

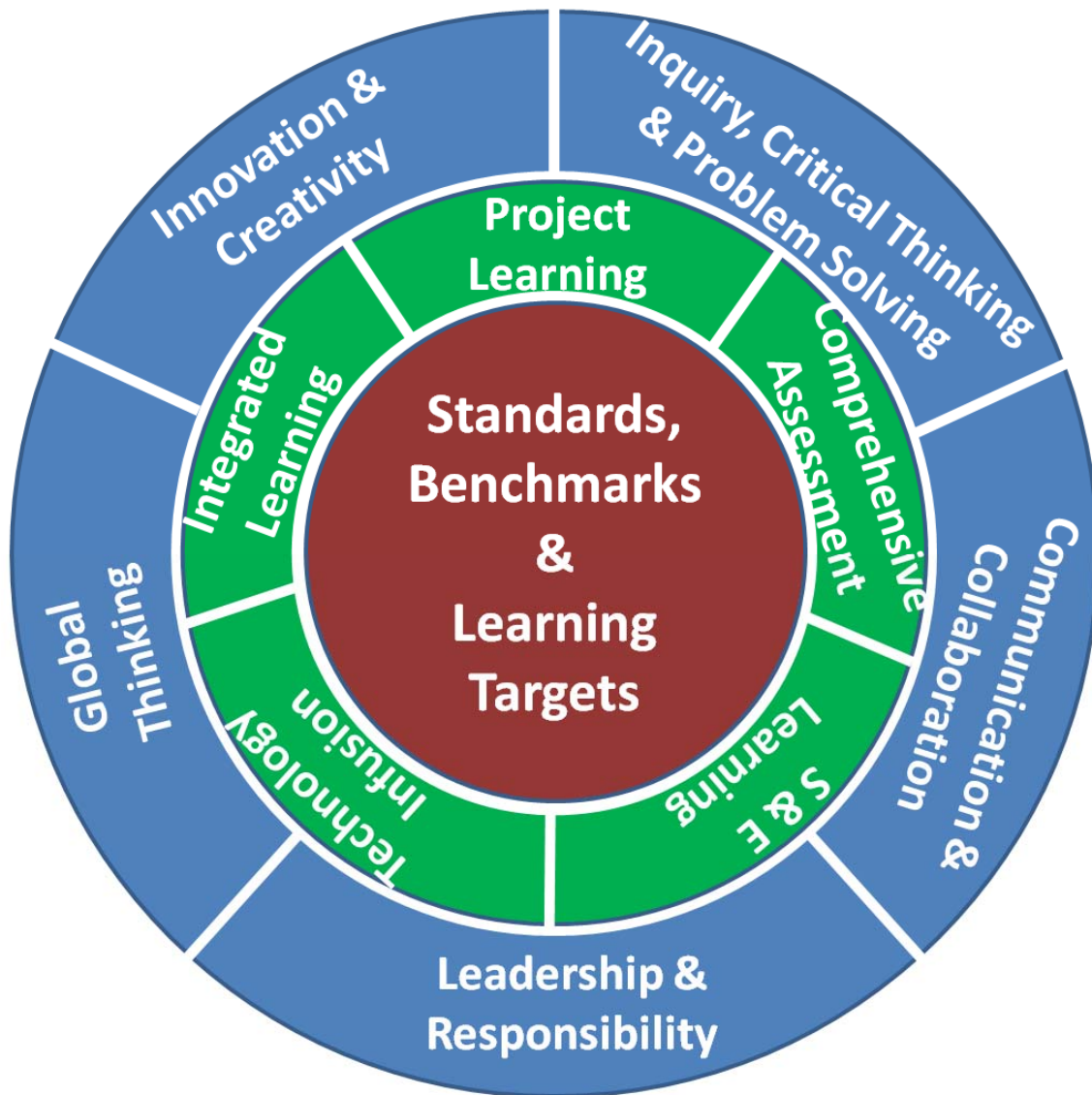
Learning21 @ ISB

The model below represents ISB's context for learning.

The **red** core represents the content knowledge and skills which are essential to learning. These are the Standards, Benchmarks and Learning Targets we have been working on for a couple of years.

The **green** ring represents 21st Century Approaches: the approaches to learning that we feel best replicate a dynamic and interrelated 21st Century environment.

The **blue** ring represents 21st Century Skills: the skills we feel we need to address explicitly and help our students to gain and apply in this era of continuous and rapid change.



21st Century Skills

Creativity and Innovation			
Enduring Understandings	<ul style="list-style-type: none"> ▪ Creativity is the process of generating original ideas that have value. ▪ Innovations build on other innovations and ideas. ▪ Creativity and innovation require original thought and applied aptitudes within a medium. 	Skills	<ul style="list-style-type: none"> • Demonstrating originality and inventiveness in their work • Using a wide range of techniques to generate ideas • Developing, implementing and communicating new ideas to others • Reflecting on the ethics and impacts of innovations
Communication and Collaboration			
Enduring Understandings	<ul style="list-style-type: none"> ▪ We communicate to define ourselves, our experiences and our ideas. ▪ Groups can be more capable than their most capable individual member. ▪ Collaboration skills and processes can be applied to our work in groups. 	Skills	<ul style="list-style-type: none"> • Articulating thoughts and ideas clearly and effectively through various forms of communication • Assuming shared responsibility for collaborative work and value the individual contributions made by each team member • Utilizing multiple modes of communication including technology, and assessing their effectiveness and impact
Leadership and Responsibility			
Enduring Understandings	<ul style="list-style-type: none"> ▪ We occupy many different communities and have a responsibility to help maintain each social system. ▪ Our actions have many effects, both intended and unintended. ▪ Effective leadership demonstrates many similar traits, but is also sensitive to the needs of particular contexts. 	Skills	<ul style="list-style-type: none"> • Acting on ones responsibility to others and their responsibility towards us • Using interpersonal and problem-solving skills to influence and/or guide others toward a goal • Demonstrating integrity and ethical behaviour • Adapting to the nature of leadership in a variety of cultural settings • Recognizing the local and global implications of personal decisions
Inquiry, Critical Thinking and Problem Solving			
Enduring Understandings	<ul style="list-style-type: none"> ▪ We understand the world around us more fully through inquiry and critical thinking. ▪ We can view the world as a series of intricately related systems. ▪ We solve problems as individuals and within groups using structured processes. 	Skills	<ul style="list-style-type: none"> • Analyzing how parts of a whole interact with each other to produce overall outcomes in complex systems • Developing sound questions to guide inquiry and information gathering • Effectively analyzing and evaluating evidence, arguments, claims and beliefs • Solving different kinds of non-familiar problems in both conventional and innovative ways • Making complex choices and decisions
Global Thinking			
Enduring Understandings	<ul style="list-style-type: none"> ▪ We live as part of an interrelated world. ▪ We relate to and understand one another across cultures and circumstances. ▪ We make many decisions which have impact within a complex and ever-changing world. 	Skills	<ul style="list-style-type: none"> • Engaging in the interrelated nature of the world around us • Using 21st century skills to understand and address global issues • Fostering respect for other nations and cultures, including the ability to communicate in more than one language • Working effectively in a world of ambiguity and changing priorities

21st Century Approaches

Project Learning	<ul style="list-style-type: none">• Long term and student centered, project learning is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Project learning helps students develop and retain useful, working knowledge of subjects that are often taught in isolation and abstraction.• Project learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.
Integrated Learning	<ul style="list-style-type: none">• Integrated studies combines curriculum from two or more separate disciplines, allowing students to see how ideas are connected. Teaching in such a contextual manner promotes collaboration, critical thinking, and knowledge retention.• To increase engagement and retention, academic subjects are presented in an interdisciplinary fashion that reflects modern knowledge and society. For instance history, literature, and art can be interwoven and taught through text, images, and sound.
Comprehensive Assessment	<ul style="list-style-type: none">• Effective assessment should measure the full range of student ability - - social, emotional, and academic achievement. Through various measures, including portfolios, presentations, and tests, multiple learning styles are supported. Assessments demonstrate the multiple-modes of intelligence beyond recall.• Assessment must be authentic and involve students in the transfer of learned skills and knowledge to real-world tasks that reflect the “doing” of the subject. This is something abstract, paper-driven forms of assessment cannot accomplish.
Technology Infusion	<ul style="list-style-type: none">• Effective technology infusion is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.• Through the intelligent use of technology, combined with new approaches to education, a more personalized style of learning can be realized.
Social and Emotional Learning	<ul style="list-style-type: none">• In order to educate the whole child for life in the 21st Century, we need to reach beyond a factual and deductive mode of learning. Educators must also help students develop the skills to manage their emotions, resolve conflict nonviolently, and make responsible decisions. Recent advances in brain research point to new opportunities to address learning from the social and emotional perspective.• When students work together on project teams, they learn to collaborate, communicate and resolve conflicts. Cooperative learning and character development supports the social and emotional development of students and prepares them for success in the modern workplace.