

21st Century Basics

21st Century Learners

Given the understanding that-

- The process of learning is innate and lifelong. Experiences in childhood and youth lay the foundation for lifelong learning.
- For people of all ages, young and old, learning is an integral part of playing and working.
- People of all ages have a capacity to learn and this capacity is affected by various social, economic and physical conditions and situations.
- People have a variety of learning needs related to their personal interests, their families, their communities and their work. These needs include personal development, social and civic responsibility, cultural enjoyment, and continuing learning related to work and careers.
- People learn at different rates and in different styles, in different situations and at different times.

The 21st Century Learner embraces this model and the culture of information seeking –they are taught information literacy skills that include how to frame a question based on the understanding that there is something unknown to them and draw on their ability to filter information and sources so they only gather quality knowledge.

Learning Community is a term that describes communities embracing life long learning and supporting it with services and interagency cooperation with a strong focus on equitable access. The community acknowledges that knowledge and learning are the major foundations of social and economic well being. They begin to design accessible, flexible, responsive, diverse, and balanced policies and services.

21st Century Helpful Sites

enGauge

The enGauge framework identifies Six Essential Conditions—system wide factors critical to effective uses of technology for student learning. Site includes an assessment survey, data, articles, and many other resources.

<http://www.ncrel.org/engage/intro/intro.htm>

21st Century Learning Community Centers Federal government site

<http://www.ed.gov/programs/21stcclc/index.html>

21st Century Learning Center Grant Awards and project descriptions in North Carolina:

<http://www2.learningpt.org/ppics/publicGrantSearchResults.asp?state=NC&year=2005&orgType=ALL&start=Search>

The Facts About...21st-Century Technology PDF (880 KB)

http://www.ed.gov/nclb/methods/whatworks/21century_technology.pdf

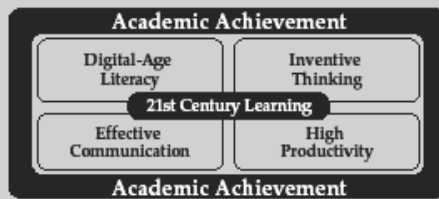
21st Century Skills

A Process for Bringing 21st Century Skills Into Your Schools

1. Learn

Investigate the rationale and history behind the 21st century skills. Research, reflect, discuss, debate, and argue. Why are these skills important? Who says so? What would happen if we did nothing? What's the fit with standards-based reform and high-stakes testing? How do I communicate this?

enGauge 21st Century Skills



2. Advocate

Set a goal worth striving for.

Engage the leadership team. Create a sense of urgency and understanding about key 21st century skills. Be unified and clear on what skills are worth going after and why. Identify and focus on skills that matter to your community—skills that will advance learning goals and your school district's vision.

3. Focus

Find the fit for your schools.

Engage your community, teachers, parents, and business leaders. Facilitate discussions and consider viewpoints, but only after everyone understands what the skills are and what it looks like when kids master them. Highlight the pioneering work already taking place, and link 21st century skills to that important work. Prototype new ideas.

Make the commitment.

Based on research, discussions, and feedback, make a formal decision to invest resources, time, and money into achieving the goal of getting students ready to thrive in the Digital Age. Identify and commit to a specific set of 21st century skills.

5. Impact

Implement with integrity.

Thoughtful staging should smooth the way for effective implementation! Establish a support system to ensure that schools have what they need to be successful. Continue the professional development, formative assessment, and continuous evolution of curriculum, instruction, and assessment necessary to help ensure that students will be ready to thrive in the Digital Age.

4. Activate

Try things!

Simultaneously seed classroom pilots and districtwide, content-specific research. Collect stories and artifacts of successful practices. Keep everyone informed. Publish findings, using them to drive change and develop "solutions that work."

Make necessary system changes.

At the district level, formally align curricula, instruction, and

assessment in content areas based on your findings. Make changes in policy and practice.

Get everyone ready.

Build ongoing professional development, resources acquisition, curriculum development, and leadership around research and best practices for each of the target skills. Identify the key characteristics of successful practice and keep it simple!