

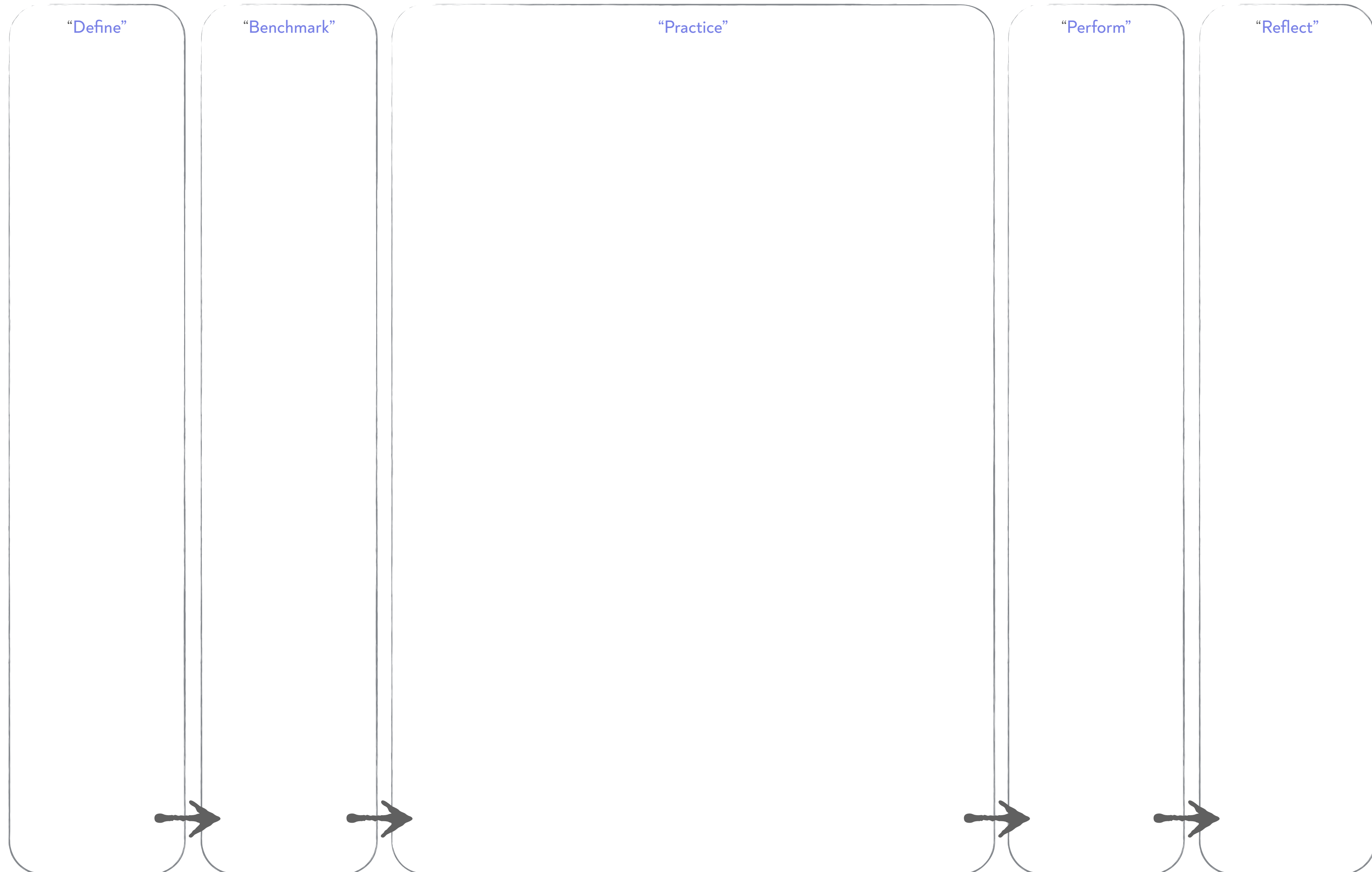
BUILDING CAPABILITIES IN THE CLASSROOM



Define
Benchmark
Practice
Perform
Reflect



The Capability Builder





Define

Benchmark

Practice

Perform

Reflect



How do we define the skill? Can we have shared language as a school?
Can we describe examples and non-examples?



Project Management:

The ability to successfully plan and complete tasks within a designated timeframe whilst working effectively with different people.



Frayer models
Co-create definition
Concept Maps
Role Plays
Exemplars
Poor examples



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What are our strengths? What are our weaknesses? Do we know what we need to work on to get better?



You can't get better at something
you don't know you need to
improve.



COMMUNICATION

Before Activate 2023

75%

of your students understand what it takes to be a good communicator

41%

feel totally confident

PROJECT MANAGEMENT

Before Activate 2023

53%

of your students understand what it takes to be a good project manager

40%

feel totally confident

CRITICAL THINKING

Before Activate 2023

58%

of your students understand what it takes to be a good critical thinker

42%

feel totally confident

PROBLEM SOLVING

Before Activate 2023

76%

of your students understand what it takes to be a good problem solver

39%

feel totally confident

CREATIVITY & INNOVATION

Before Activate 2023

73%

of your students understand what it takes to be creative & innovative

36%

feel totally confident

ADAPTIVE MINDSET

Before Activate 2023

65%

of your students understand what it takes to have an adaptive mindset

42%

feel totally confident



PROJECT MANAGEMENT

I understand what it takes to be a good project manager.

I can effectively plan and organise a project, breaking it down into smaller, achievable tasks and setting realistic timelines that I can meet.

I can take shared responsibility for collaborative work, and value the individual contributions made by each team member.

When working in groups, I can find ways not only to use my own and others' strengths but also to build on our strengths to learn new skills

I can proactively identify and fix problems before they happen, so that the project can be successful.

	No	Not Sure	Yes		
	9%	53%	39%		
	I don't know what this is/how to do this	I know what this is but I can't do this yet	I do this some of the time	I do this all the time	I can do this so well that I can teach others to do it
I can effectively plan and organise a project, breaking it down into smaller, achievable tasks and setting realistic timelines that I can meet.	1%	15%	51%	26%	6%
I can take shared responsibility for collaborative work, and value the individual contributions made by each team member.	0%	6%	40%	50%	4%
When working in groups, I can find ways not only to use my own and others' strengths but also to build on our strengths to learn new skills	1%	13%	49%	29%	9%
I can proactively identify and fix problems before they happen, so that the project can be successful.	1%	11%	56%	31%	0%





Who owns the data?



FIND YOUR
ZING!



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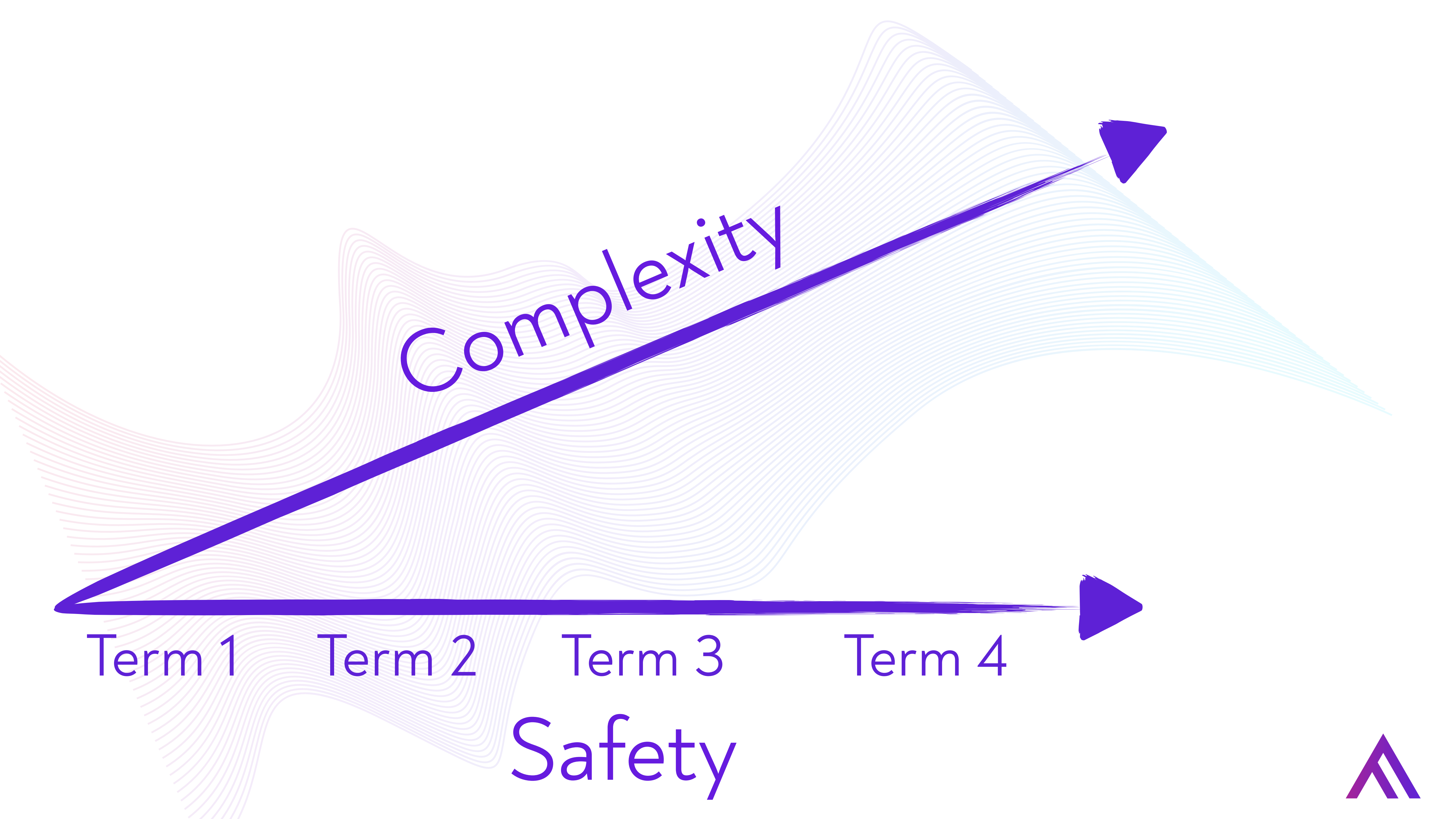


Capabilities are developed with
fast, frequent and, fun practice.



What if you spent **10 mins** a week
on the capability?





Complexity

Term 1 Term 2 Term 3 Term 4

Safety



Context: [I am a secondary teacher in...]

Ask: [I am looking to build the skill of collaboration in my Year 7...]

Parameters: [how many] [increase in complexity]
[little to no preparation] [fun and engaging]



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We measure what we value.
We value what we measure.



Can your young people see the
capability reflected in their
assessment?





Agency

Engagement

Motivation

Success



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You can't transfer knowledge
without reflection.



1. What went well?
2. What didn't go well?
3. What would you do differently?
4. Why does it matter?



How can students use what they now know, to do something differently?



Examples:



Examples:

Fail Video

Advice to
future Activate
students

Journey
Storyboard



HOW ARE WE GOING TO BEND THE FUTURE?