‘No limits: Education for success in the 21st century’ - Aspirations Curriculum Statement

What we are trying to achieve in Aspirations Academies:

Our vision is to deliver an authentic education for the 21st century for children from the age of 2 to18. We aim to ensure all students achieve high levels of success in a broad range of SATs, GCSE and A Level examinations, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today’s highly competitive, fast-changing world.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development of the knowledge, skills and qualifications required for success in the world today. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations has a duty to prepare our young people for success in this future world. This is being done through developing an approach to teaching and learning in which:

- All students achieve at least expected academic progress and high levels of attainment in national qualifications
- All students acquire knowledge to be remembered and constantly built upon cumulatively from Early Years to the Sixth Form to deepen their understanding
- All students develop high level 21st century skills
- All students enter skilled employment or higher levels of study
- All students develop high levels of self-worth and self-confidence
- Learning is challenging and engaging
- Learning is highly relevant to the world today and in the future

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

- **The Three Guiding Principles** are in place:
  - Self-worth
  - Engagement
  - Purpose

  These are the basis of the Aspirations Trust. If people feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

- The **Nine Core Principles** are a clear feature in every element of the academy:
  - High Expectations - Being the very best you can be in your school and community
  - Opportunity - Matching your interests with activities that will help you to leave school well-rounded and confident
  - Challenge - Making your learning exciting and relevant to the real world
  - Talent Development - Enhancing your natural strengths and abilities so you thrive in school and beyond

- Innovation and Enterprise - Supporting your creativity by encouraging you to ask ‘Why?’ and ‘Why not?’
- Makers and Creators - Being a creator, not just a consumer, of technology in our digital world
- Global - Having the cultural awareness needed to communicate in our interconnected world
- Employability - Equipping you with the skills and abilities you’ll need to excel in our ever-changing world
- With Big Dreams and Hard Work, Anything is Possible - Aspirations means to dream about the future while being inspired in the present to reach those dreams.

- All Academies have **Employability and Future Skills** are the centrepiece to their educational provision:
  - Resilience
  - Cross-cultural competency
  - Communication
  - Collaboration
  - Creative and adaptive thinking
  - Cognitive load management
  - Sense-making
  - Media literacy
  - Entrepreneurialism
  - Transdisciplinarity
  - Productivity and accountability

The Aspirations Curriculum

The curriculum has three elements:

1. **Intent:** A framework for setting out the aims of a programme of education, including the knowledge, understanding and skills to be gained at each stage.
2. **Implementation:** Translating the framework over time into a structure and narrative, within an institutional context
3. **Impact:** Evaluating what knowledge, understanding and skills pupils have gained against expectations.

The Aspirations Academies Trust (Aspirations) expects the curriculum in each academy to adhere to the above three elements, ensuring progression in each subject area, and to additionally value the development of the 11 identified future skills. Aspirations recognise that, as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened.

Intent:

Aspirations Academies curriculum aims are to develop a high quality curriculum carefully designed to:

1. ***Ensure a broad curriculum coverage***
2. ***Develop a knowledge rich curriculum***
3. ***Ensure that knowledge acquisition is enhanced through being effectively applied to real-life situations and problems***
4. ***Widen knowledge acquisition through single discipline and transdiscipline learning***
5. ***Ensure all learning is challenging and engaging***
6. ***Develop transferable future skills through the the application of knowledge into actions for success.***
7. ***Ensure high rates of progress for all pupils.***
8. ***Promote teacher planning that is integral to the success of the curriculum and also manageable.***

The intent of the Aspirations curriculum is to achieve the above aims. Primarily Aspirations aim to ensure high rates of pupil progress. Progress in:

A. **Development of knowledge:** Progress in knowing more and remembering more, in other words making changes to pupils long-term memories. The future requires the acquisition and application of a wide range of knowledge.
B. **The ability to apply knowledge:** Progress in knowledge being applied in more challenging, relevant and more engaging ways.
C. **The acquisition of future skills:** In order to translate knowledge into actions for success.

A. The importance of developing a focus on knowledge to help improve the rate of progress

Students from a wide range of backgrounds naturally arrive in school with different levels of knowledge acquisition, hence a well-rounded, knowledge-specific curriculum is required to overcome inequality of opportunity. This knowledge-rich curriculum requires careful consideration of the sequence of knowledge so that it is pedagogically coherent and reflects the specific ideas and language in each discipline being taught. It emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced. This systematic and cumulative knowledge includes:.

- Knowledge of vocabulary (and literacy in general)
- Knowledge of events, people and places..
- Knowledge of ideas and concepts drawn from subjects.
- Knowledge of procedures.
- Knowledge of interconnected webs of concepts (or 'schemata').

The importance of knowledge acquisition for progress has been highlighted by HMCI:
'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that ***the focus on substance****, on* ***the knowledge that we want young people to acquire****, is often lost……If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing* ***a deep body of knowledge****, they will struggle in later study.'*

Aspirations understand the need for a deep, layered approach to knowledge acquisition in which all age related expected knowledge is carefully mapped out, delivered, monitored and applied. Aspirations recognise that students suffer in the following ways when they do not have the knowledge they need:

- Knowledge deficits accumulate when layered on top of one another in a curriculum sequence.
- This accumulation of dysfluency (gaps) limits and may even prevent acquisition of complex skills that depends on their prior knowledge.
- This problem is called 'cumulative dysfluency'.

Each new learning experience in single subject or transdiscipline sessions in Aspirations Academies should involve a focus on three questions:

- What do students already know?
- What do students need to know?
- Where can this new knowledge be found or learnt?

Using this approach it allows teachers to measure student progress in their knowledge acquisition and development.

B. The importance of applying knowledge in increasingly more challenging, relevant and more engaging ways.

Students naturally compartmentalise what they learn according to the specific context in which that learning occurred. This makes it difficult for students who haven't fully mastered the material to:

1. Recognise when they have applicable knowledge that they could use in the current situation.
2. Recall and apply that knowledge accurately and appropriately.

To help students appreciate that their knowledge and skills can be effectively applied in multiple contexts, this needs to be a conscious part of the teaching process. Situations and issues need to be used for students to draw on the knowledge and skills they have already learned, and then identify it and apply it to the issue or situation.

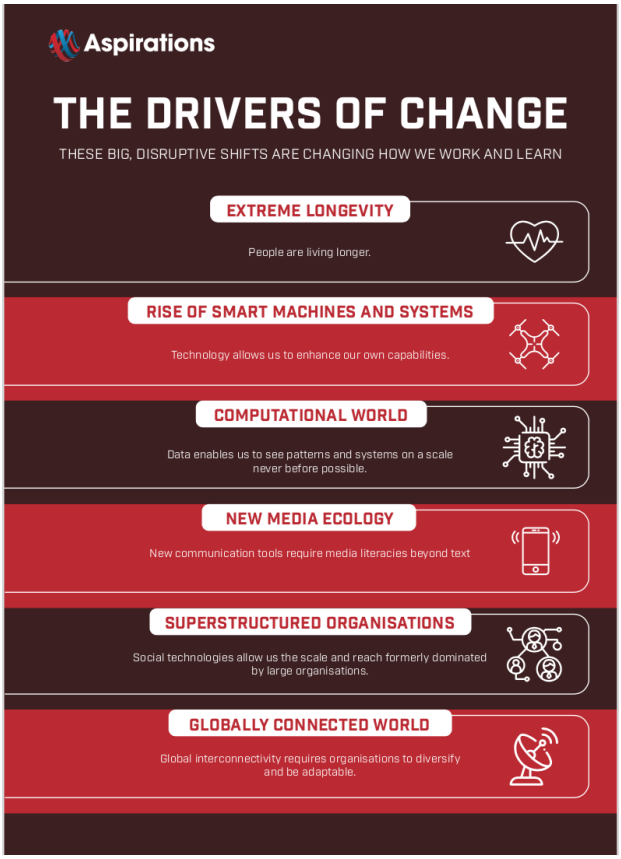
"This "Transfer" of knowledge and skills is a cognitive practice whereby a learner's mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context. Because transfer signals that a learner's comprehension allows them to recognise how their knowledge can be relevant and to apply it effectively outside original learning conditions, transfer is often considered a hallmark of true learning. (Barnett & Ceci, 2002) Learning theory suggests that a variety of teaching strategies can help students reach the intellectual maturity to transfer their knowledge, including practice with conceptual understanding, comparative scenarios, and clear road maps for learning." (NRC, 2000).

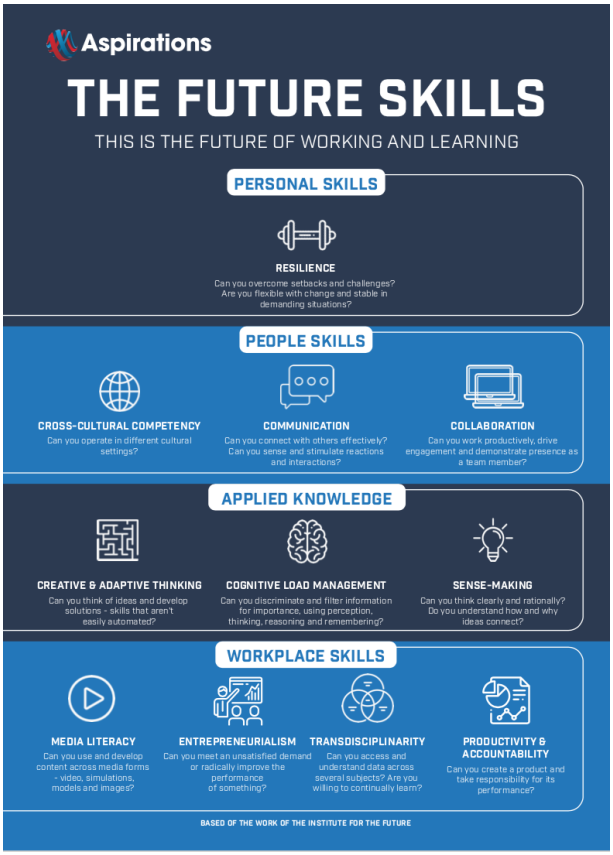
Aspirations work extensively with local and national employers to provide real life experiences of the world of work for students whilst at the same time providing real-life issues and problems for students to apply their knowledge and skills. These experiences are embedded throughout the curriculum particularly in the Applied Trans-discipline Learning assignments.

C. The importance of the acquisition of 21st century skills

'Deloitte recently analysed 350 careers and found that the numbers of jobs available in 160 of them is declining. A PWC report has suggested that more than a third of jobs in the UK are at high risk of automation by the early 2030's. The computer giant Dell survey saw business leaders predicting that 85% of the jobs students today will be doing in the 2030's do not yet exist. So what subjects should our children be learning at primary school, GCSE and university, if they go to university at all? To face up to the wildly uncertain future our children will need not just academic qualifications but above all emotional and mental flexibility and resilience.' The Telegraph 28/7/18

There are a range of 'Drivers of change' which are influencing the way we work and learn, alongside the 'Future skills' which are the future of working and learning (Extended





description of these skills in the appendix):

To be successful in the future, individuals will need to demonstrate foresight in navigating a rapidly shifting landscape in the shape and nature of organisations in the workplace and the skills they require. People will be called upon to continually reassess and develop the skills they need, alongside the acquisition and application of a wide range of knowledge. Workers in the future will need to be adaptable lifelong learners.

Implementation and delivery of the curriculum

At present in Aspirations Academies the way the curriculum is implemented is two-fold:

1. The 'No limits: Curriculum for success in the 21st century' is being developed and will be introduced in all Aspirations Academies in September 2019 initially in Years 4, 7 and 12. The intention is that the main features of this curriculum will eventually inform a common curriculum approach from the ages of 4 to 18. The expectation is for each academy to follow the collective curriculum outlines and philosophy whilst also putting its own personal and local stamp on their own curriculum which meets the needs of their particular body of students. The shared, collective curriculum will enable sufficient commonality of subjects, topics and assignments to enable cross-Trust moderation and raising of standards.
2. Currently in the other year groups (not 4, 7 and 12) the curriculum is unique to each academy. In the primary phase there is some commonality in that the focus is on English, Maths and the Aspirations (creative) curriculum, whilst in secondary phase there has been a move towards using the same GCSE and A level subject specifications in order to drive the curriculum across all year groups. The Early Years Foundation profile along with the National Curriculum form the basis of the curriculum plan in all Aspirations Academies. The knowledge and skills development required in each subject are carefully sequenced and mapped out within each year group and across each Key stage. As a Multi-Academy Trust that educates children from the age of 2 to 18 we also make sure to ensure that there is clear sequencing and progression of knowledge and skills between each Key Stage so there is a clear progression pathway from the age of 2 to 18.

The aim is for the contents of this document to drive curriculum change in each Aspirations Academy over the coming years.

The No limits: Education for success in the 21st century: Curriculum Rationale

Aspirations has a duty to prepare our young people for success in this world both today and tomorrow. This is being done through developing an approach to teaching and learning in which:

- All students achieve at least expected academic progress and high levels of attainment in national qualifications
- All students acquire knowledge to be remembered and constantly built upon to deepen their understanding
- All students develop high level 21st century skills
- All students enter skilled employment or higher levels of study
- All students develop high levels of self-worth and self-confidence
- Learning is challenging and engaging
- Learning is highly relevant to the world today and in the future
- Schools motivate, develop, recruit and retain high quality teachers

In order to ensure the development of a curriculum that ensures a depth of knowledge, the application of knowledge and the development of future skills, the central feature of the 'No Limits' model is the development of a curriculum that fully embraces both single-discipline learning (CORE) and trans-discipline learning (APPLIED). Both have a place in the curriculum. The CORE learning sessions occur both as regular timetabled single-discipline learning sessions as well as during the ATL assignment sessions as specific knowledge workshops. The APPLIED Trans-discipline Learning (ATL) assignments combine several subjects and run from 3 to 11 weeks in length for at least 2 hours most days for up to 8 hours a week. These assignments are designed to apply CORE learning to real-world situations across different domains to ensure student learning is relevant, engaging and challenging. The curriculum structure:

- Core learning (single discipline subjects): English, Maths, Science (single sciences), Computer Science, MFL, Art and Design, Geography, History.
- Transdiscipline learning: Incorporating a combination of the following subjects: English, Maths, Science (single sciences), Computer Science, Citizenship, MFL, Art and Design, Geography, History.
- Performance: PE, Music, Drama and Dance
- Assessment, Presentation and Personal Education weeks: The presentation of high quality transdiscipline subject assignment, assessment of all core subjects, PSHEE, food education, citizenship and Religious Education.

Teachers from across the Aspirations Academies Trust have spent several years developing this curriculum and there is a detailed planning and curriculum development toolkit and CPD to support the effective delivery of this curriculum.

The No limits Curriculum Principles
The 'No limits: Education for success in the 21st century' curriculum principles:

- **The curriculum will be knowledge rich**. All students will acquire knowledge to be remembered and constantly built upon to deepen their understanding. The learning of knowledge will be consistently layered and revisited.
- **Full curriculum coverage** is essential. The relevant National Curriculum and GCSE syllabi content and skills must be mapped to ensure full and repeated coverage.
- A significant amount of learning will involve the **application of knowledge to real world** issues, situations, problems and employment
- **All students will follow the same curriculum.**
- All learning develops the **11 essential 21st century skills**. All students use the **'iCAN' app** and maintain a digital portfolio of skills development evidence.
- All learning is structured around two approaches:
    - **APPLIED** (Trans-discipline): Learning across multiple subject disciplines
    - **CORE** (Single-discipline): Need to know learning in a single subject discipline designed to inform the APPLIED work and to meet the knowledge demands of exam specifications.
- All learning should be **challenging and engaging** resulting in high levels of progress and attainment.
- **Literacy** is a consistent element throughout all areas of the curriculum. This is enhanced with an appropriate text, fiction or non-fiction, linked with each learning element along with an assessed reading pack. Developing an extensive vocabulary is inextricably linked to high levels of achievement.
- The curriculum is embedded with careers development and employability experiences centred on the Gatsby Trust Benchmarks.
- All finished student produced products are **high quality** or are not acceptable.
- Teachers **plan in teams** using the No Limits curriculum planning toolkit
- Planning is the most important part of the whole educational process and is intended to lead to greater student challenge and engagement alongside a more focussed teacher role with reduced pressure and workload.
- The aim is for all teacher planning to be conducted during the working day
- Teachers are all subject specialist who also work on Applied Trans-discipline Learning (ATL) Assignments
- ATL teachers receive ATL CPD and are encouraged to develop relationships alongside real employers and organisations

Applied Trans-discipline Learning means:
Learning between, across and beyond different disciplines, that is relevant to the real world and applied to real practical situations. The goal is to access, analyse and synthesise information and knowledge over several disciplines in order to understand the operation and issues facing the world today and in the future.

CORE and APPLIED learning structure
CORE learning occurs in the form of teacher led, timetabled single subject lessons.

APPLIED learning is trans-disciple across a number of different subjects and domains working on real world assignments in extended sessions over several weeks. APPLIED learning assignments are teacher led, teacher designed and cover a range of learning inputs. At the end of each assignment students present a high quality 'product' to reflect the depth of their learning. The learning that takes place in the CORE learning sessions should, wherever possible, be reinforced in the APPLIED learning assignments

Over a year, in each year group, the ATL assignments cover a wide range of curriculum knowledge and skills, all of which need to be carefully mapped to ensure full coverage. The ATL Assignments utilise a range of teaching and learning techniques and approaches.

Curriculum Content
In planning the curriculum both the Core learning and Applied learning elements are planned to ensure coverage of:
- Early Years Foundation Stage Profile
- The National curriculum across all subjects
- SATs requirements (KS1/KS2)
- The relevant GCSE specification (KS3/4)
- The relevant A Level specification (Post 16)
- The 11 future skills
- The Gatsby Benchmarks (where relevant)/local employer requirements.

Curriculum Coverage
In all Key Stages there is a need for the No Limits to cover the National Curriculum in each year group. The coverage of the curriculum needs to be planned to occur either in:
- the core subject time
- the ATL assignment time
- in the assessment, presentation and personal development week
- in performance time
- in assemblies
- tutor time
- other event times.

The curriculum coverage needs to be planned for each year group.

This is the expected curriculum coverage to be planned:
KS1 + 2
Compulsory national curriculum subjects at primary school are:
- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2)

Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it. Schools often also teach:
- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

KS3

Compulsory national curriculum subjects are:

- English
- Maths
- Science
- History
- Geography
- Modern foreign languages
- Design and technology/Art and design
- Music
- Physical education
- Citizenship
- Computing

Schools must provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

KS4

During key stage 4 most pupils work towards national qualifications - usually GCSEs.
The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.
Core subjects are:

- English
- Maths
- Science

Foundation subjects are:

- Computing
- Physical education
- Citizenship

Schools must also offer at least one subject from each of these areas:

- Arts
- Design and technology
- Humanities
- Modern foreign languages

They must also provide religious education (RE) and sex education at key stage 4.

The role of teachers

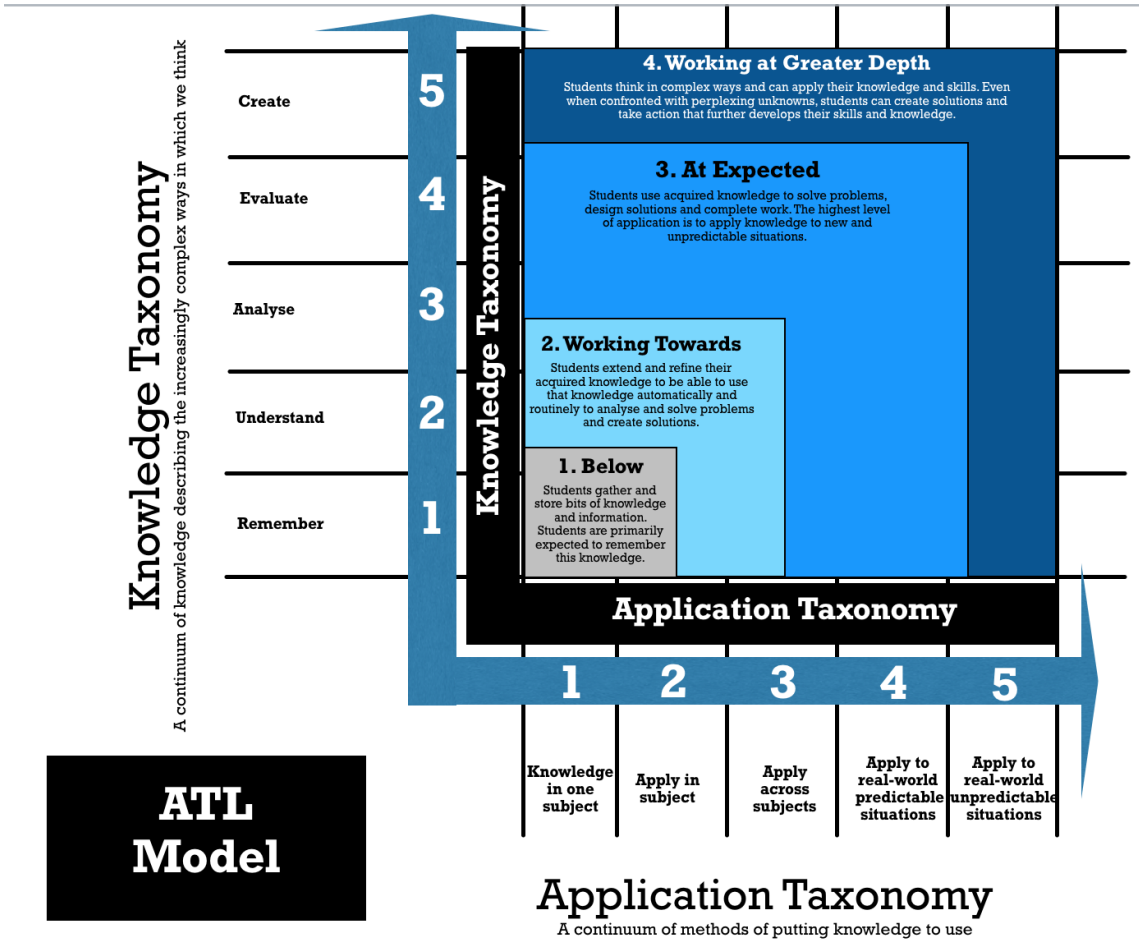
One of the central aims of Aspirations curriculum planning is to ensure that teaching is effective and manageable to both ensure challenging and engaging learning but to also attract and retain good teachers. Through the 'No limits' curriculum the aim is to ensure all planning is done in teams and within the working week. One of the aims of this approach is to ensure that a teachers' workload is manageable whilst at the same time providing high quality learning.

Teacher planning for the curriculum is highly structured with planning guidelines and structures. The aims are to ensure challenging and engaging learning, full curriculum coverage, knowledge progression, skills development, examination preparedness and employability experiences. To achieve these aims there needs to be a range of teaching strategies used, including:

- Whole-class teaching: Whole-class teaching ensures that each and every child is taught all of the core curriculum content, in contrast to some differentiated teaching that can narrow the curriculum for lower attaining pupils and work against social mobility. The approach in Aspirations Academies is to teach all students at the highest level and to structure support for students who have a lower starting point.
- Teacher-led instruction: This is when the teacher is the primary deliverer of instruction. This occurs in both the CORE learning subjects where teachers utilise their subject expertise to students and also in the ATL assignments through specific subject or topic related workshops.
- Student-led learning: Although teachers plan the learning and facilitate experiences in the classroom to provide guidance on subject areas and to oversee quality, the control of the learning experience is handed over to the students. Students are encouraged to teach themselves and their peers by undertaking their own study and research, then sharing their findings with others. The central foci to student-led learning are:
    - Working in teams
    - The production and presentation of a high quality piece of work at the end of each assignment.
    - The integration of employability experiences into the curriculum allowing for subject knowledge to be applied to real-world situations.

Student-centred learning emphasises the learner's critical role in constructing meaning from knowledge and prior experience, it also allows for the development of the essential 21st century skills. Student-centred learning aims to develop learner autonomy and independence.

The No



ATL Model

Limits Curriculum Model (See the ATL model diagram below)

This model places the knowledge taxonomy (A continuum of knowledge describing the increasingly complex ways in which we think) against the application taxonomy (A continuum of methods of putting knowledge to use) with the aim of highlighting ways that increasingly accessible knowledge can be applied in more challenging, relevant and so ultimately more engaging ways. An individual pupil/student can be placed at any point on the subsequent graph and appropriate learning planned.

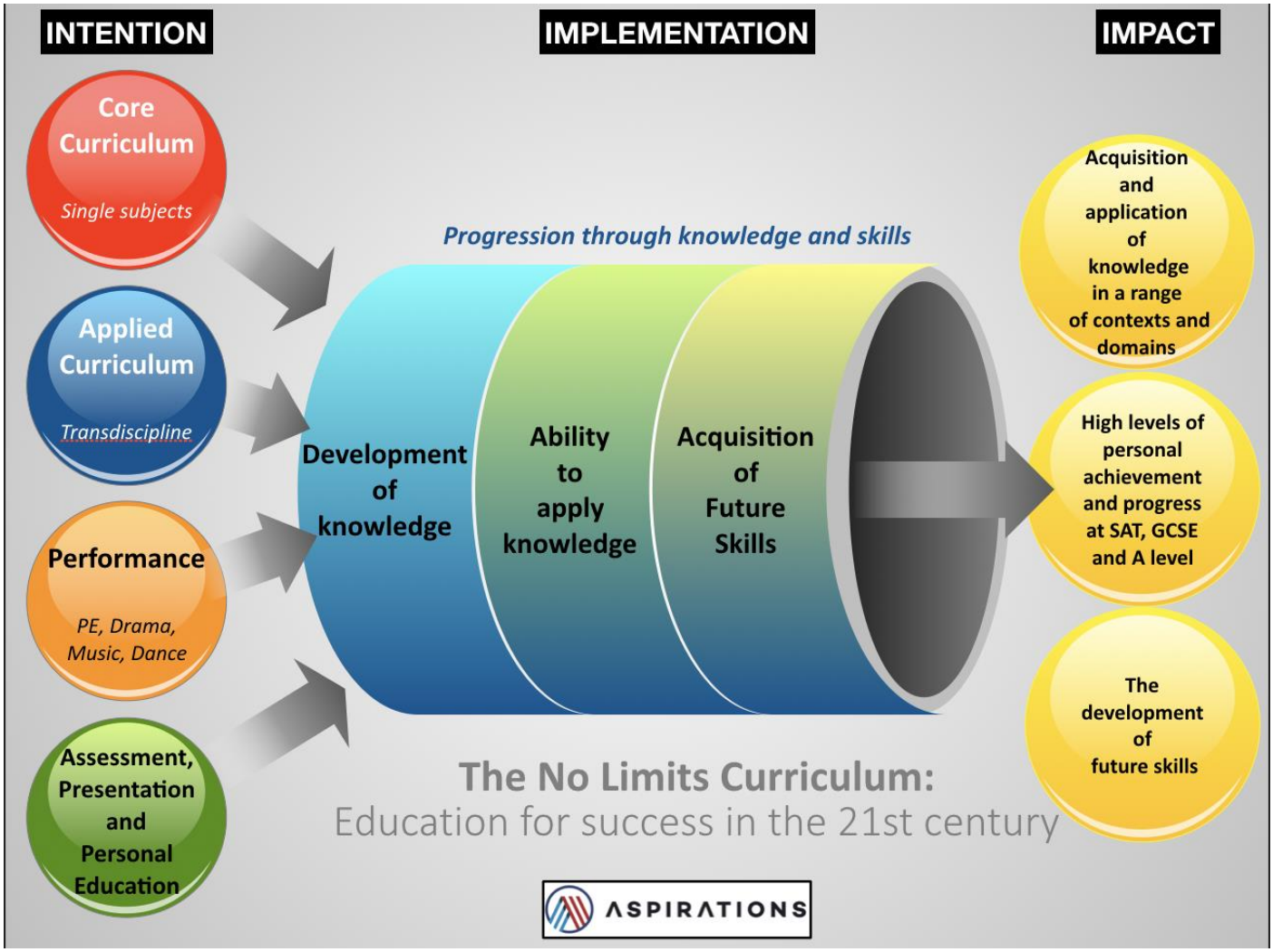
Planning The Curriculum
Planning the learning is perhaps the most important aspect of the No Limits curriculum. There are several planning principles that need to be adhered to:

- Planning needs to be done in teams of teachers
- Teachers need to be given sufficient planning time in the working week
- Planning should follow the No Limits planning process guidelines (see diagram below)
- The Assignment Planning Template should used for both the Applied assignments and where possible Core learning
- Planning should develop each year - the learning should be different year on year to keep it fresh and relevant
- Teachers need to be trained in ATL and also be regularly exposed to industry

Impact

The Aspirations No limits curriculum has been designed to raise standards and progress for all Aspirations students. There are a range of assessment tools and strategies used across the Trust and regular moderation of standards will take place. The impact of the curriculum will be measured by:

- The percentage of students who achieve at least expected academic progress and high levels of attainment in national qualifications
- The range of high level 21st century skills developed by students
- The percentage of students entering skilled employment or higher levels of study
- The percentage of learning that is challenging and engaging
- The extent to which students are acquiring the knowledge, remembering the knowledge, and are able to apply the knowledge in different contexts and domains in line with the curriculum plan. In other words the curriculum plan is the progression model. This will be measured by an assessment of student work referenced against the curriculum plan.



Appendix:

21st century skills descriptors

21st Century Skills Descriptors		
iCan Skills	**Definition**	**Detailed Explanation**
1. Sense-making (Critical Thinking)	The ability to think clearly and rationally, understanding how and why ideas connect.	As smart machines take over rote, routine manufacturing and services jobs, there will be an increasing demand for the kinds of skills machines are not good at. These are higher level thinking skills that cannot be codified. These are called sense-making skills, also referred to as critical thinking, skills that help us create unique insights critical to decision making. As we renegotiate the human/machine division of labor in the next decade, critical thinking or sense-making will emerge as a skill workers increasingly need to capitalise on. **In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information.**
2. Communication (Social Intelligence)	The ability to connect to others effectively, to sense and stimulate reactions and interactions.	**Socially intelligent employees are able to quickly assess the emotions of those around them and adapt their words, tone and gestures accordingly.** This has always been a key skill for workers who need to collaborate and build relationships of trust, but it is even more important as we are called on to collaborate with larger groups of people in different settings. Our emotionality and social IQ developed over millennia of living in groups will continue be one of the vital assets that give human workers a comparative advantage over machines.
3. Creative and adaptive thinking (Innovation)	The ability to think and develop solutions and ideas.	Job opportunities are declining in middle-skill level jobs, largely due to automation. Conversely, there are an increasing number of job opportunities in both high skill, high-wage professional, technical and management occupations and in low-skill, low-wage occupations such as food service and personal care. Jobs at the high-skill end involve abstract tasks, and at the low-skill end, manual tasks. **What both of these categories of tasks have in common is that they require "situational adaptability"— the ability to respond to unique unexpected circumstances of the moment**. Tasks as different as writing a convincing legal argument, or creating a new dish out of set ingredients both require novel thinking and adaptability. These skills will be at a premium in the next decade.
4. Cross-cultural competency (Global citizenship)	The ability to operate in different cultural settings	In this globally connected world, a worker's skill set could see them posted in any number of locations—so they need to be able to operate in whatever environment they find themselves. This primarily demands an ability to adapt to changing circumstances and an ability to sense and respond to new contexts. Cross-cultural competency will become an important skill for all workers, not just those who have to operate in diverse geographical environments. Organisations increasingly see diversity as a driver of innovation. Research now tells us that what makes a group truly intelligent and innovative is the combination of different ages, skills, disciplines, and working and thinking styles that members bring to the table. Diversity will therefore become a core competency for organisations over the next decade. **Successful employees within diverse teams will need to be able to identify and communicate points of connection (shared goals, priorities, values) that transcend their differences and enable them to build relationships and to work together effectively**.
5. Entrepreneurialism	The ability to meet an unsatisfied demand or to radically improve the performance of something.	Entrepreneurs produce solutions that fly in the face of established knowledge, and they challenge the status quo. They are risk-takers who pursue opportunities that others may fail to recognize or may even view as problems or threats. **Entrepreneurship is closely associated with change, creativity, knowledge, innovation and flexibility**-factors that are increasingly important sources of competitiveness in an increasingly globalized world economy.

21st Century Skills		
Skill	**Definition**	**Detailed Explanation**
6. Media Literacy	The ability to use and develop content that uses all media forms.	There has been an explosion in user-generated media that dominates our lives over recent years that now increasingly dominates what happens in the workplace. **Workers will increasingly need to become fluent in all forms of media, keeping up-to-date with changes, and should be able to critically "read" and assess their content.** Workers will also need to be comfortable creating and presenting their own visual information. As immersive and visually stimulating presentation of information becomes the norm, workers will need more sophisticated skills to use these tools to engage and persuade their audiences.
7. Transdisciplinarity	The ability to access, analyse and synthesise information across several disciplines (subjects).	Many of today's global problems are just too complex to be solved by one specialised discipline (think global warming or overpopulation). These multifaceted problems require transdisciplinary solutions. While throughout the 20th century, ever-greater specialisation was encouraged, the 21st century has seen transdisciplinary approaches take centre stage. We are already seeing this in the emergence of new areas of study, such as nanotechnology, which blends molecular biology, biochemistry, protein chemistry, and other specialties. This shift has major implications for the skill set that knowledge workers will need to bring to organisations. **The ideal worker of the future is "T-shaped"—they bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines**. This requires a sense of curiosity and a willingness to go on learning far beyond the years of formal education. As extended lifespans promote multiple careers and exposure to more industries and disciplines, it will be particularly important for workers to develop this T-shaped quality.
8. Productivity and accountability	Productivity is the ability to create a product whilst accountability is taking a role in the creation of a product and taking responsibility for the performance of the product.	Productivity is the ability to create a product using these skills: setting and meeting goals, prioritizing needs, managing time, working ethically, collaborating and cooperating with colleagues and clients.Productivity is increasingly important as it is an important way in which success and failure are established in the working world. Increasingly quality is important. **Being productive in the 21st century means being able to produce a product of a certain quality within a given timeframe**. Accountability and productivity are interconnected. Accountability is taking a role in the creation of a product and taking responsibility for the performance of the product. People are held accountable for the actions they take to complete a task.
9. Cognitive Load Management	The ability to discriminate and filter information for importance.This involves all aspects of perception, thinking, reasoning, and remembering.	A world rich in information streams in multiple formats and from multiple devices brings the issue of cognitive overload to the fore. Organisations and workers will only be able to turn the massive influx of data into an advantage if they can learn to effectively filter and focus on what is important. **The next generation of workers will have to develop their own techniques for tackling the problem of cognitive overload**. For example, the practice of social filtering—ranking, tagging, or adding other metadata to content helps higher-quality or more relevant information to rise above the "noise." Workers will also need to become adept at utilising new tools to help them deal with the information onslaught.
10. Collaboration	The ability to work productively, drive engagement, and demonstrate presence as a member of a team, physically and virtually.	**An essential feature of the 21st century workplace is the ability to work together as part of a team.** Working in teams enables people to be quicker and more effective in their work, as compared to people who work on their own. Collaboration also makes people more responsive, which raises motivation levels, especially when the team is working virtually. Connective technologies make it easier than ever to work, share ideas and be productive despite physical separation. But the virtual work environment also demands a new set of competencies. As a leader of a virtual team, individuals need to develop strategies for engaging and motivating a dispersed group.
11. Resilience	The flexibility to manage change and to remain stable in demanding situations. The ability to overcome setbacks and challenges.	**Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It **means** "bouncing back" from difficult experiences.