

My Four C's

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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 Learning

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?



1. Curiosity



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

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...



Think
Predict
Reflect

Curiosity...

...about changing our routine

“creatively spoil your routine”



Curiosity...

...about the language we teach



podcasts



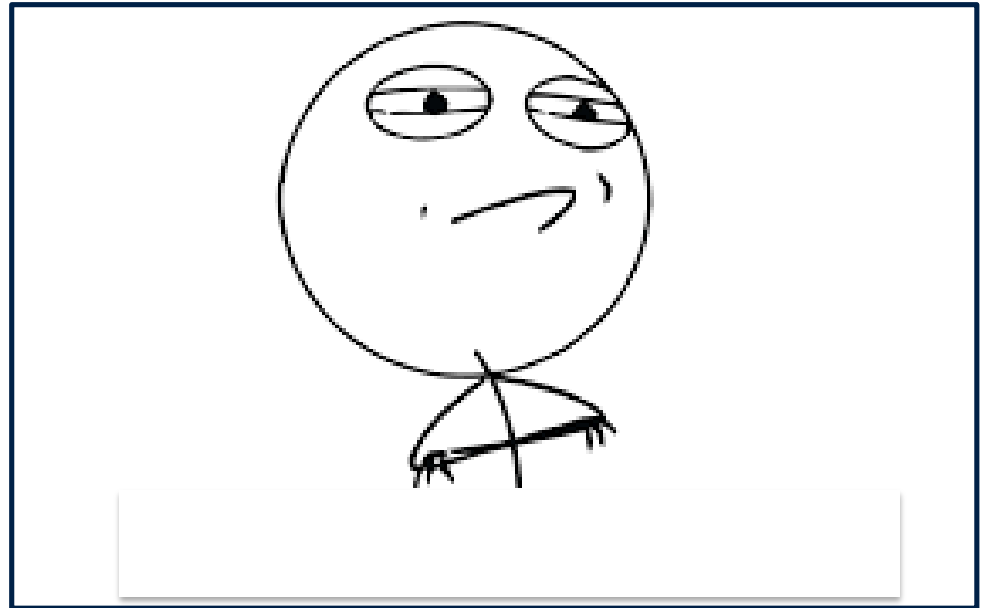
TEFL COMMUTE

A podcast for English language Teachers

My Four C's

1. Curiosity

2. Challenge



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



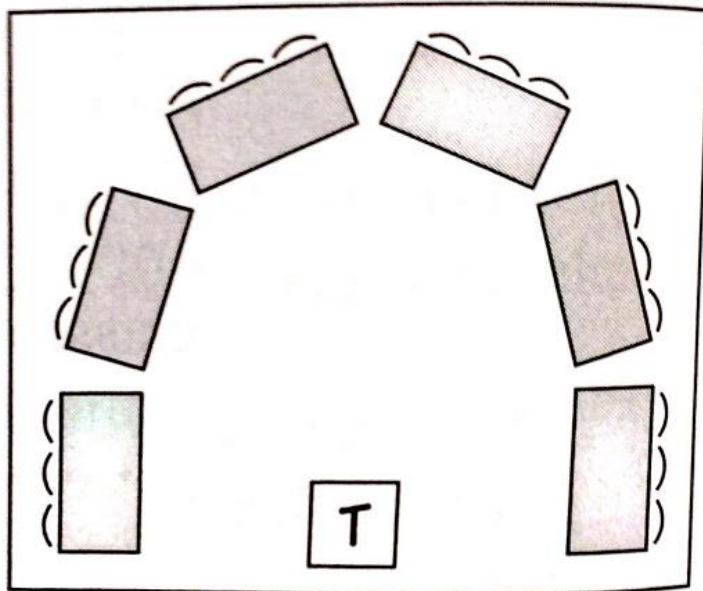
keep a journal



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...

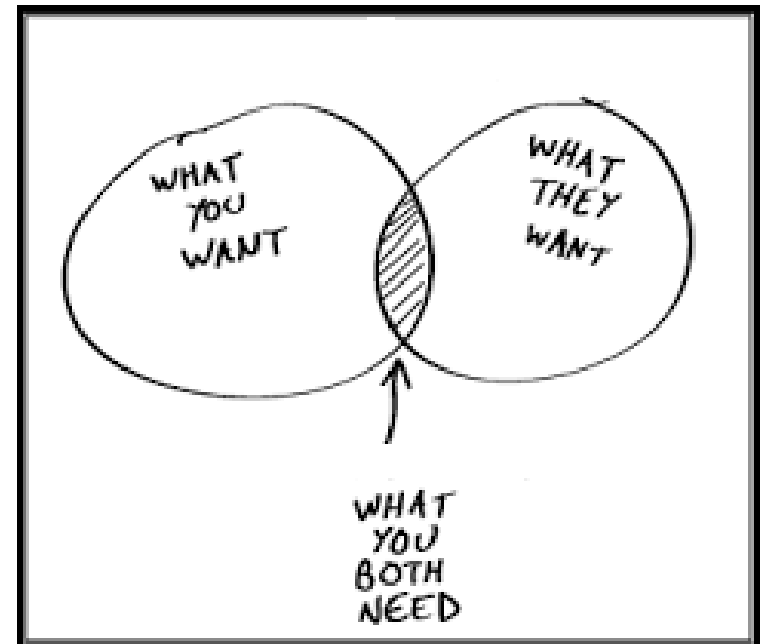
...and the link between *making mistakes* and *getting better*

Until you fall over, you
can't understand
balance



My Four C's

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



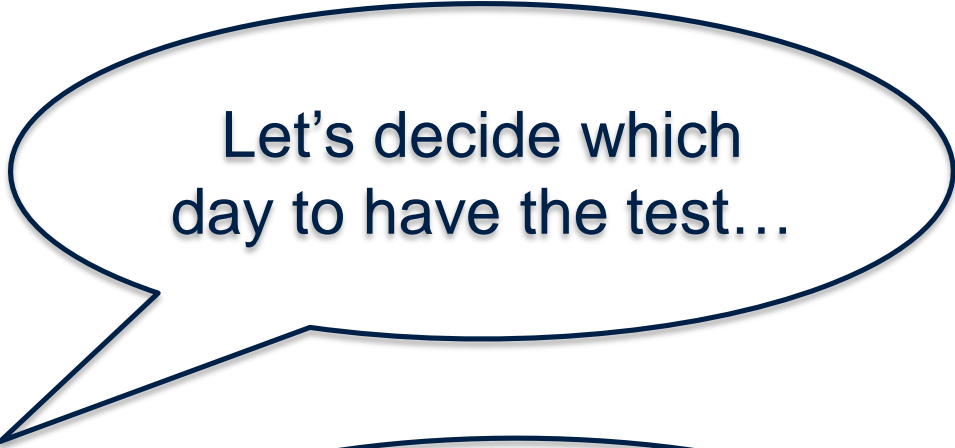
Compromise

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

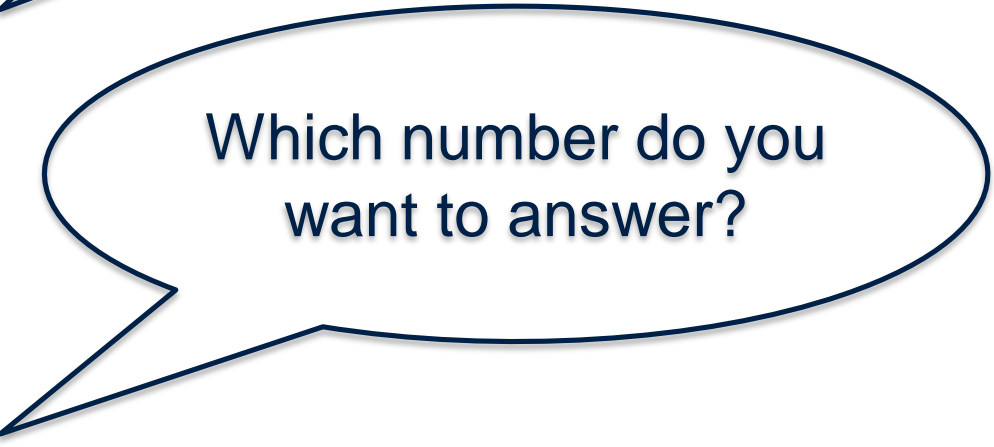
Compromise

A willingness to negotiate

- Agree on dates and schedules
- Provide options when checking work



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

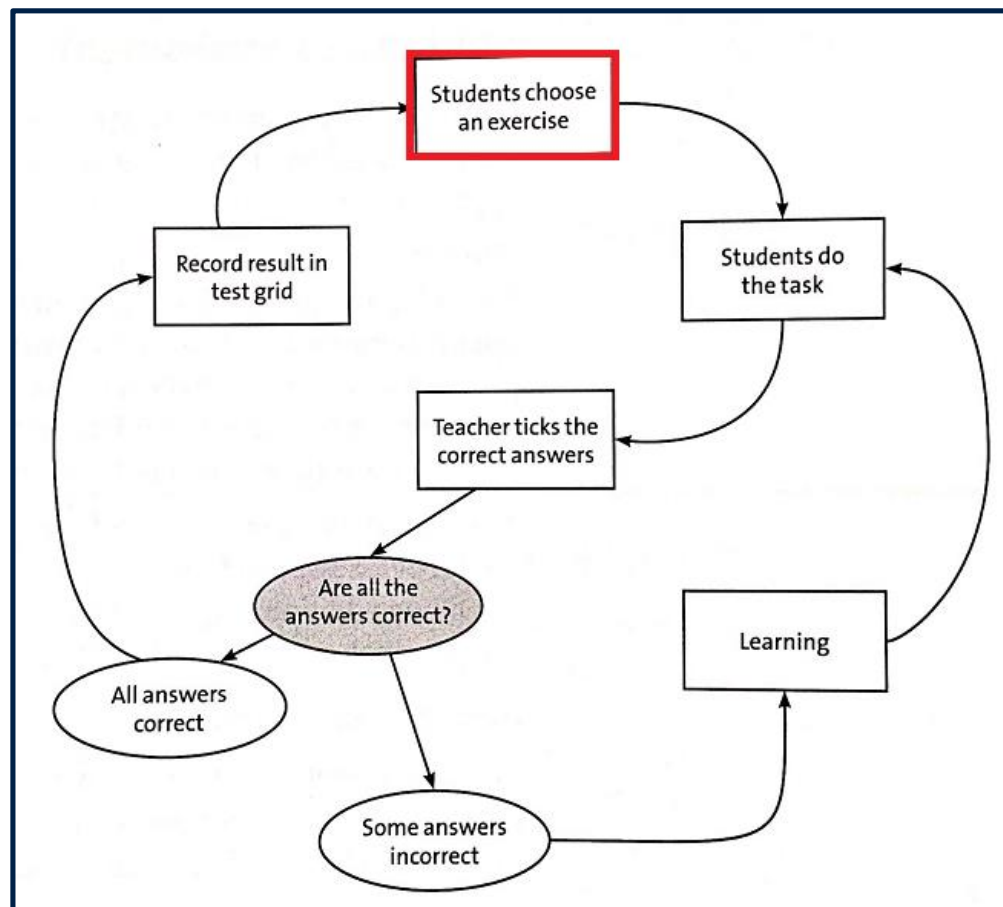
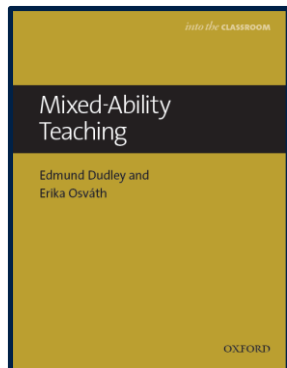


Which number do you want to answer?

Compromise

Handling tests flexibly

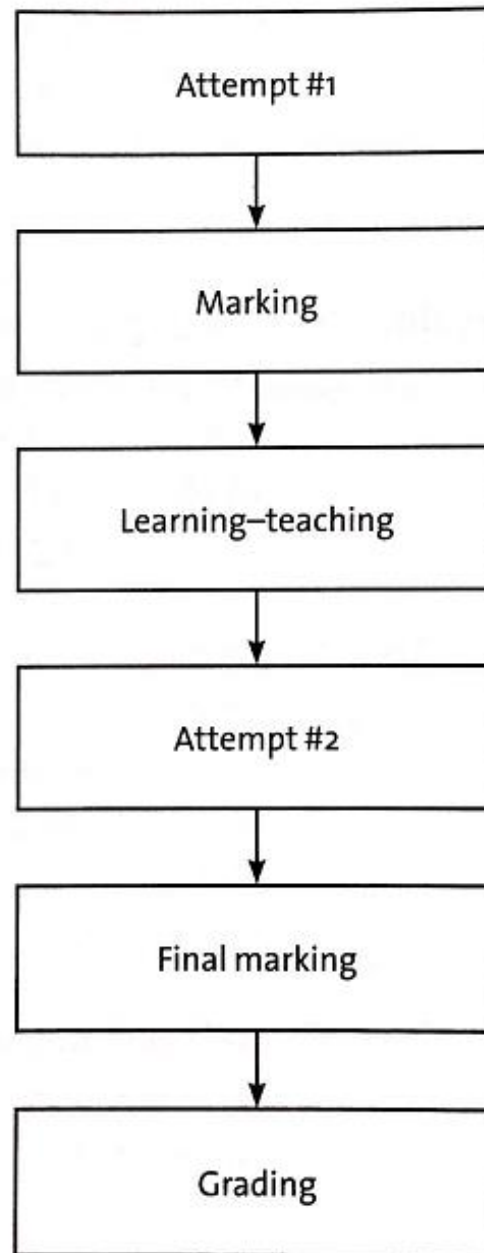
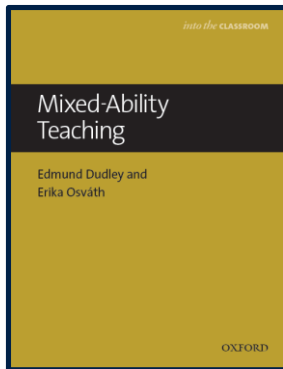
Test box



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

When students say *I don't know...*

Is it an admission of ignorance?

Or is it the moment where learning can begin?



My Four C's

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



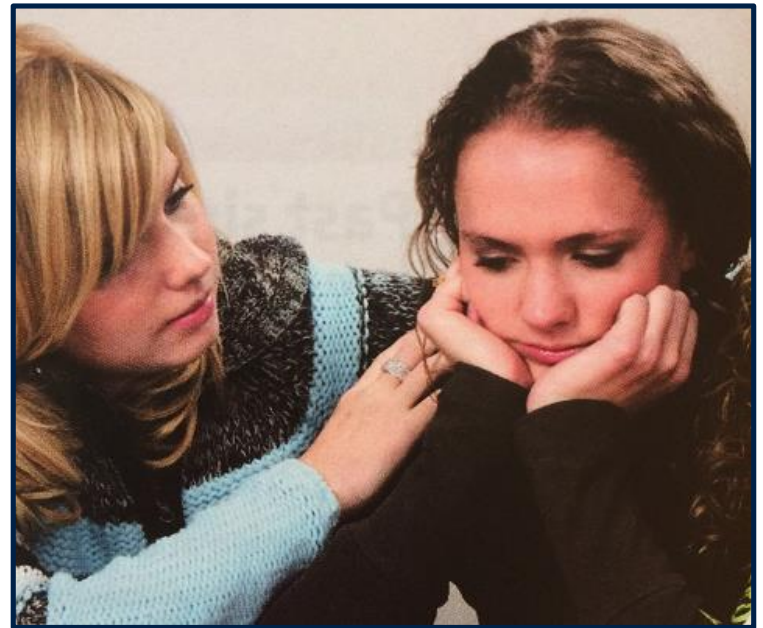
Compassion

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

Compassion

Recognising effort

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



The 2019 Mercer *Quality of Living* survey ranked 231 cities; a number of different factors are taken into account, e.g.:

political stability
crime
law enforcement
medical and health
international schools
public services
transportation
recreation
consumer goods
housing
climate
natural disasters
etc



Which do you want to see: some capitals in the region ranked **higher** than Kiev? Or some that were ranked **lower**?

I ♥ Kiev

Higher-ranked capitals in the region

Warsaw = 82nd

Bucharest = 109

Moscow = 167th

Kiev = 173rd



I ♥ Kiev

Lower-ranked capitals in the region

Kiev = 173rd

St Petersburg = 174th

Tirana = 175th

Tbilisi = 187th



I ♥ Kiev

What does your choice reveal?

Warsaw = 82nd

Bucharest = 109

Moscow = 167th

Kiev = 173rd

St Petersburg = 174th

Tirana = 175th

Tbilisi = 187th



Fixed mindset v growth mindset

Carol Dweck

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Fixed mindset

ability is fixed

talent matters

be better than others

avoid challenges

Growth mindset

ability can be developed

hard work matters

be better than you were

enjoy challenges

Growth mindset

The importance of effort, the power of *yet*

“your basic qualities are things you can cultivate through your efforts.”
Dweck

I can't do this.

I can't do this yet.

Growth mindset

What can teachers do?

Evidence suggests it is hard to teach *growth mindset*

However, it can be learned. What we can do:

- praise students for effort, not intelligence
- remember the *power of yet*
- turn *I don't know* into an opportunity to learn
- encourage speculation

Encouraging a spirit of enquiry

Helping students to speculate

Fear of being wrong

Students are often reluctant to speculate

→ Praise guesses as well as correct answers

Give students useful language:

I have no idea but I'll say...

It could be...

I think it's...

I'm pretty sure it's...

I know this one, it's...



Encouraging a spirit of enquiry

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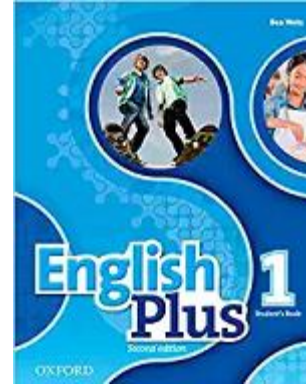
It could be...

I think it's...

I'm pretty sure it's...

I know this one, it's...





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Compassion

Being supportive *and* demanding

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Two components:

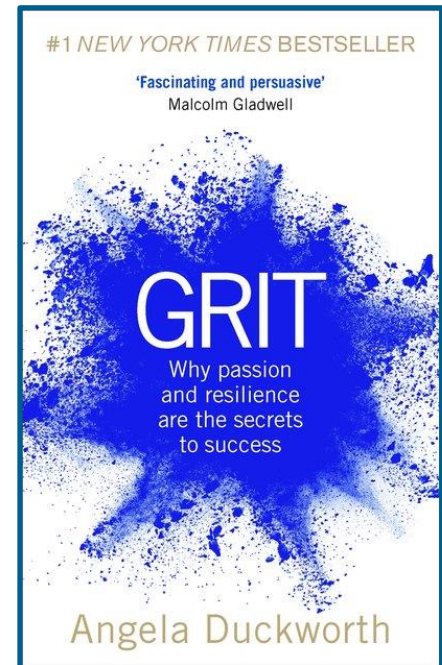
passion (staying focused)

perseverance (bouncing back from setbacks)

talent x **effort** = skill

skill x **effort** = achievement

Angela Duckworth *Grit*

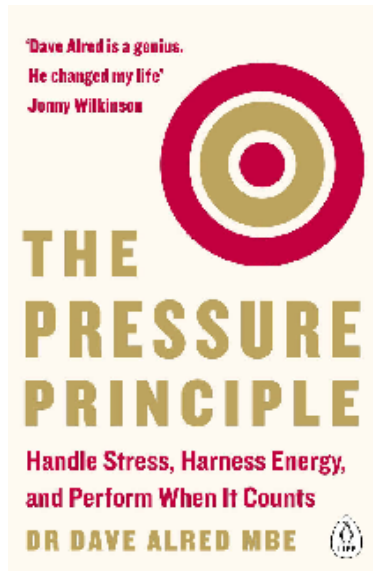


Compassion

Positive communication

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The problem with motivational team talks...




Compassion

Positive communication

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

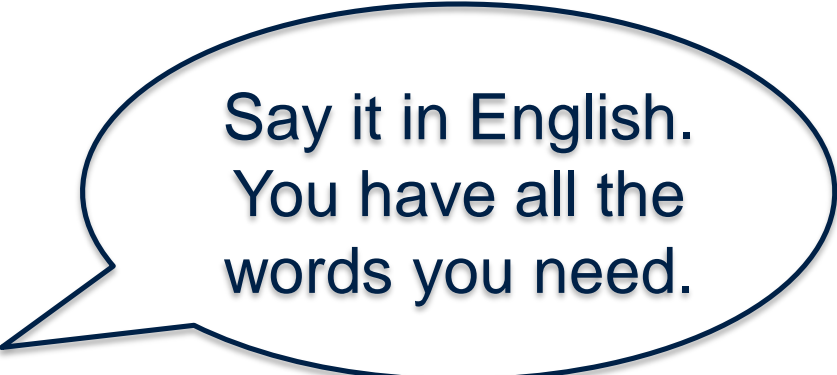


No speaking
L1!




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

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

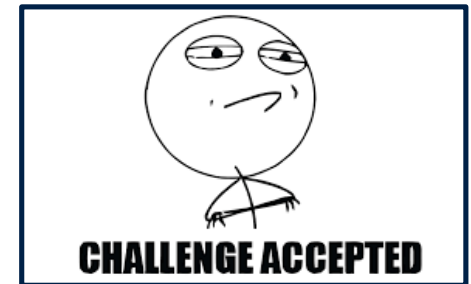
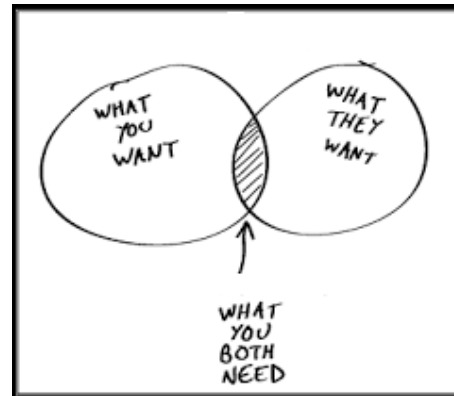
Signals from the future

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

Curiosity Challenge Compromise Compassion



References

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edtothemund

Slides here:

legyened.edublogs.org