



**FUTURE ANYTHING**

# Building Capabilities in the Classroom

**FutureFest Sydney**

**Action:** What do you want to get out of this session?

02:00



# AGENCY

Critical Thinking



Communication



Action



Creative Thinking



Curiosity



Agility



**Define**  
**Benchmark**  
**Practice**  
**Perform**  
**Reflect**



# AGENCY

Creative Thinking



Critical Thinking



Communication



Action



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# AGENCY

Curiosity



Creative Thinking



Critical Thinking



Communication

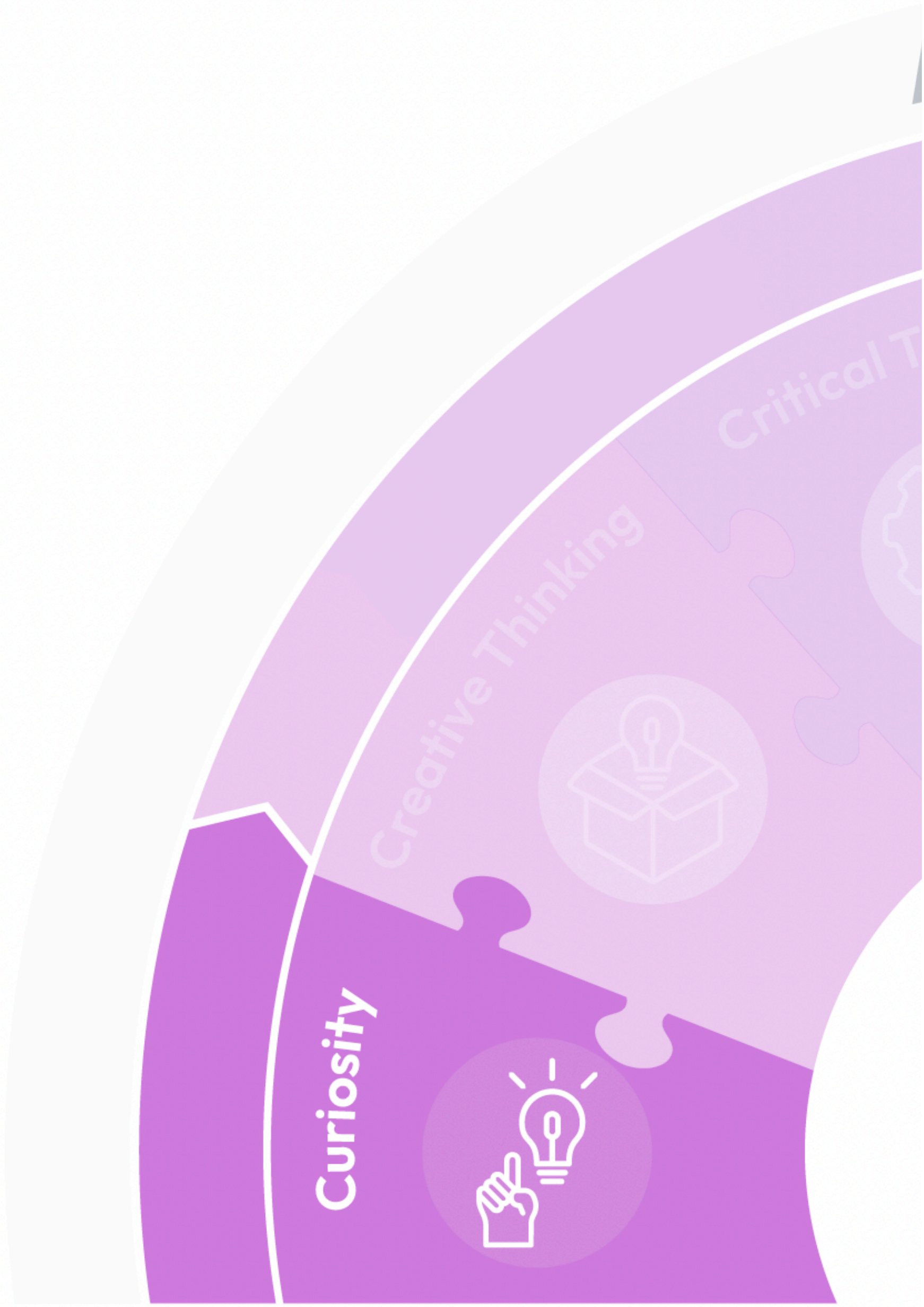


Action



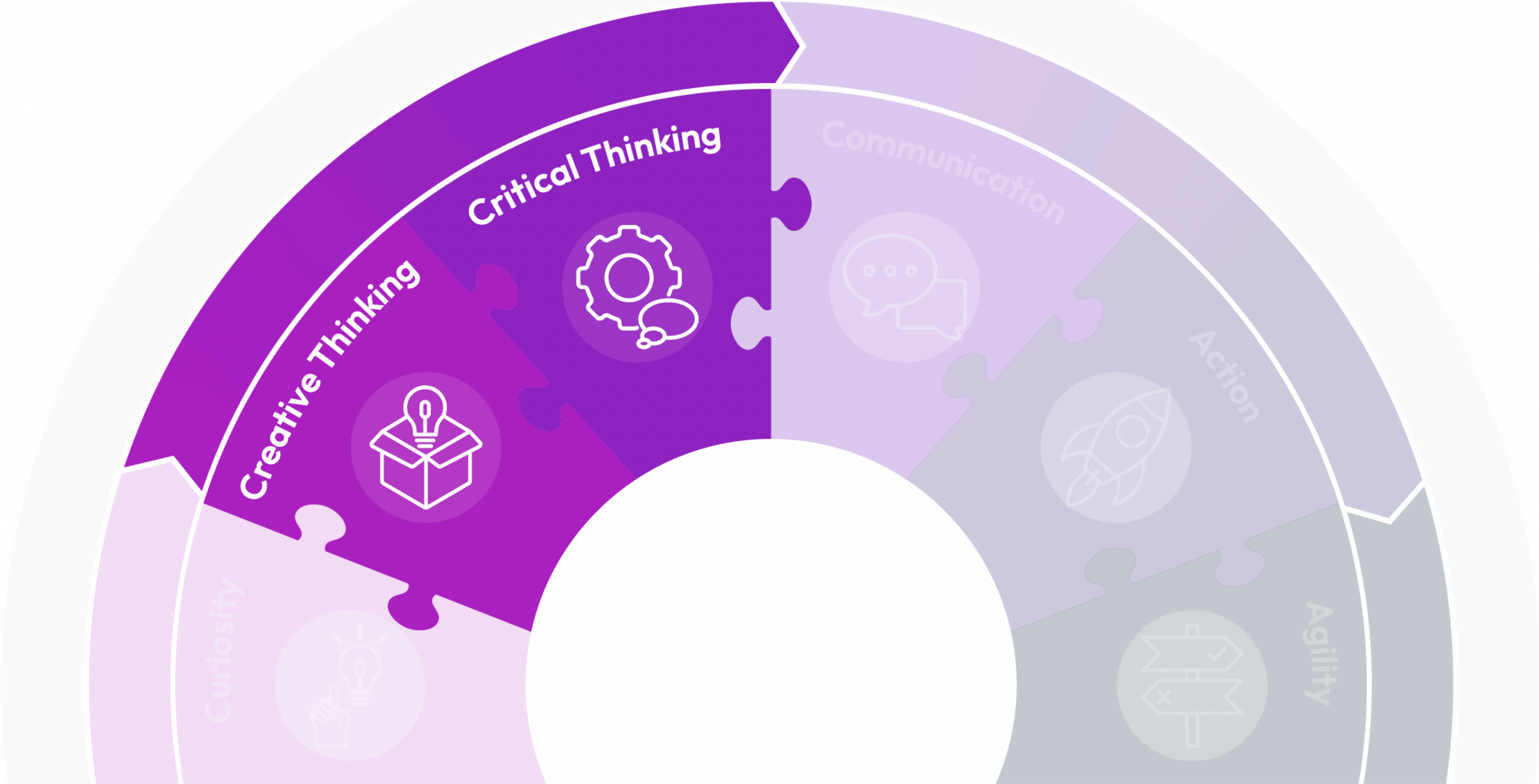
Agility

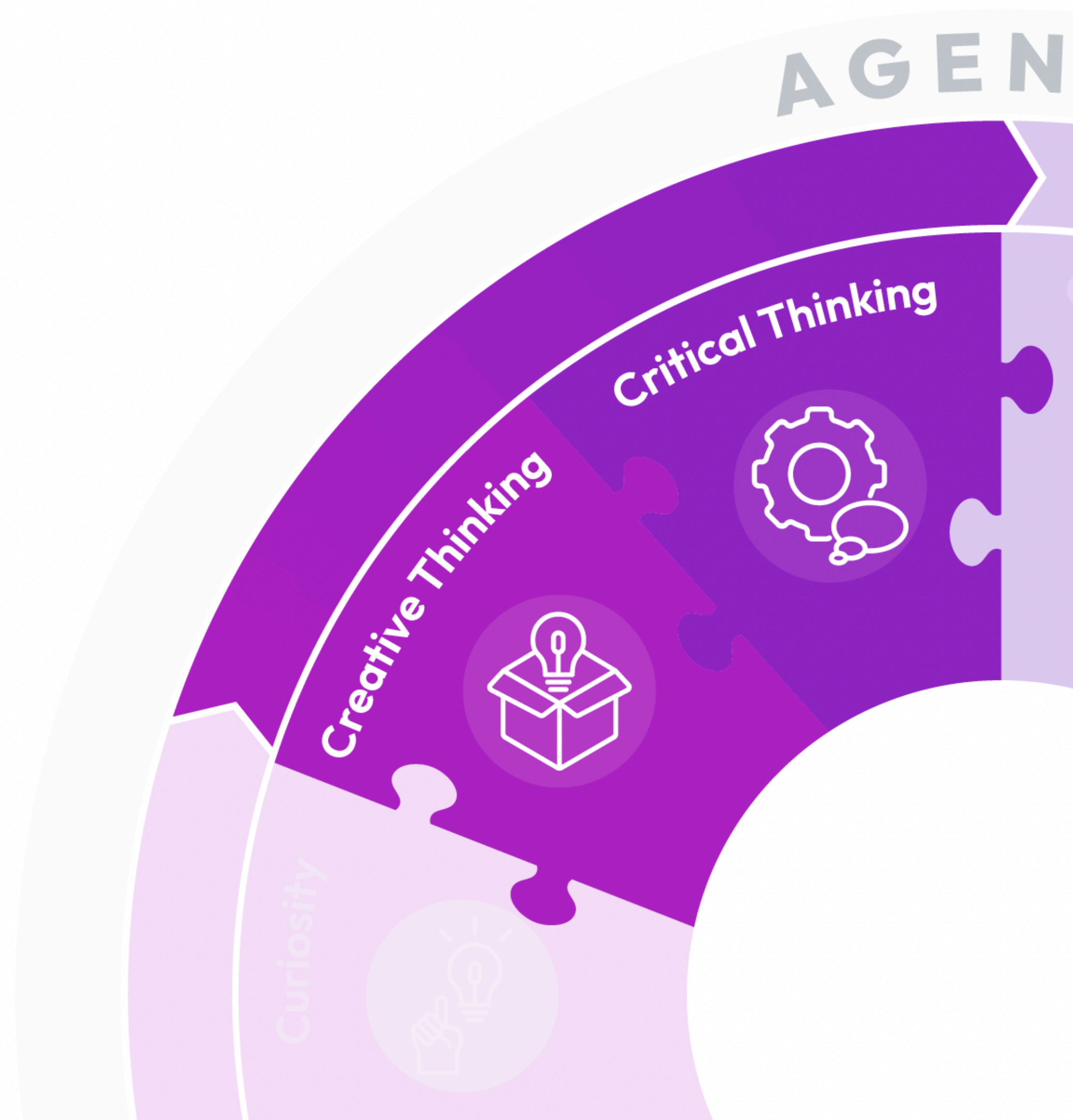




Curiosity is the drive to explore, ask questions, and seek new understanding about the world around us.

# AGENCY

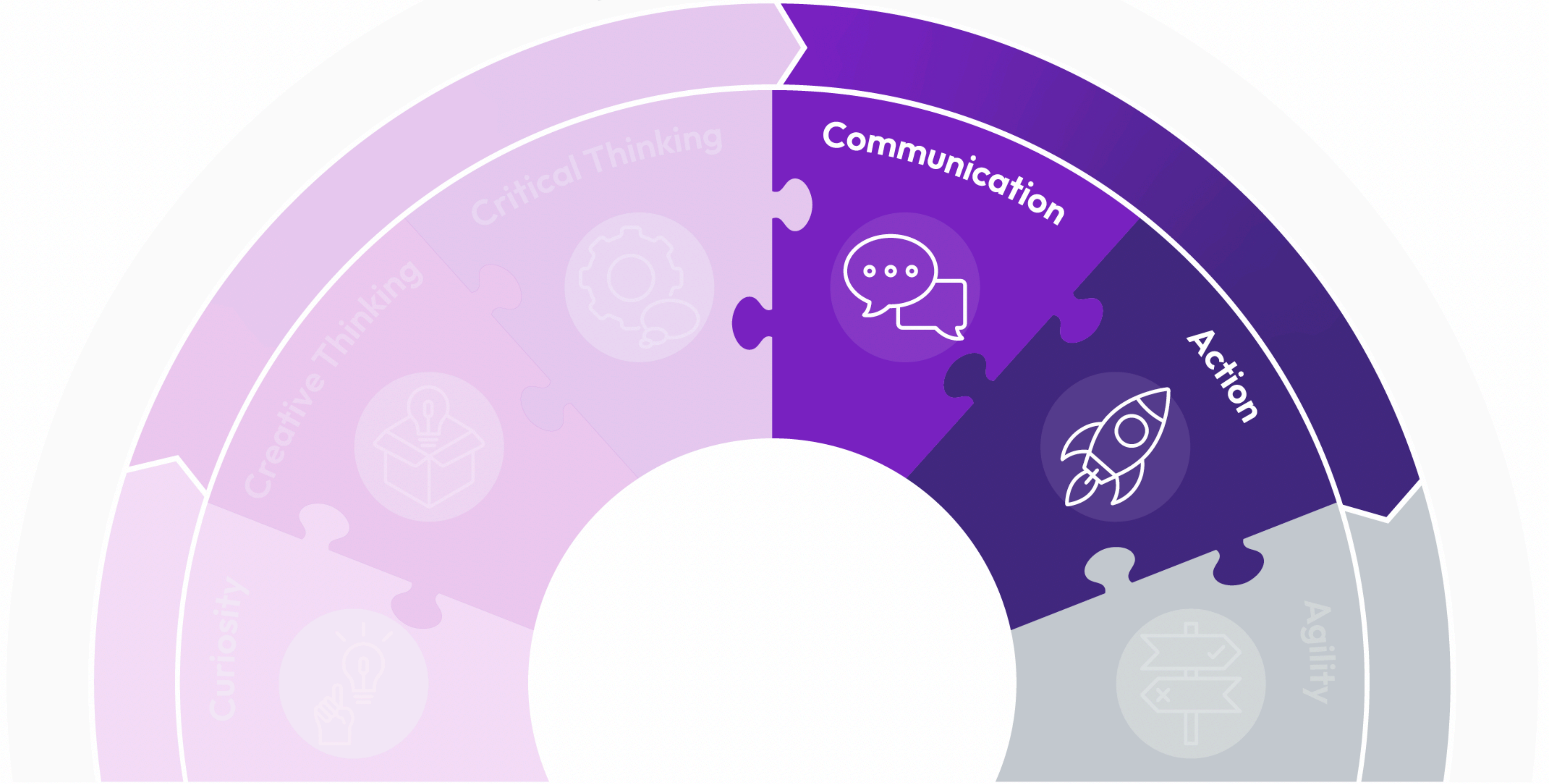




**Creative thinking** is the ability to generate, refine, and apply novel ideas in meaningful ways.

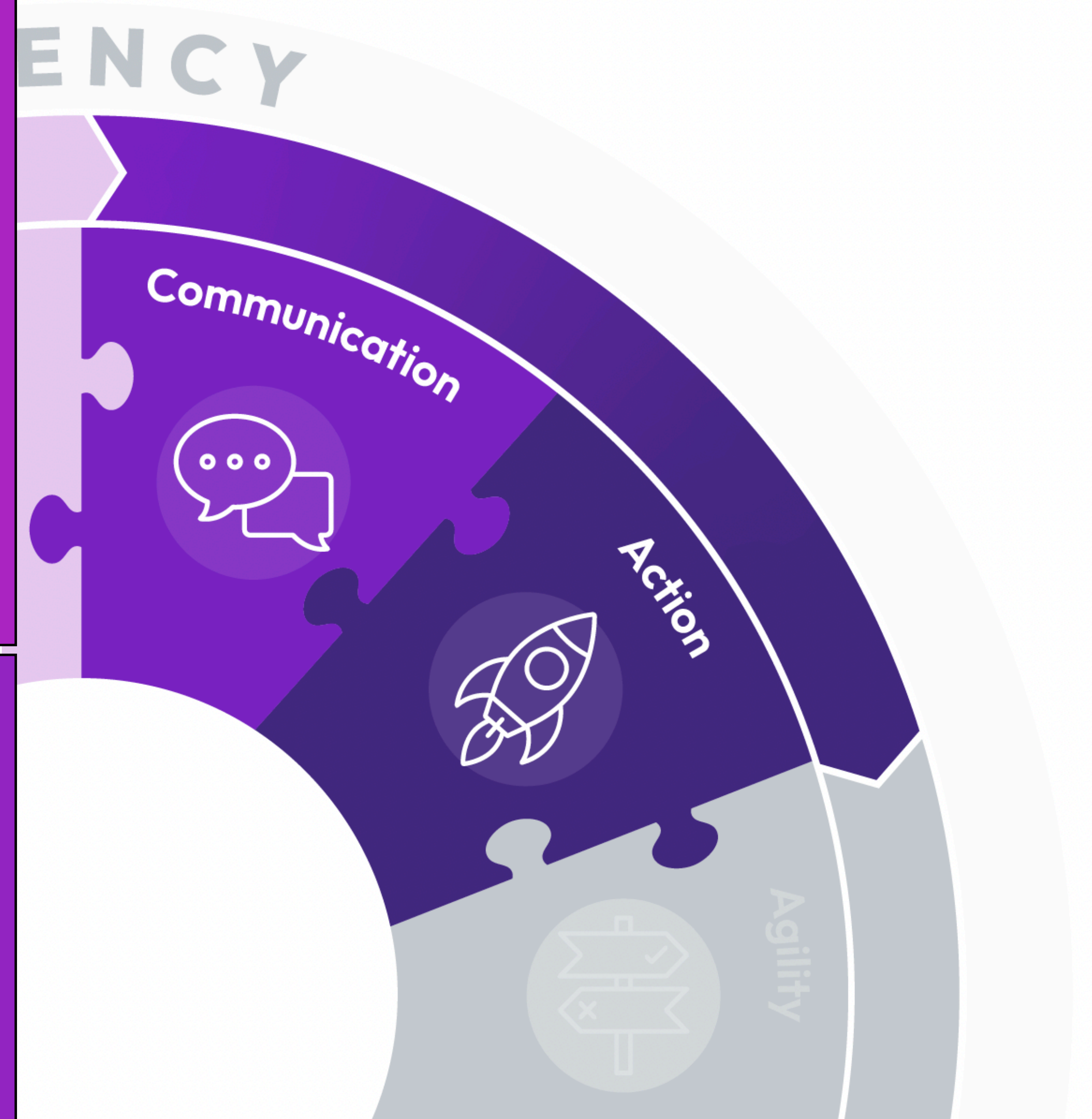
**Critical thinking** is the process of analysing, evaluating, and synthesising information to make reasoned judgments.

# AGENCY

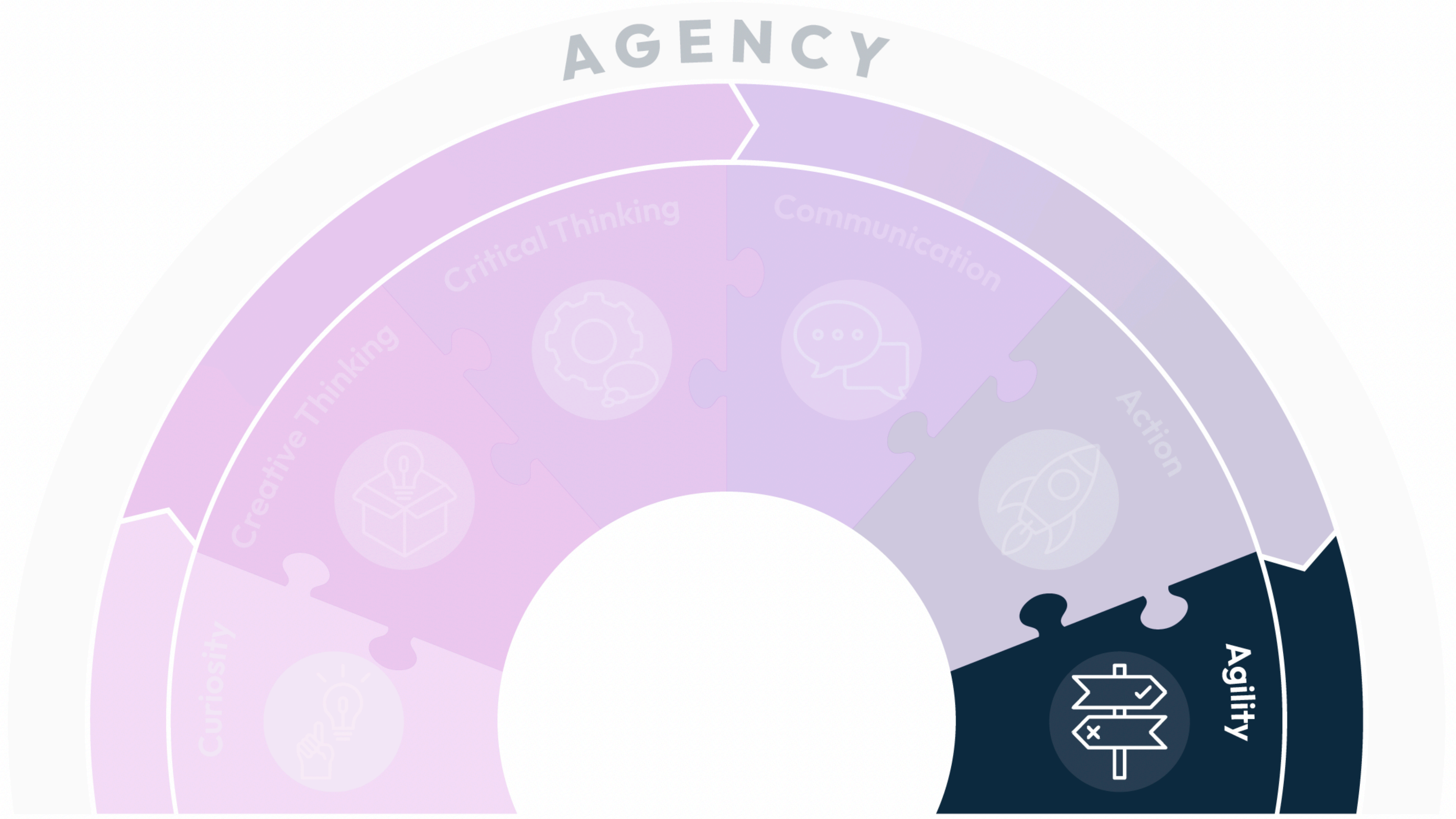


**Communication** is the ability to express ideas clearly, listen actively, and engage in meaningful dialogue across diverse contexts.

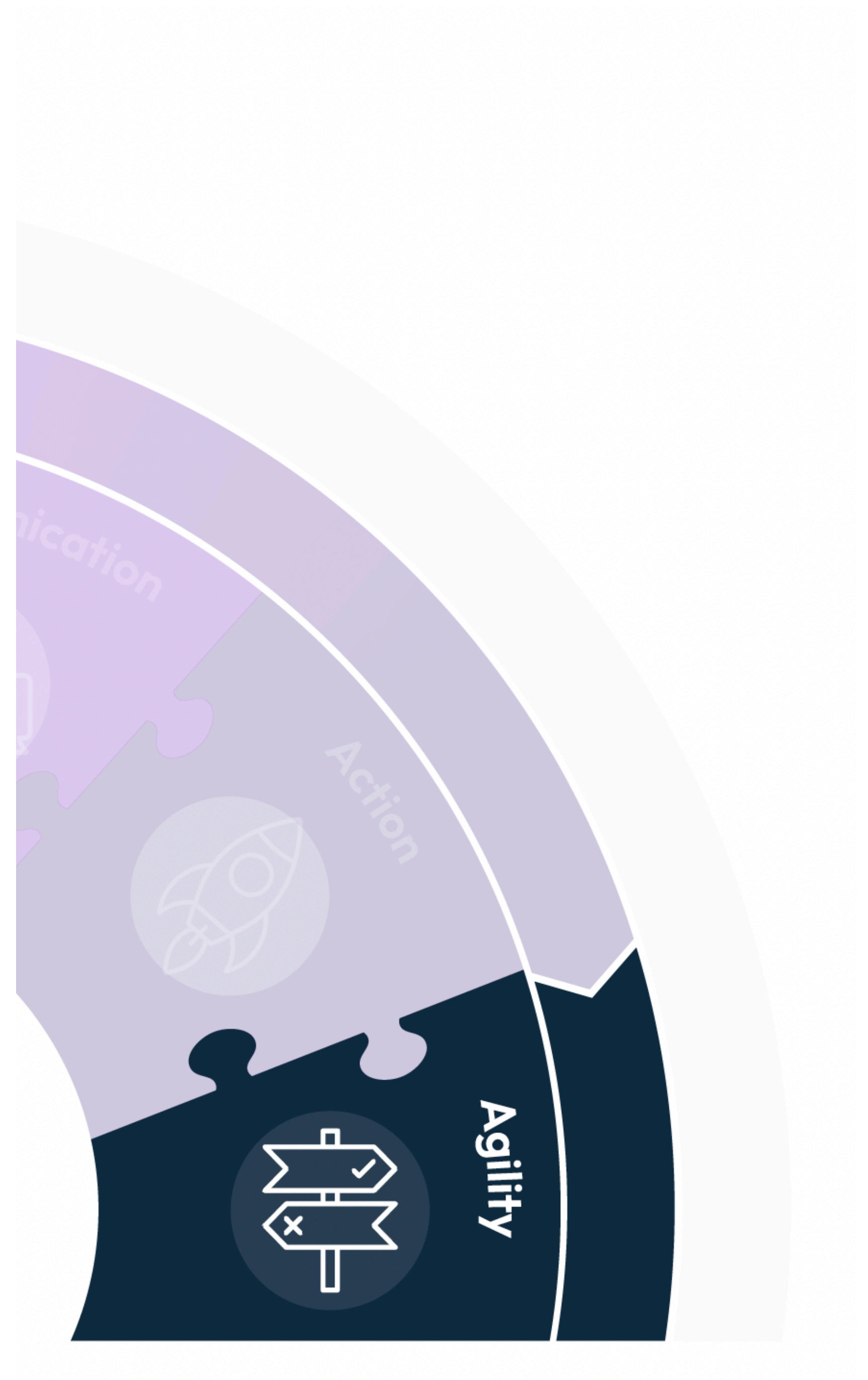
**Action** is the ability to take initiative, set goals, and follow through on tasks to make things happen.



# AGENCY



**Agility** is the ability to adapt, persist, and stay resourceful in the face of change or challenges.

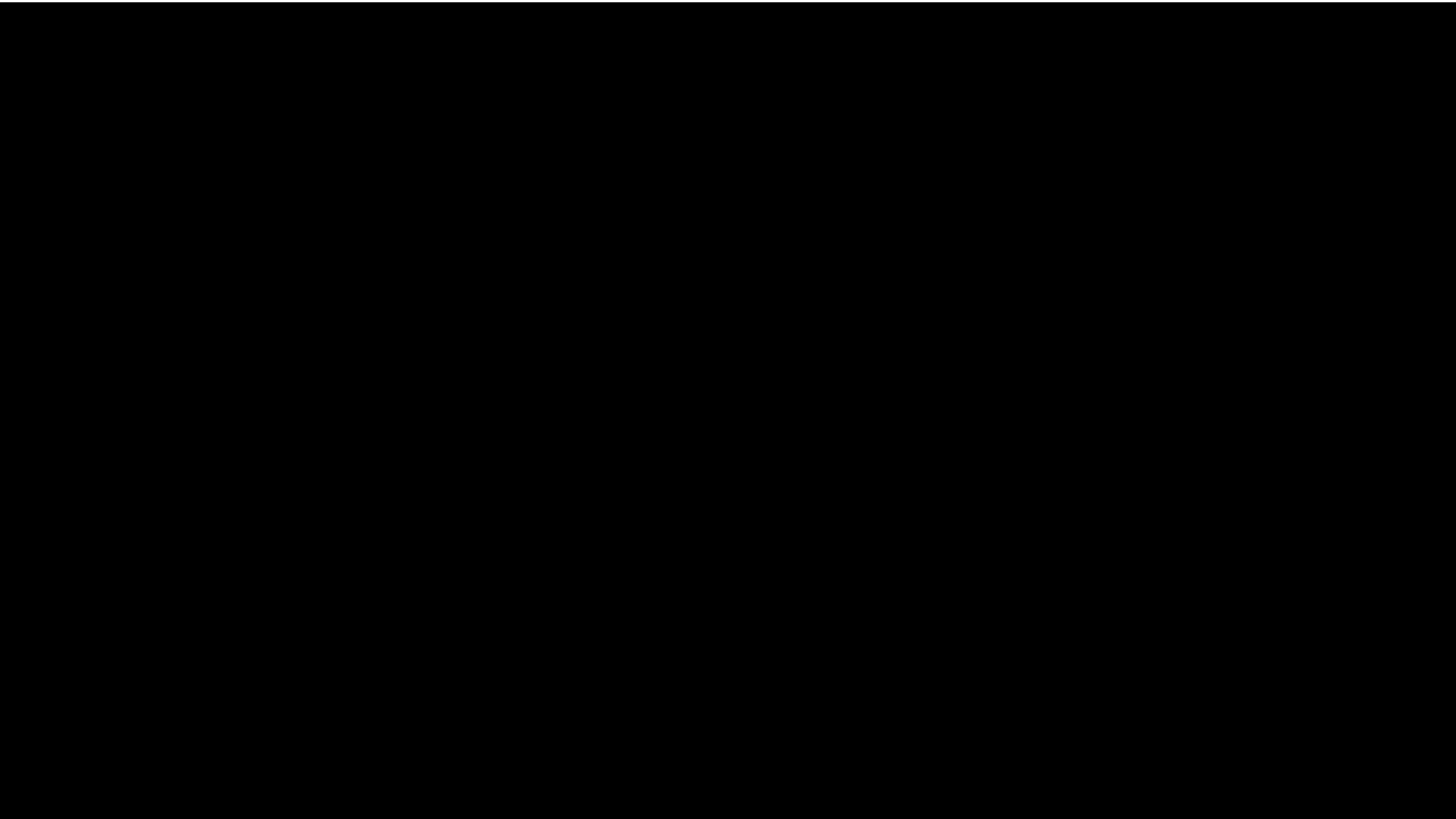


**How do we define the capability? Can we have shared language as a school? Can we describe examples and non-examples?**

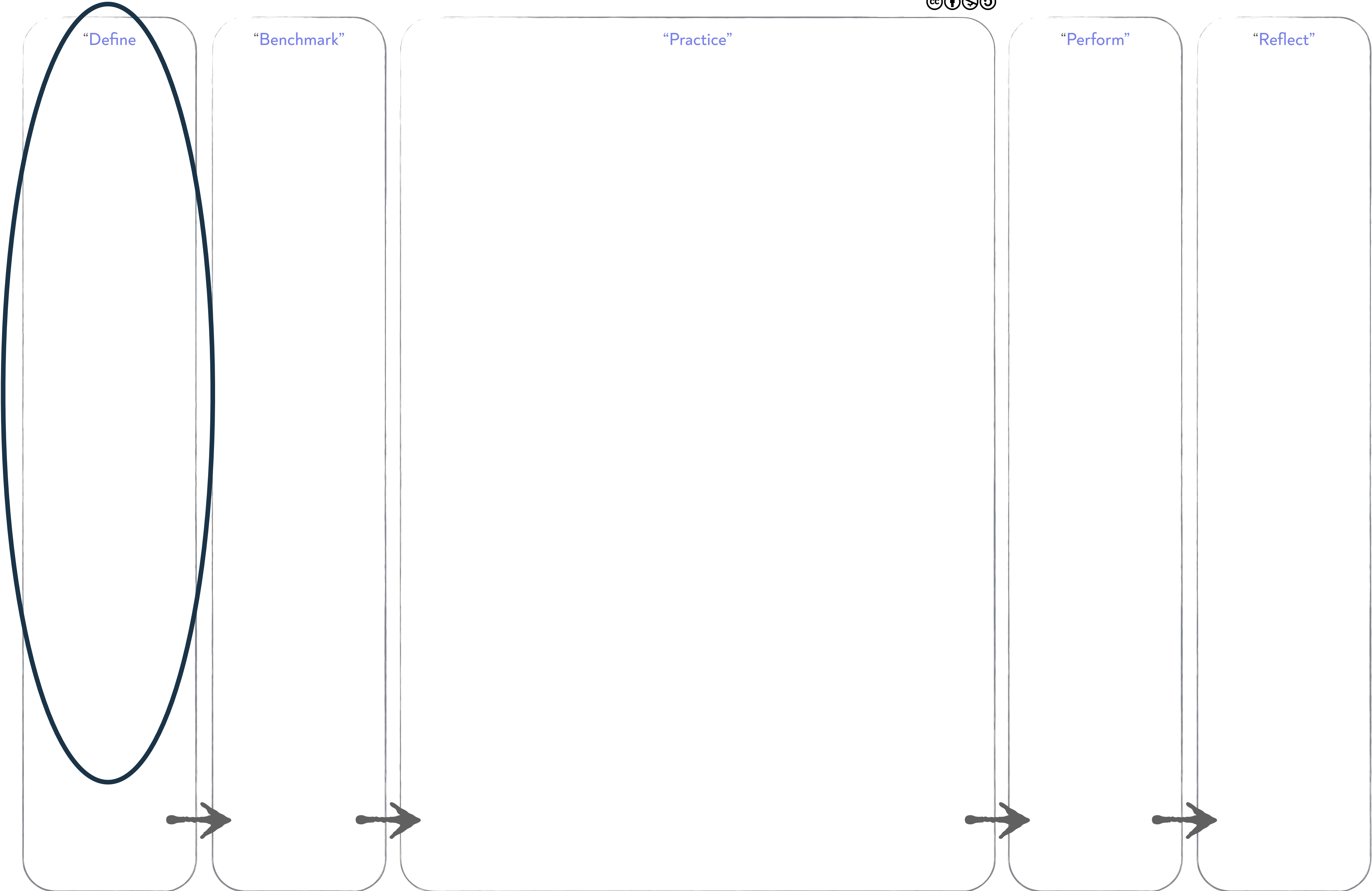


**Frayer Models**  
**Co-Create Definition**  
**Concept Maps**  
**Role Plays**  
**Exemplars**  
**Poor Examples**





# The Capability Builder Canvas



**Define**  
**Benchmark**  
**Practice**  
**Perform**  
**Reflect**

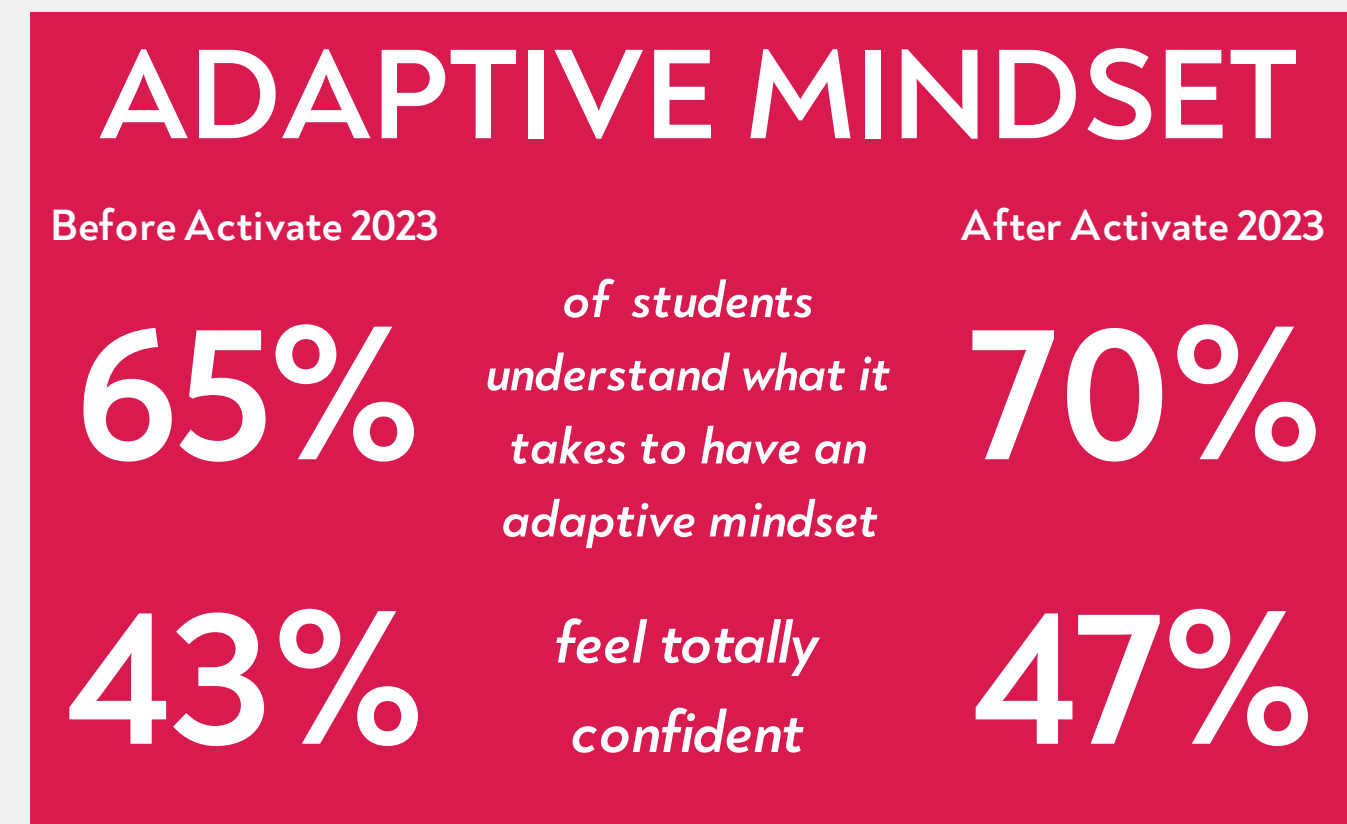
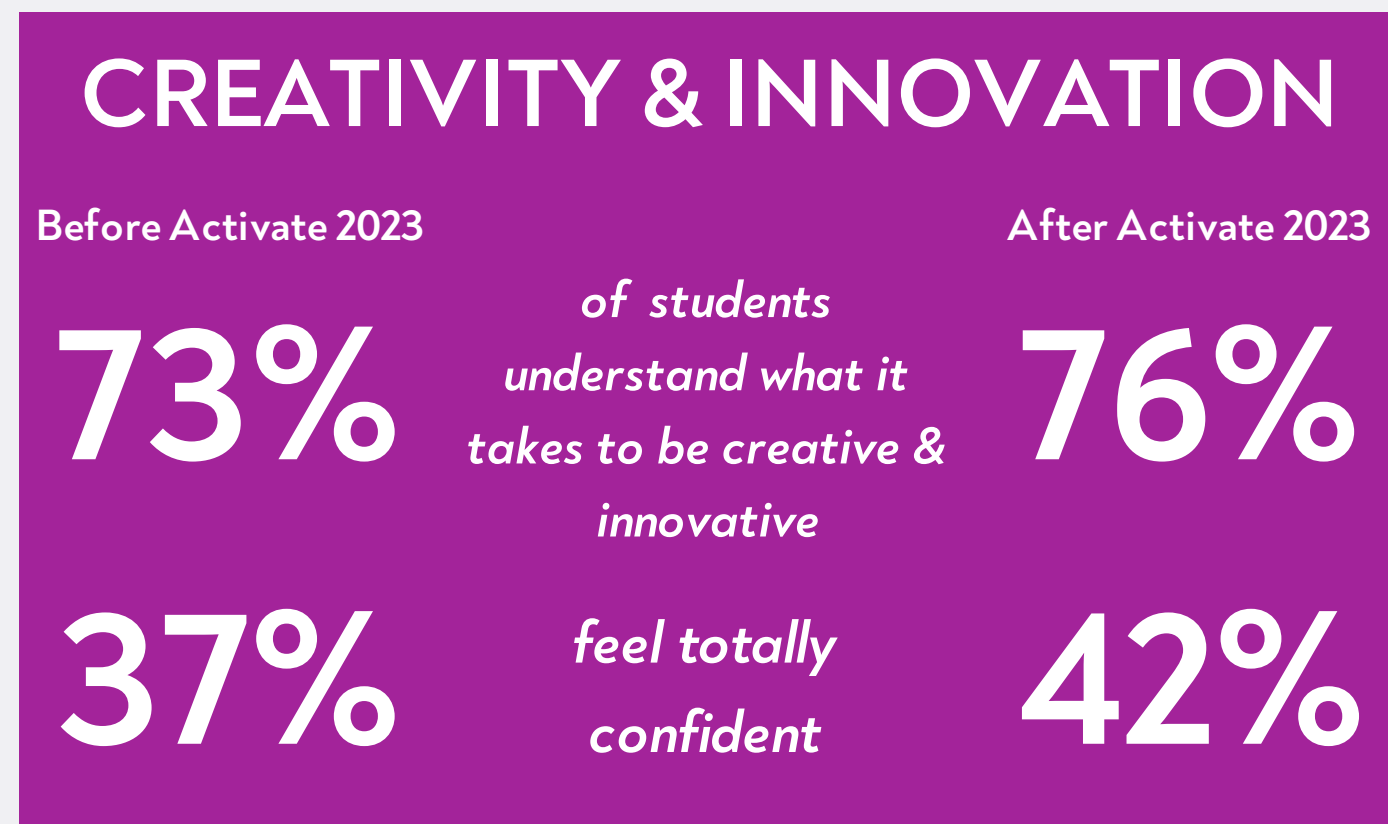
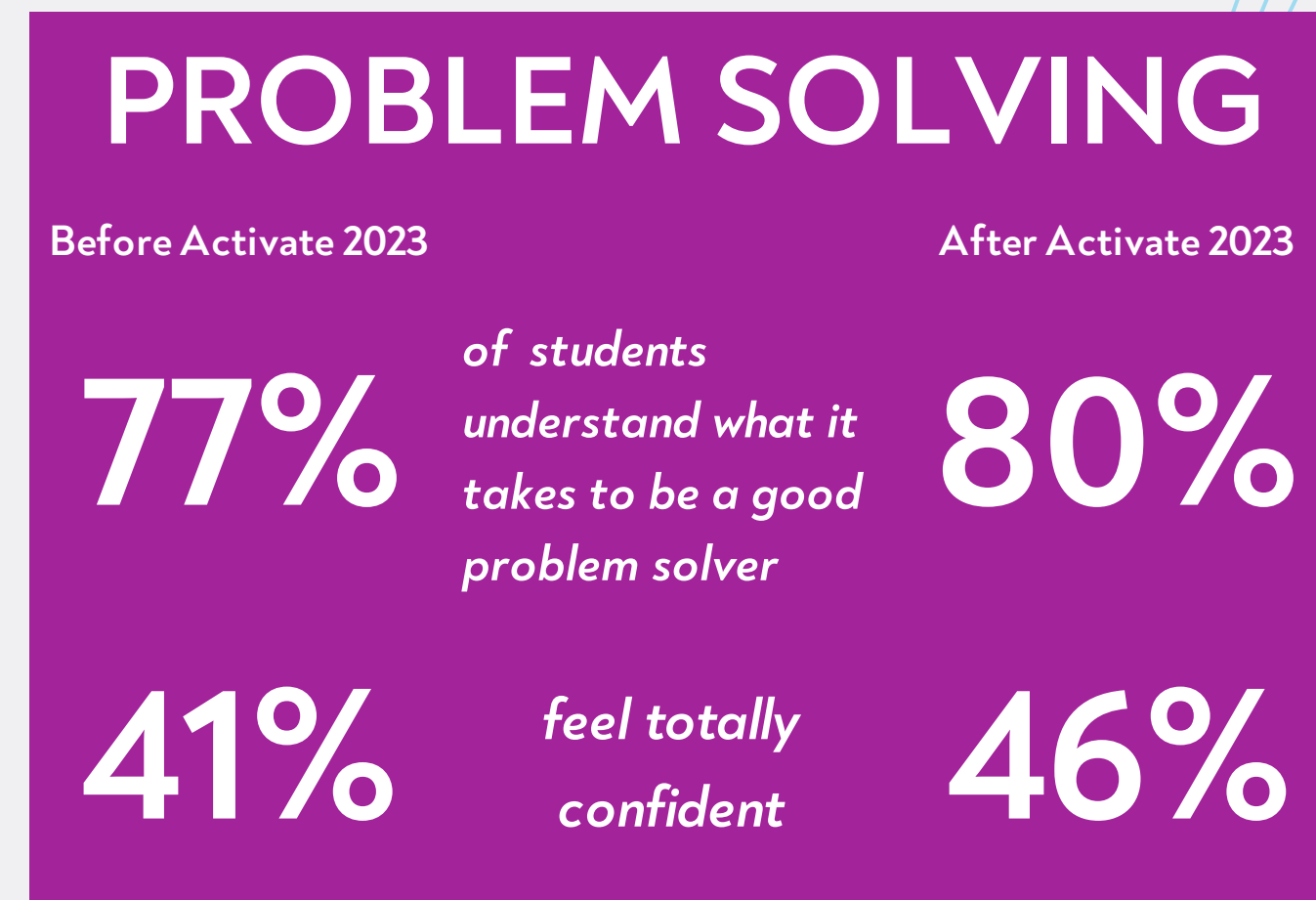
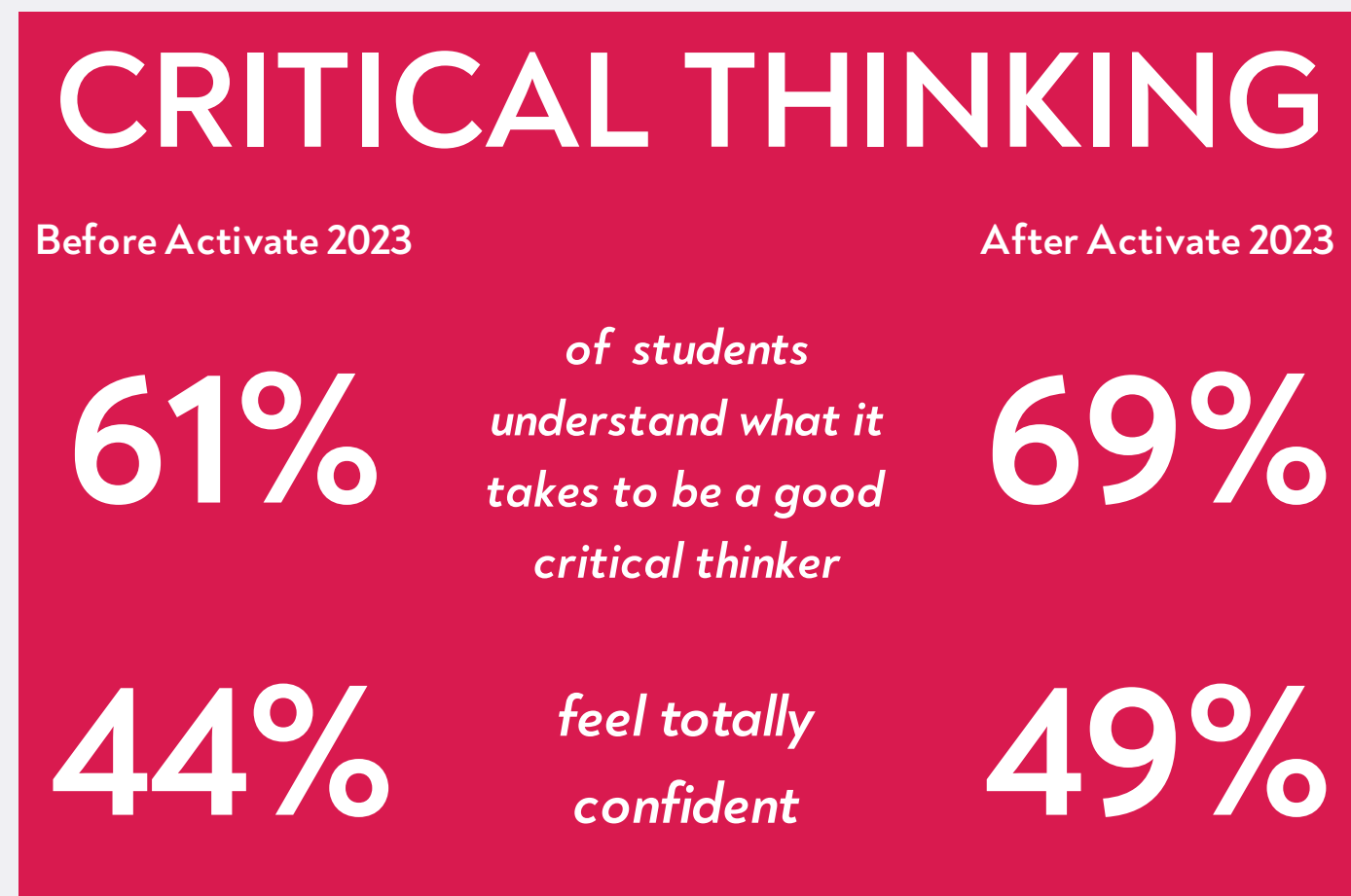
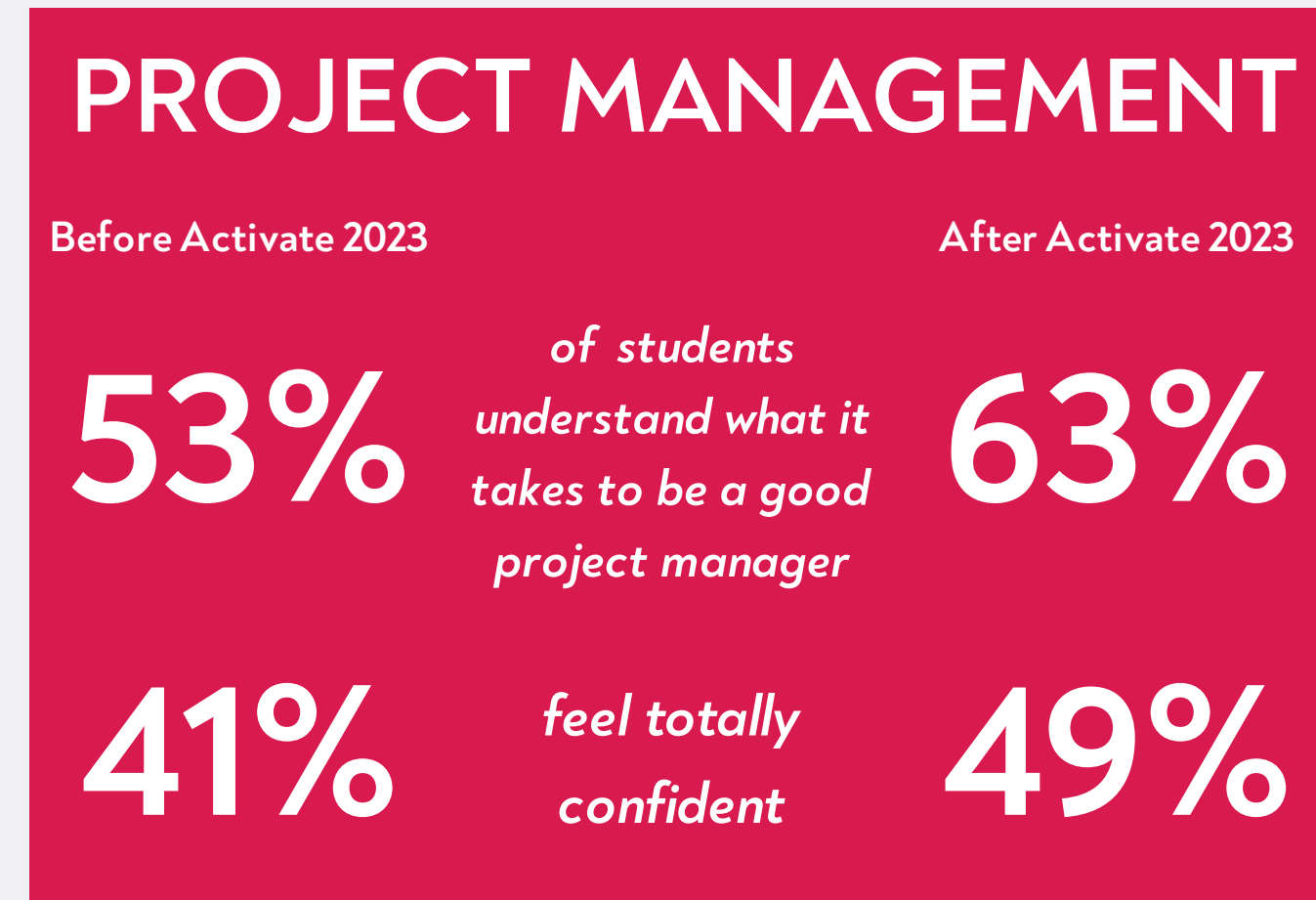
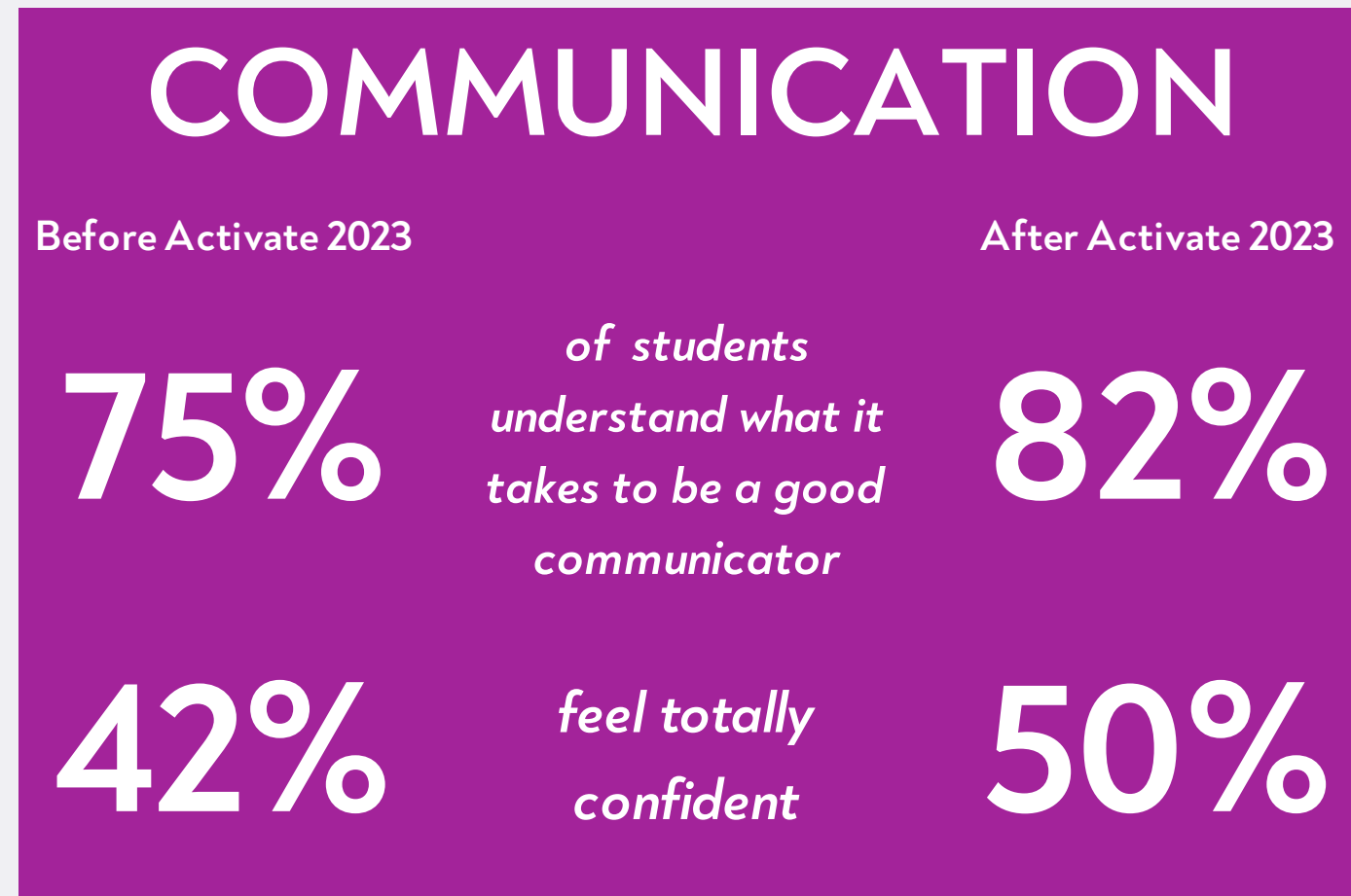


**What are our strengths?  
What are our weaknesses?  
Do we know what we need to  
work on to get better?**





# Secondary Schools



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



# AGENCY

Curiosity



Creative Thinking



Critical Thinking



Communication

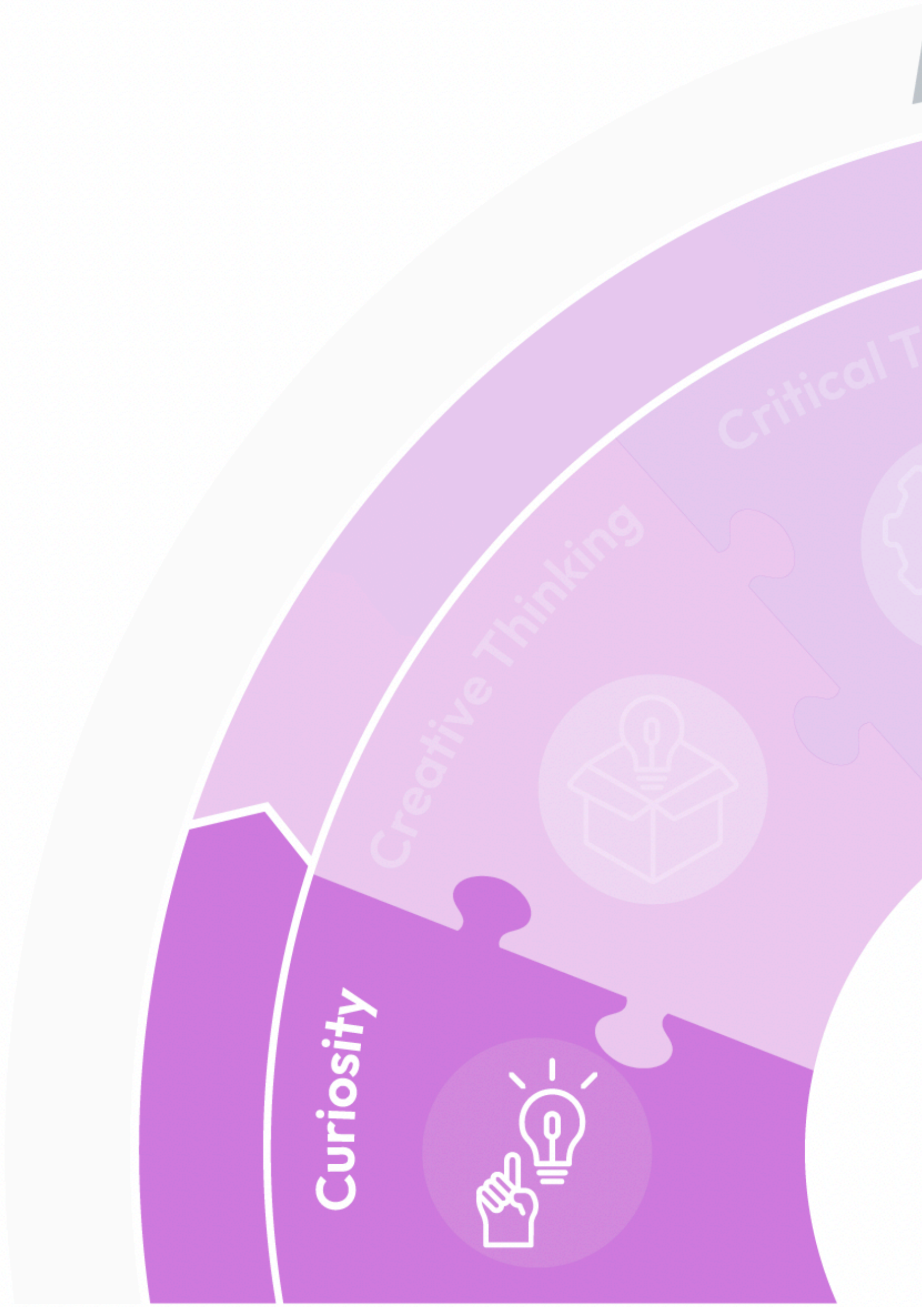


Action



Agility

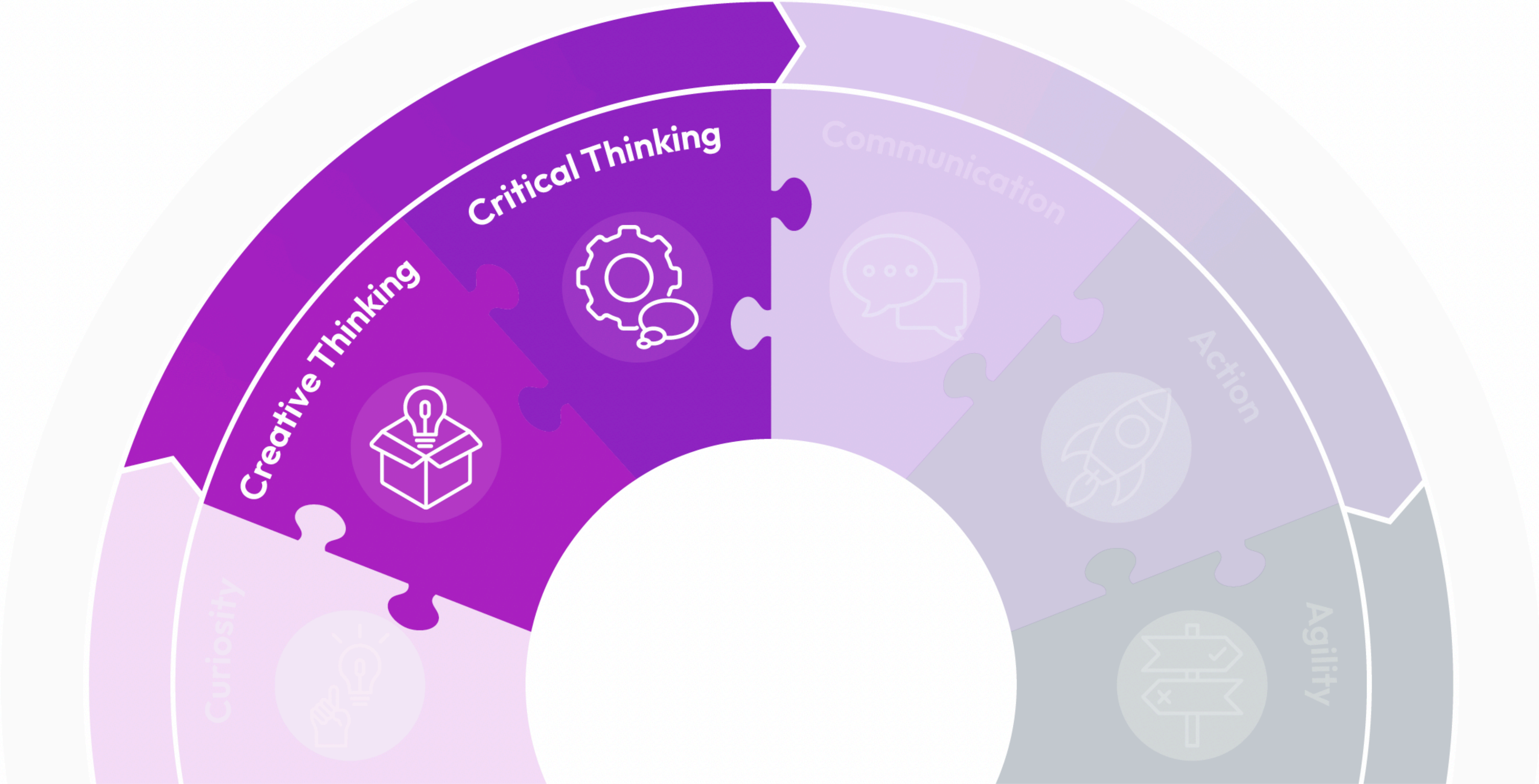


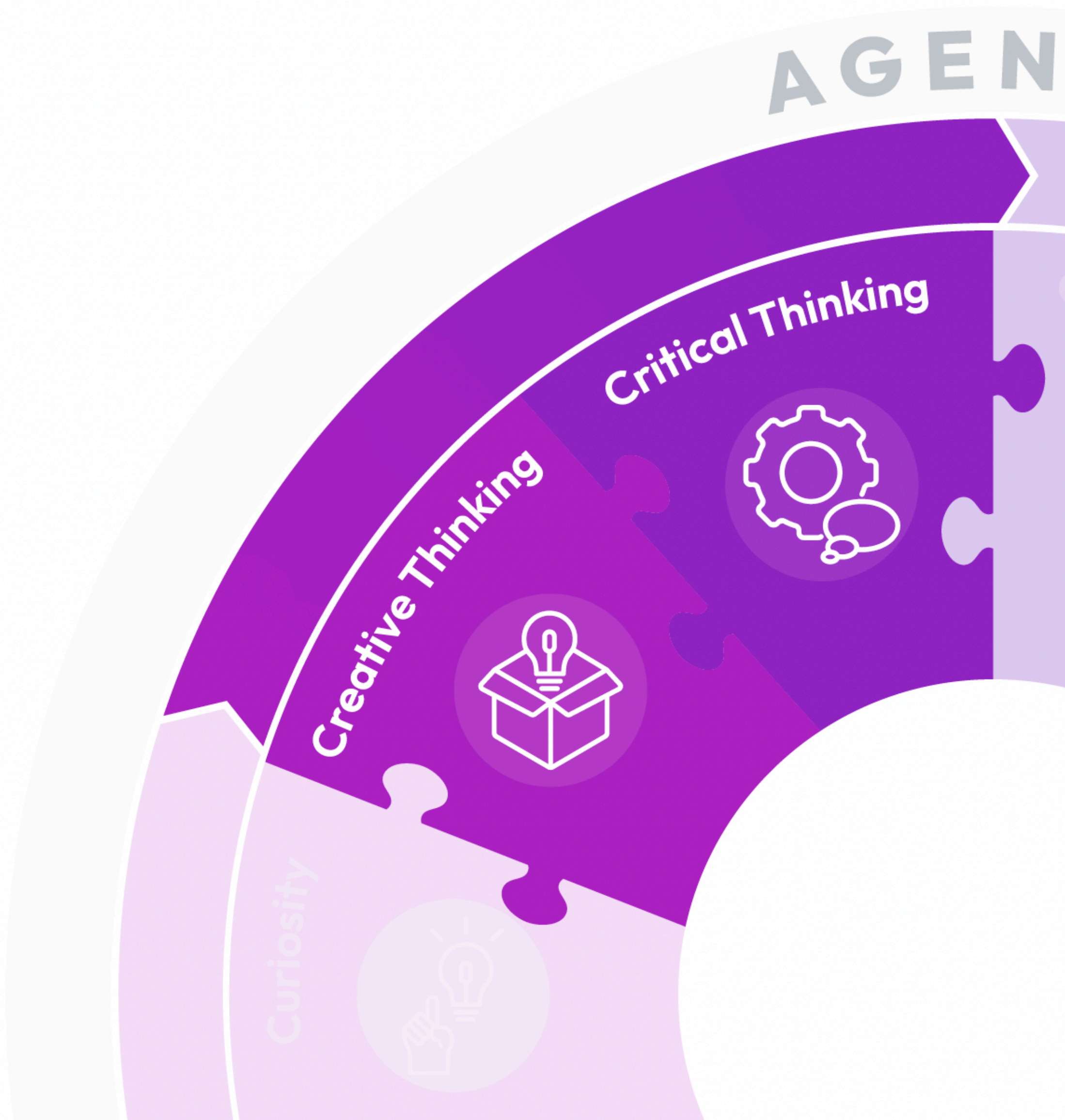


## Sub-Skills:

1. Inquisitive
2. Open-Minded
3. Explorative

# AGENCY





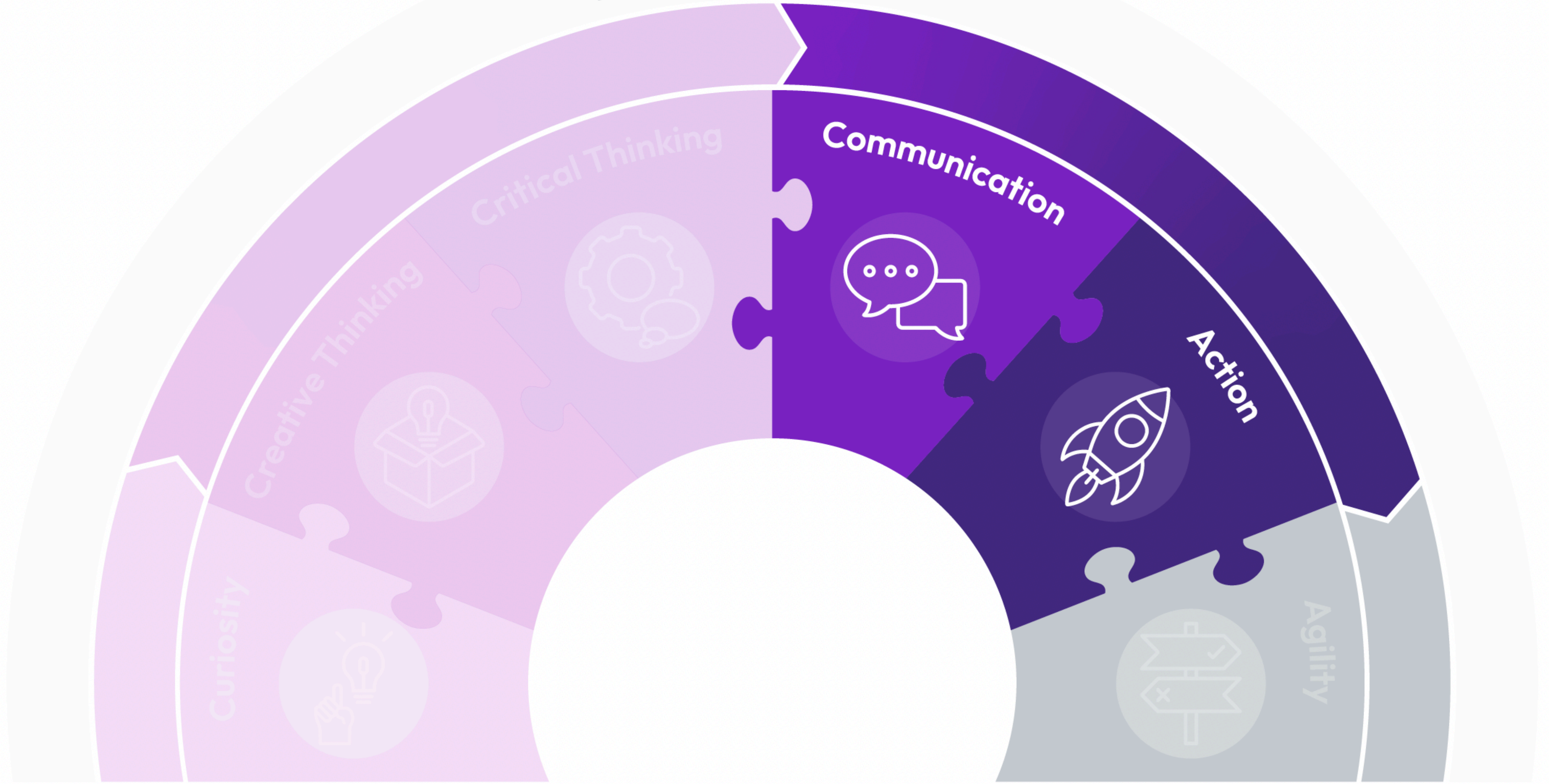
## Sub Skills:

1. Imaginative
2. Optimistic
3. Experimental

## Sub Skills:

1. Reflective
2. Analytical
3. Evaluative

# AGENCY



## Sub Skills:

1. Relational
2. Responsive
3. Expressive

## Sub Skills:

1. Organised
2. Self Aware
3. Responsible

ENCY

Communication



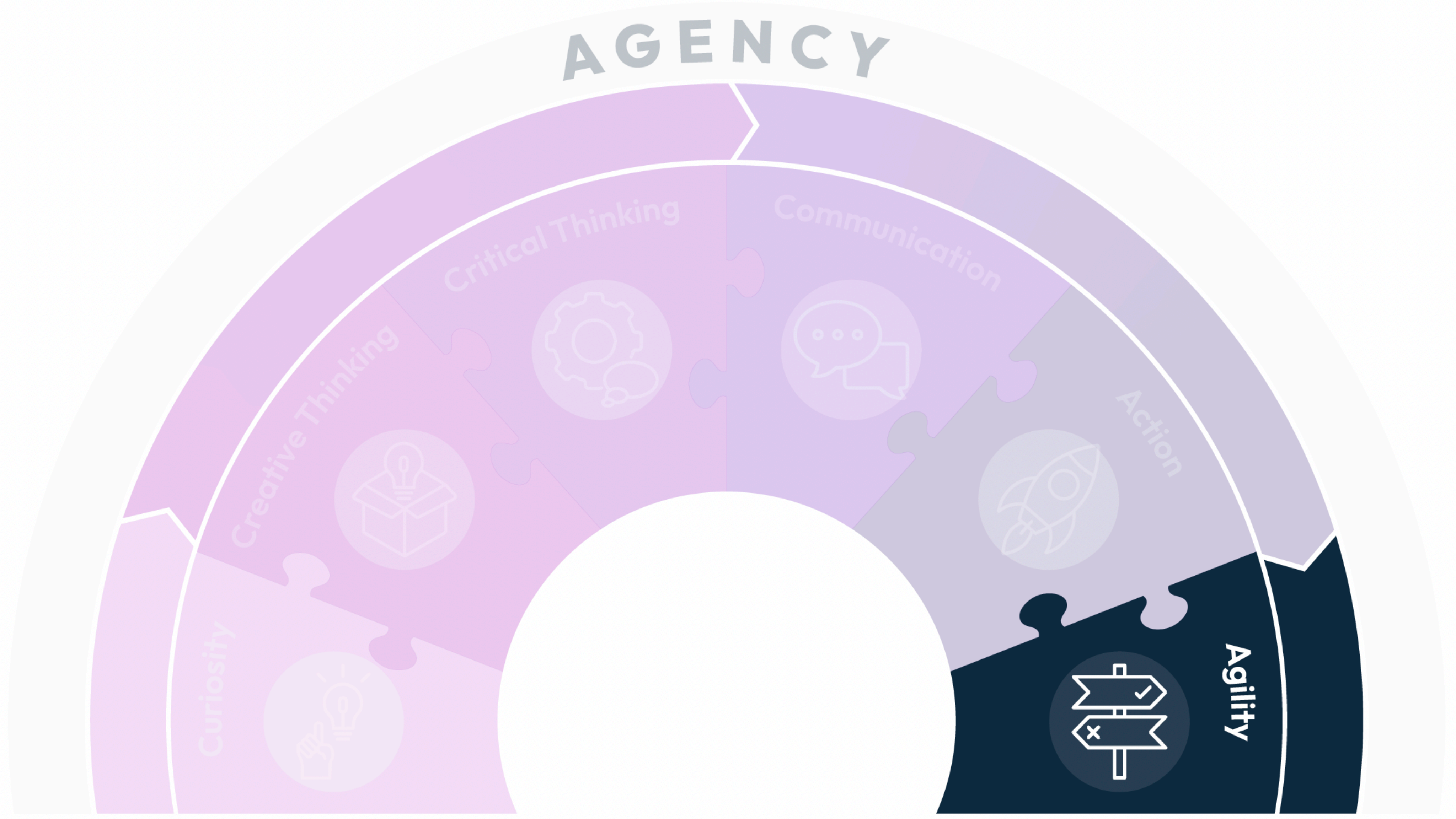
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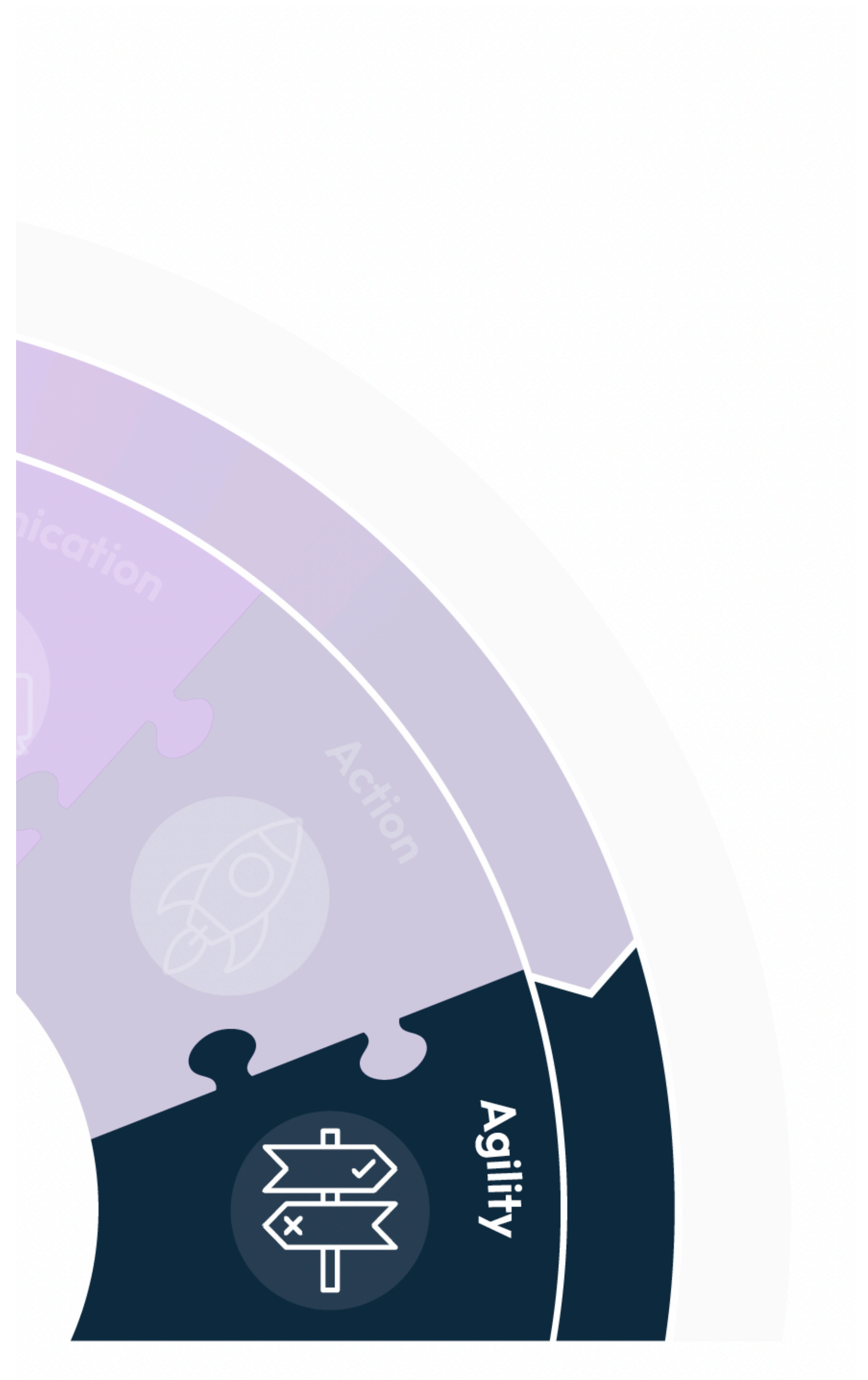


# AGENCY



## Sub Skills:

1. Adaptive
2. Persistent
3. Resilient



IMAGINATIVE	I can generate lots of ideas and like to get a little wild in my thinking.
IMAGINATIVE	I can combine thoughts and ideas (even when they're not my own) to create new solutions.
OPTIMISTIC	I can return to old ideas, or generate new <u>ideas</u> , when something doesn't work out or if others don't agree.
	I can remain optimistic while generating ideas, even without knowing if they will work or when others don't agree.
EXPERIMENTAL	I can experiment with new and different ways of doing things.
EXPERIMENTAL	I can test ideas, using data and feedback loops to improve my idea.

REFLECTIVE	I can use what I already know to help me make decisions.
REFLECTIVE	I can justify my decisions by combining knowledge or evidence from different sources.
ANALYTICAL	I can gather information from different sources and decide what is relevant while learning about something new.
ANALYTICAL	I can identify patterns, relationships, or biases in the information I <u>analyse</u> and compare them across different sources.
EVALUATIVE	I can explain how I understand something using the information I have gathered.
EVALUATIVE	I can apply a set of criteria to evaluate information and use it to make well-informed decisions

## 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%



## PROJECT MANAGEMENT

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# Collaboration | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.



New Pedagogies for  
**Deep Learning™**  
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Working interdependently as a team</b>	When working on a group task, I often work by myself instead of working together with my team. I discuss some of the work with my team but do not discuss many important decisions.	I can work with others to successfully complete a team task, but we have a hard time making sure that every group member is able to contribute equally. Important group decisions are usually made by one or two members instead of the whole group.	When I work in pairs or in a group, we agree how to share jobs fairly so that the group achieves its best work. We involve all group members in making important decisions about the task.	I can explain how my group uses all our strengths in the best possible way to develop our solution. Each team member clearly contributes to the final product or solution.	When working in groups, I find ways not only to use my own and others' strengths but also to build on our strengths and learn new skills. I understand the importance of group decision-making and make sure that all team members are able to contribute to our solutions.
<b>Interpersonal and team-related skills</b>	I may help or work with others on tasks, but I often don't understand why we are working together or the best way to go about it.	When working in a group, I am aware of the common goal or solution that we are all working to achieve. Key group decisions are often made by one or two group members rather than the whole group.	I work well with others, and our team effort makes the learning experience more successful. I talk with and listen to my group members and we agree upon plans and desired outcomes of our work.	I understand and can clearly explain how each member of my team works together to produce our best work. I work with others to resolve conflicts and to achieve group goals. I am a very good listener and make sure that everyone's voice is heard and appreciated in the way we work together.	I work with other members of my group to make sure our collaborative process is as effective as possible. I make sure that everyone's ideas, knowledge, and abilities are heard and valued. I make sure that our work is the best it can be.
<b>Social, emotional, and intercultural skills</b>	I am beginning to see that my behavior has an impact on others but still have trouble seeing things from other people's perspectives. I sometimes struggle to form positive relationships with my group members.	I am developing a better understanding of who I am and what I am interested in. I see how my behavior affects others and know that people may have different feelings and opinions than my own.	I understand who I am as a person and why I have my perspectives. I listen to and understand other people's viewpoints, and I value their perspectives even if they differ from my own.	I have a strong sense of who I am. I fully understand my own perspectives and know how and why they differ from others'. I listen to the emotions and viewpoints of others and use them to improve my own learning. In teams, I work in ways that help me grow as a person and that help my team members grow as well.	My social and emotional skills show that I have a strong sense of myself and my culture. I communicate respectfully with everyone and form positive relationships with team members. I understand other people's perspectives and am able to change my behavior after listening to others.





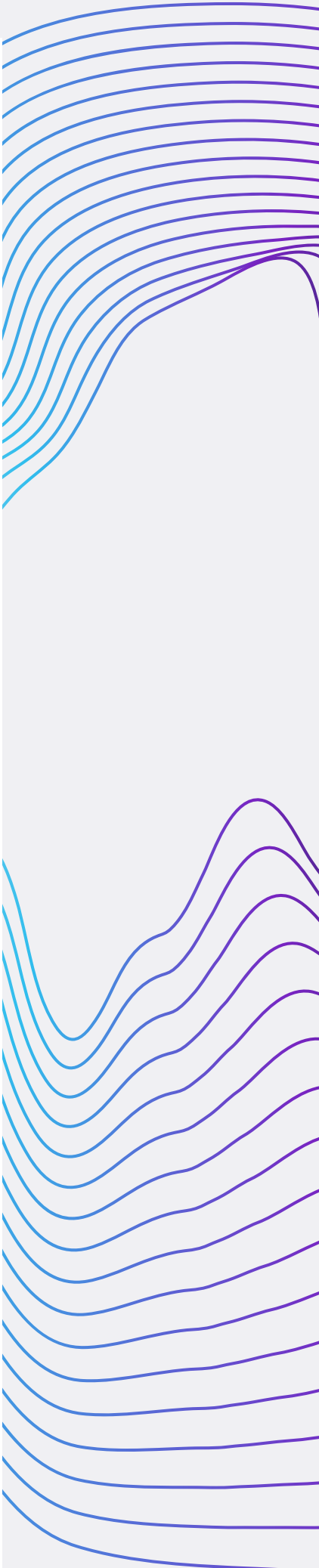
## Collaboration (Cont'd) | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.



New Pedagogies for  
**Deep Learning™**  
A GLOBAL PARTNERSHIP

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Managing team dynamics and challenges	When working in groups, I have trouble listening to or accepting viewpoints that are different from my own, or I avoid conflict by not sharing my own ideas. This negatively impacts my team and our work.	I need help forming positive relationships with my group members. I am learning to handle disagreements by listening to the perspectives of others, but we have trouble working through our differences.	I most often work well as a team member but sometimes need help solving problems and challenges. I respectfully share my viewpoints and learn from the viewpoints of others. I am beginning to understand why people view things the way they do.	I understand my own and others' points of view and know what goes into our beliefs. I share my own views and listen to and learn from the views of others without holding up our team's progress.	I firmly understand my own and others' points of view, clearly express my own viewpoints, and consistently learn from others. I respect group members' opinions in ways that help us grow and achieve our common goal.
Using technology for learning (leveraging digital)	I can use some technologies to collaborate with others.	I can use technology to work with others and monitor our group effectiveness.	I use technology to work independently and collaboratively. Technology allows me to understand and appreciate others' points of view.	I can clearly describe how technology improves how we work together, how we share responsibilities, and how we make decisions about important aspects of our work.	I effortlessly use technology to collaborate effectively, working and thinking in new and deeper ways. Technology allows me to work in ways that suit my needs. Technology allows all our team members to make significant contributions to the task.



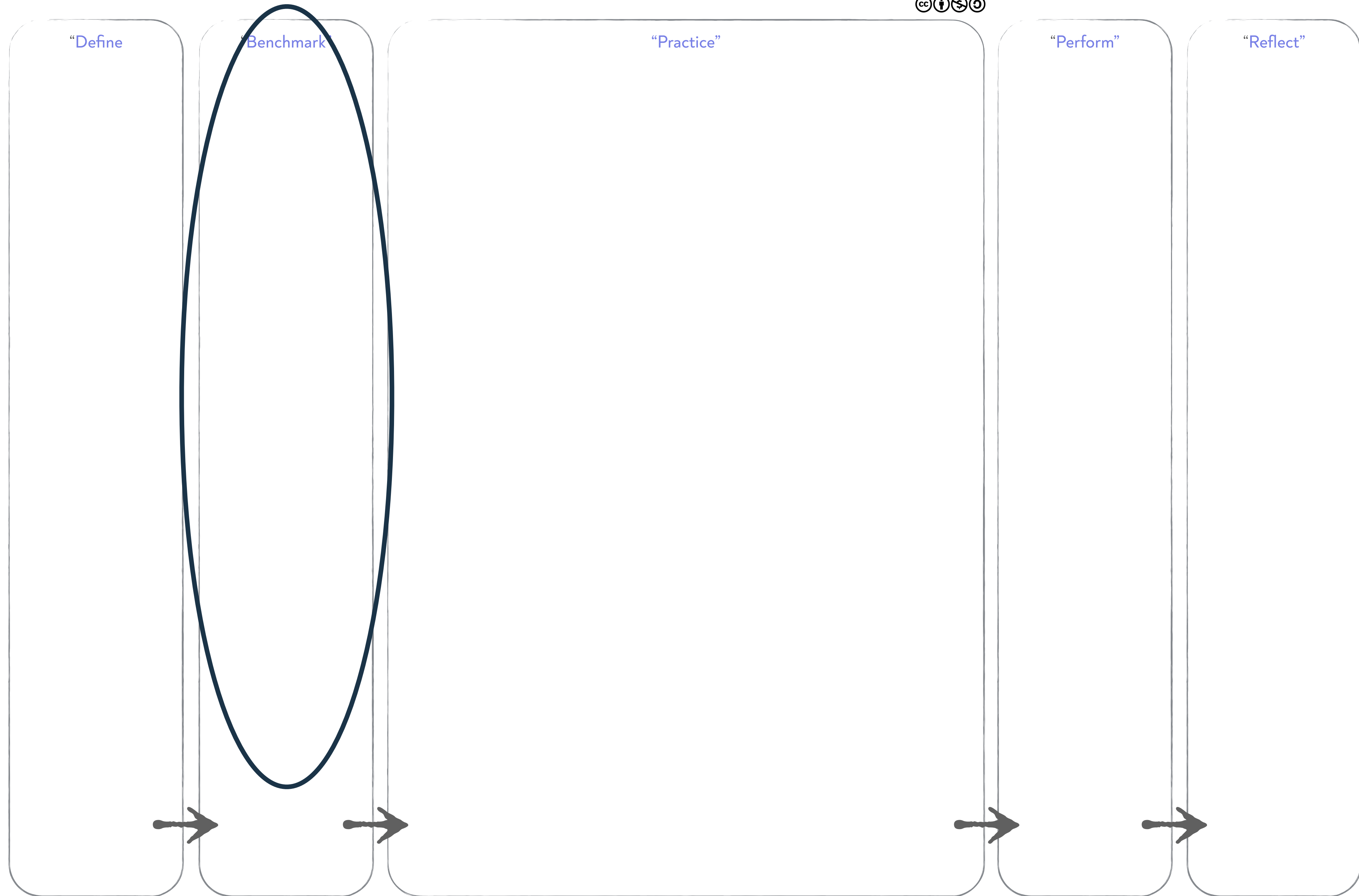
**Who owns the data?**



**FIND YOUR**  
**ZING!**



# The Capability Builder Canvas



**Define**  
**Benchmark**  
**Practice**  
**Perform**  
**Reflect**



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



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





Term 1

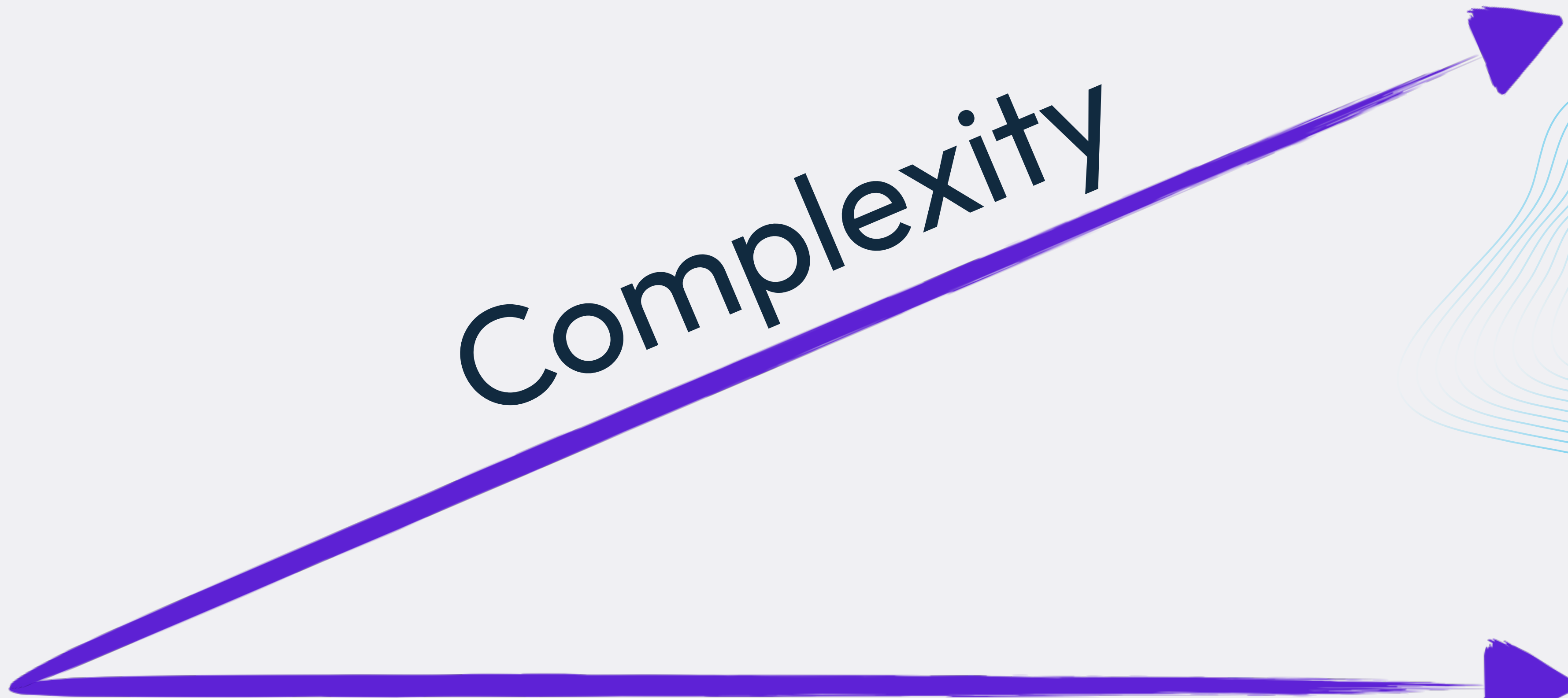
Term 2

Term 3

Term 4

Safety

Complexity



Use the table below to help you choose **ONE** activity per week:

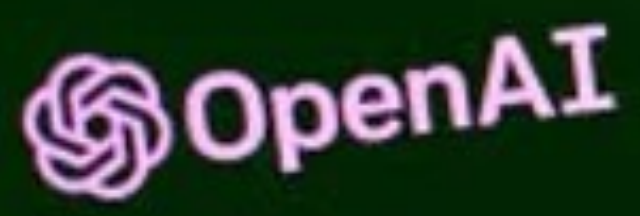
*Low  
complexity*

*Medium  
complexity*

*High  
complexity*

WEEK	PRACTICE ACTIVITY	FOCUS
1-3	<i>Video Clip Reflections</i>	<i>Learning from mistakes</i>
	<i>Positive Self Talk</i>	<i>Staying positive</i>
	<i>Success Journal Entry</i>	<i>Self-reflection</i>
	<i>Back and Forth Story</i>	<i>Adjust to change</i>
	<i>Pivot Challenge</i>	<i>Adjust to change</i>
4-7	<i>Brainwalking</i>	<i>Feedback is fuel</i>
	<i>Brainwriting</i>	<i>Feedback is fuel</i>
	<i>Role Play</i>	<i>Bounce back from setback</i>
	<i>Puzzle (group roles)</i>	<i>Maintain positive attitude</i>
	<i>Case Study</i>	<i>Bounce back from setback</i>
	<i>Business Idea Advice</i>	<i>Failure as growth</i>
	<i>X Factor Deck</i>	<i>Bounce back from setback</i>
	<i>Mistake Charades</i>	<i>Learning from mistakes</i>
<i>My Favourite Mistake</i>	<i>Owning mistakes</i>	
8-10	<i>ProtoBot Challenge</i>	<i>Calm under pressure</i>
	<i>Proactive Feedback Challenge</i>	<i>Feedback is fuel</i>
	<i>Before Vs After</i>	<i>Growing from learning</i>
	<i>Mapping the Journey</i>	<i>Growing from learning</i>





# ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is a sibling model to GPT-3, which is trained to follow an instruction and produce a detailed response.

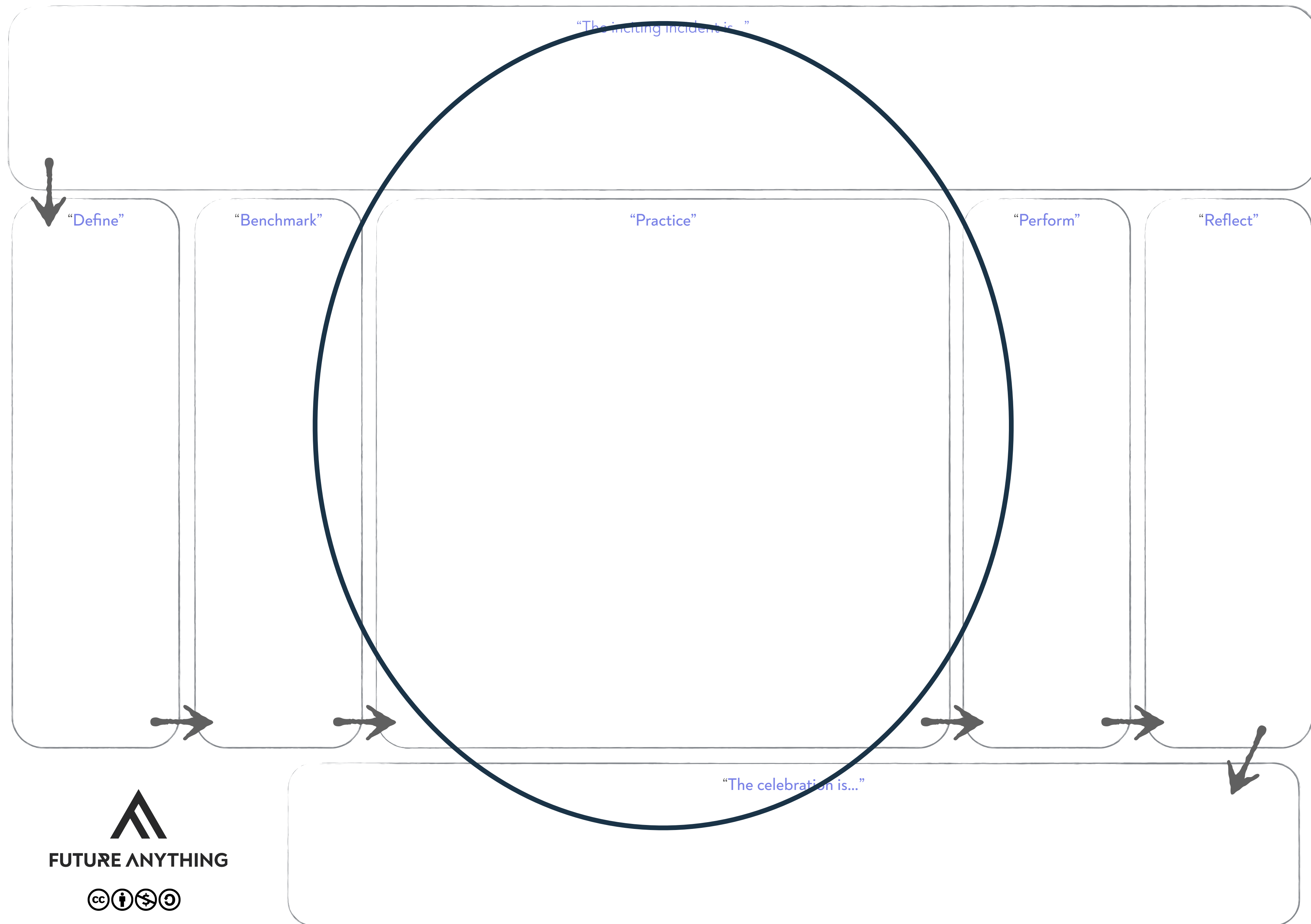


**Context:** [I am a secondary teacher in...]

**Ask:** [I am looking to build the capability of action in my Year 7 Humanities class. The particular sub-skill I would like to focus on is young people breaking large tasks down into achievable milestones. ]

**Parameters:** Can you provide for me ten activities that I could run in 15 minutes that would build this capability, and sub skill. I'd like the ten activities to increase in complexity and require little to no preparation. I also really want the first few activities to be really fun and silly so that students experience success - and build a sense of safety and culture in the classroom.





  
FUTURE ANYTHING



**Define**  
**Benchmark**  
**Practice**  
**Perform**  
**Reflect**



**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**



## COMMUNICATION

Before Activate 2023

59%

*understand  
what it takes  
to be a good  
communicator*

After Activate 2023

80%

39%

*feel totally  
confident*

51%

## PROJECT MANAGEMENT

Before Activate 2023

39%

*understand  
what it takes to  
be a good  
project  
manager*

After Activate 2023

78%

39%

*feel totally  
confident*

53%

## CRITICAL THINKING

Before Activate 2023

56%

*understand  
what it takes  
to be a good  
critical thinker*

After Activate 2023

71%

41%

*feel totally  
confident*

51%

## PROBLEM SOLVING

Before Activate 2023

78%

*understand  
what it takes to  
be a good  
problem solver*

After Activate 2023

90%

37%

*feel totally  
confident*

47%

## CREATIVITY & INNOVATION

Before Activate 2023

71%

*understand  
what it takes  
to be creative  
& innovative*

After Activate 2023

84%

38%

*feel totally  
confident*

43%

## ADAPTIVE MINDSET

Before Activate 2023

56%

*understand  
what it takes to  
have an  
adaptive  
mindset*

After Activate 2023

76%

44%

*feel totally  
confident*

51%



**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?**



# Examples:

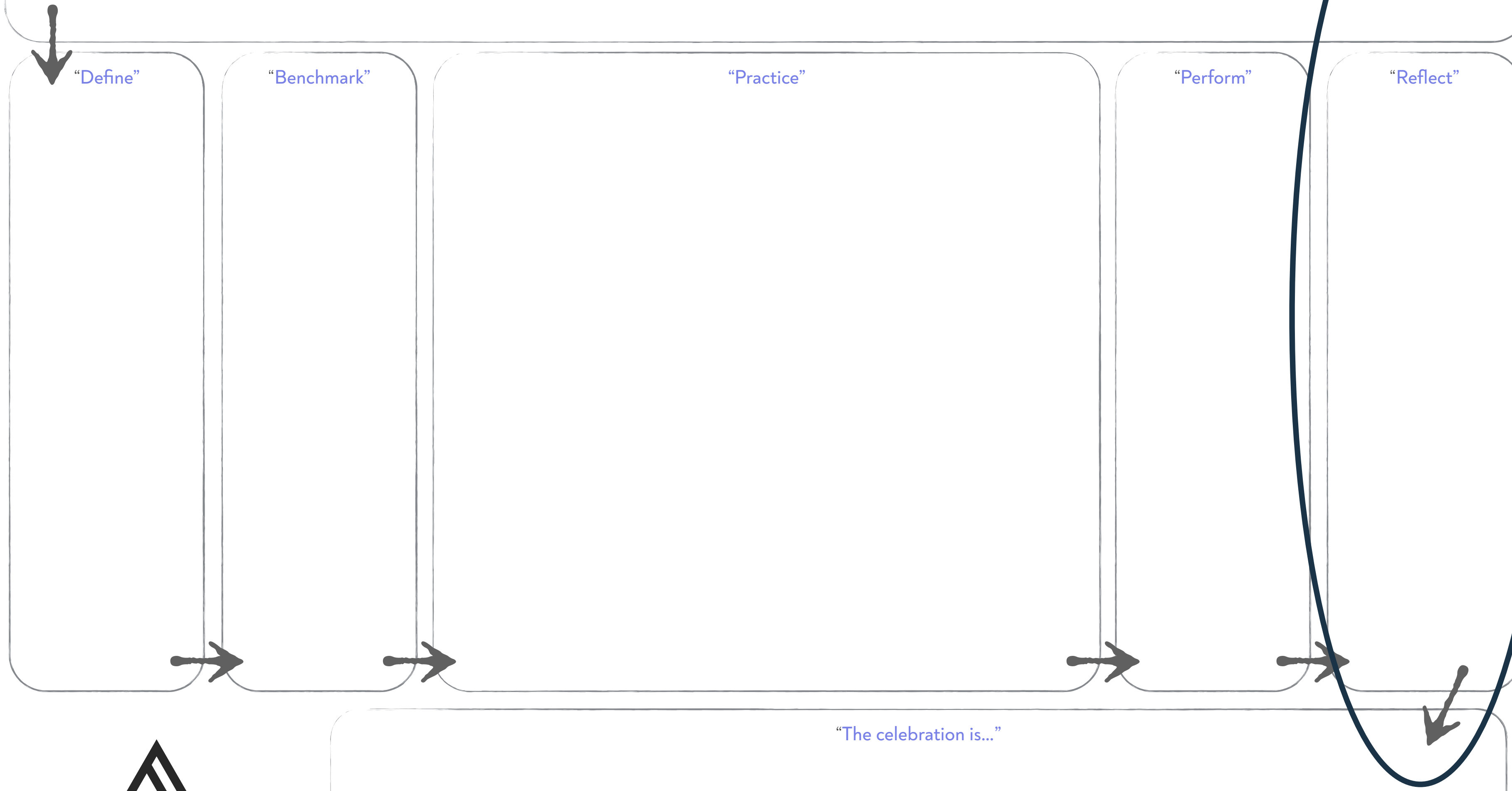
Fail Video

Advice to  
future Activate  
students

Journey  
Storyboard



"The inciting incident is..."



"Define"

"Benchmark"

"Practice"

"Perform"

"Reflect"

"The celebration is..."



  
FUTURE ANYTHING





**FUTURE ANYTHING**

# How are we going to bend the future?

[www.futureanything.com](http://www.futureanything.com)