

Skills for a Changing Pacific

Skills for a changing Pacific are based on the 21st Century Skills or the 4Cs as they are commonly referred to. The 4Cs are communication, collaboration, critical thinking and creativity.

Some background information

- The 21st century is often called the digital or information age. Nearly any information can be instantly accessed on a smart phone or computer connected to the Internet. We need to transform this readily available knowledge in creative ways to solve problems.
- Compared to the past, employers need fewer people with basic skills and more people with complex thinking and communication skills.
- 21st century skills are not new skills but what is new is their importance.

Strategies for developing the 4Cs

Paddle pop sticks and no hands up except for questions

Each child needs to write their name on an ice-cream stick (or whatever you can find). The teacher has all the sticks in a cup at the front. The teacher asks a question, gives thinking time and then randomly chooses a stick from the cup. The person whose name is chosen must answer.

By randomly choosing students means all children must pay attention and have an answer ready as they may be selected. This closes the gap between high and low achievers as when we let people put up their hands to answer the high achievers usually want to respond and they get smarter by thinking and getting feedback from the teacher while the low achievers don't bother thinking and get no feedback.

Hand up pair up

Children walk around and when the teacher says stop they put up their hand and find the person next to them and high five them. Then they take turns to tell each other their answer to a question posed by the teacher. Once they have finished they thank their partner and start walking again and start the process again.

Movement and learning

When children are starting to lose concentration or focus, get them to get up and move around. Ask them to walk around and once they have been walking for a minute ask them to pair up with the person nearest to them and share something they have learnt or a question they have about the learning. Get them to walk around again for another minute and then sit down again. Children should then be more focused. Give it a try and tell us how it went.

Think, pair, share

Think: Students think independently about the question that has been posed, forming ideas of their own.

Pair: Students turn to their partner to discuss their ideas. This allows students to put their ideas into words and to consider other's ideas.

Share: Student pairs then share their ideas with a larger group, such as their table group or the whole class.

Three step interview

1. Students are in pairs. One student answers a question posed by the teacher and the other students listens.
2. The students reverse roles and repeat step 1.
3. The pair joins another pair of students. Each student reports what his or her partner said. This makes students really pay attention when their partner is speaking.

Partner work

Allow students to work in pairs to talk about a task/activity. Paired work allows all children have the opportunity to talk. This strategy allows students to develop their ideas with their peers in a comfortable, safe space.

Collaborative tasks

Allow students, in small groups, to work together to build on each other's knowledge and skills. This develops students information gathering, evaluating and monitoring skills. Small group work also requires students to depend on each other and be accountable to each other.

See Manage Mats information sheet for other ideas about how to group and partner students

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