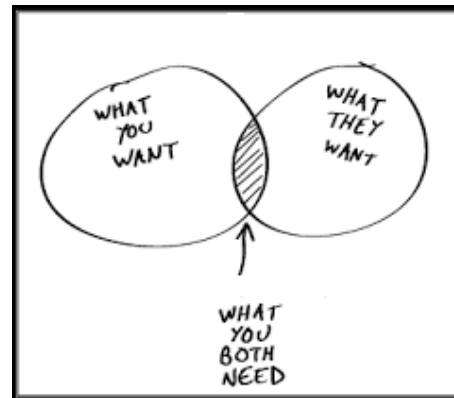
### *Everything turned out OK*

David still remembers acutely what it was like to be his nine-year-old self. “I feel like I’m in touch with that person today,” he says. “Whenever I’m doing something that I think is cool, like if I’m in New York City in a room full of people, interviewing Alicia Keys or something, I send a message back to that person and let him know that everything turned out OK. I feel like when I was nine, I was receiving that signal from the future, which is one of the things that gave me the strength to hang in there. I was able to create this loop between who I am now and who I was then.”

Susan Cain *Quiet* p262

# My Four C's

## Curiosity Challenge Compromise Compassion



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[legyened.edublogs.org](http://legyened.edublogs.org)