Future Skills: What will make our students employable?

Mike Mayor

Senior Director, Global Scale of English

Are our students prepared for the workplace?

96% of chief academic officers believe they are equipping their students for future employment

11% of employers think that education institutions are effectively preparing students for work

www.gallup.com 2014

Think back to when you were 12 years old...

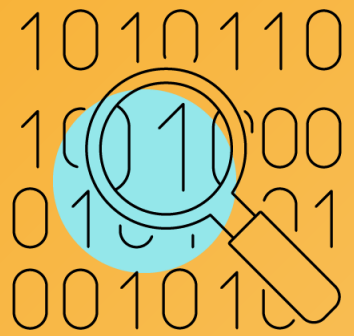
What did you want to be when you left school?

A changing jobmarket

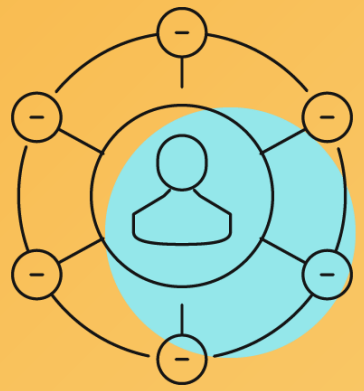
Sustainability director

Podcast producer

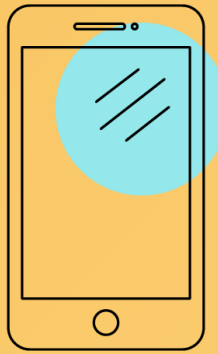
Cloud architect



Data scientist

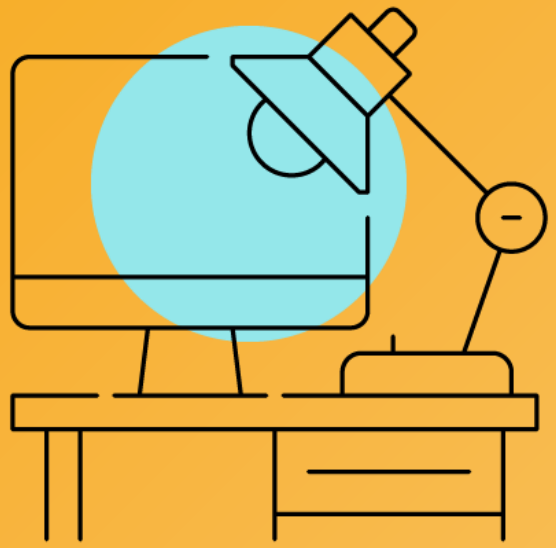


Social media manager



App developer

A changing jobmarket



65% of today's 12-year-olds will end up in jobs that do not yet exist

12 – 14 the number of jobs a millennial will have over the course of their career

Source:UNESCO/World Bank 2015

What the papers say

www.bbc.co.uk

www.theguardian.com

Haven’t we been here before?

Haven’t we been here before?

Early 1900s

Factories and dockyards employed someone – a knocker-upper – to wake workers so that they were not late for work

Haven’t we been here before?

1940s

Alarm clocks were mass-produced and affordable

https://futureskills.pearson.com/

Future Skills

Critical thinking

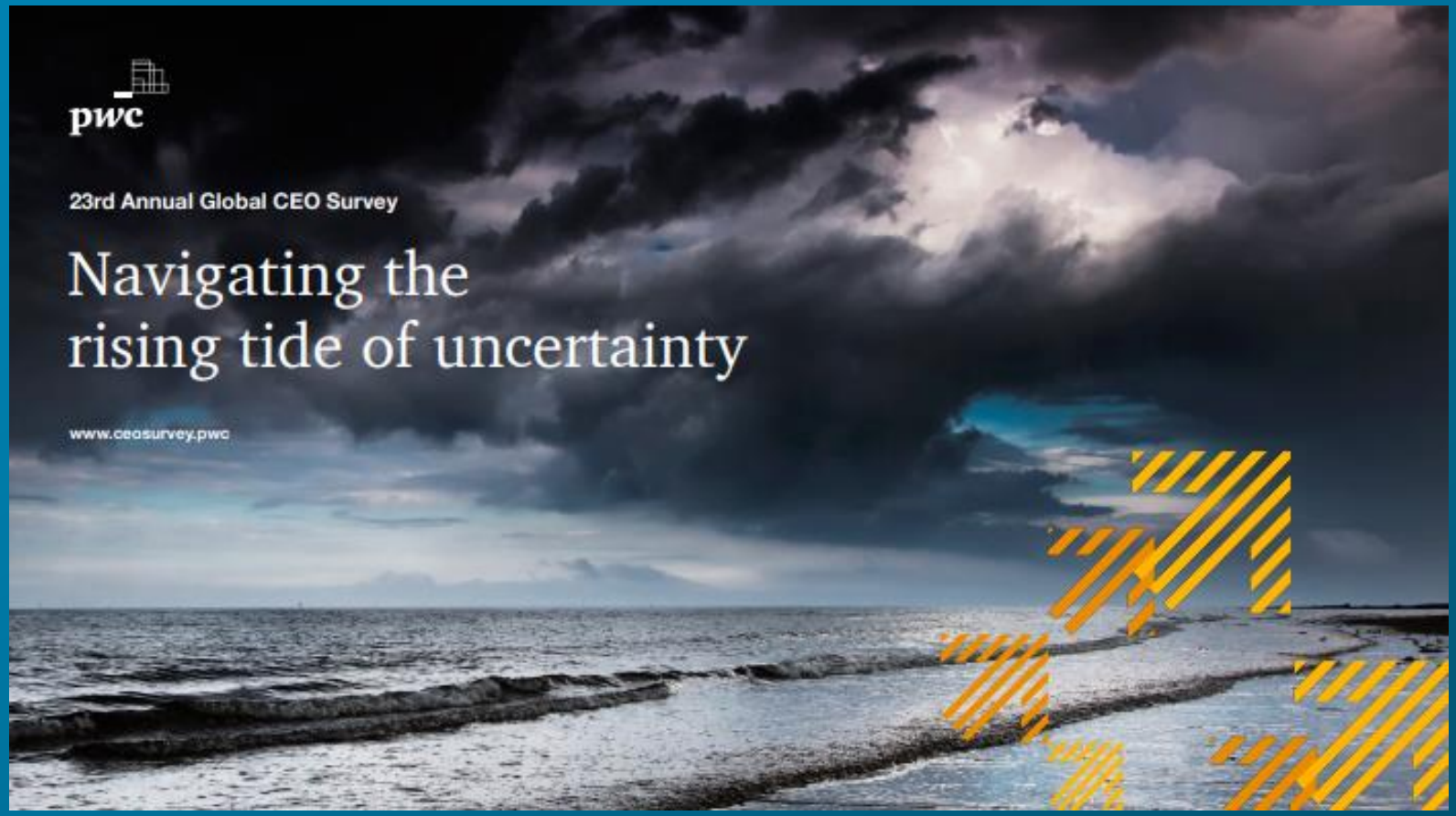
Creativity

Collaboration

Communication

21st Century Skills

1 Judgment and Decision Making
2 Fluency of Ideas
3 Active Learning
4 Learning Strategies
5 Originality
6 Systems Evaluation
7 Deductive Reasoning
8 Complex Problem Solving
9 Systems Analysis
10 Monitoring
11 Critical Thinking
12 Instructing
13 Education and Training
14 Management of Personnel Resources
15 Coordination
16 Inductive Reasoning
17 Problem Sensitivity
18 Information Ordering
19 Active Listening
20 Administration and Management



"... the supply of people possessing **STEM** (science, technology, engineering, math) skills and the **uniquely human skills** (e.g. creativity, empathy, collaboration) increasingly prized in today's job market cannot keep up with demand."

PWC's 23rd Annual Global CEO Survey
Published in 2020

What does it mean to be employable?

- Literacy
- Numeracy
- Digital fluency

- Skills related to a specific job
- Hard skills

English?

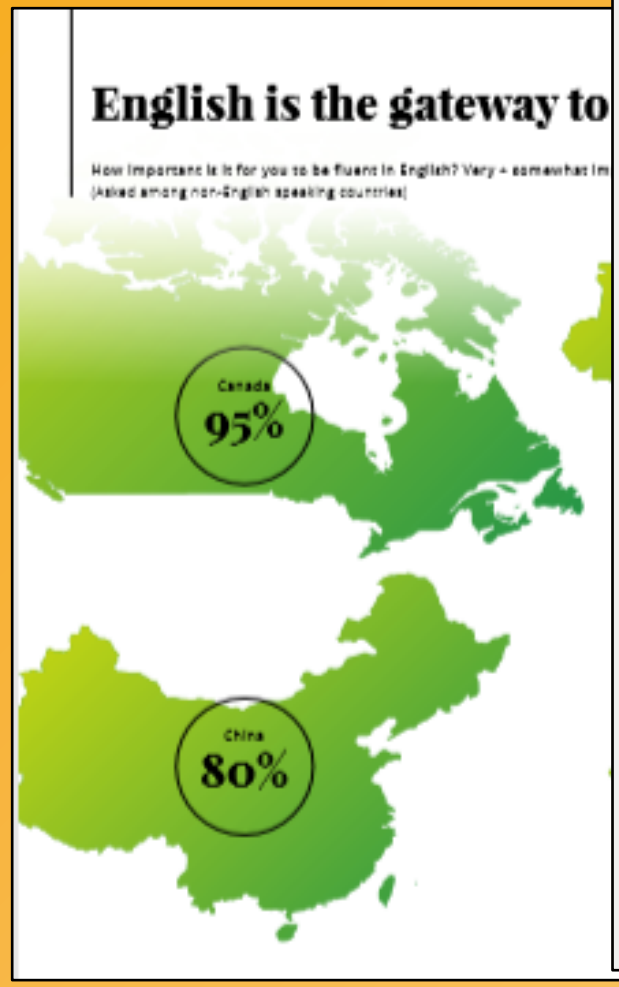
- Soft Skills/21st Century Skills
- Collaboration
- Communication
- Critical thinking
- Creativity
- Leadership
- Self management
- Social responsibility

- Showcasing skills and qualifications
- Developing a presence on social media
- Interview skills
- CV writing

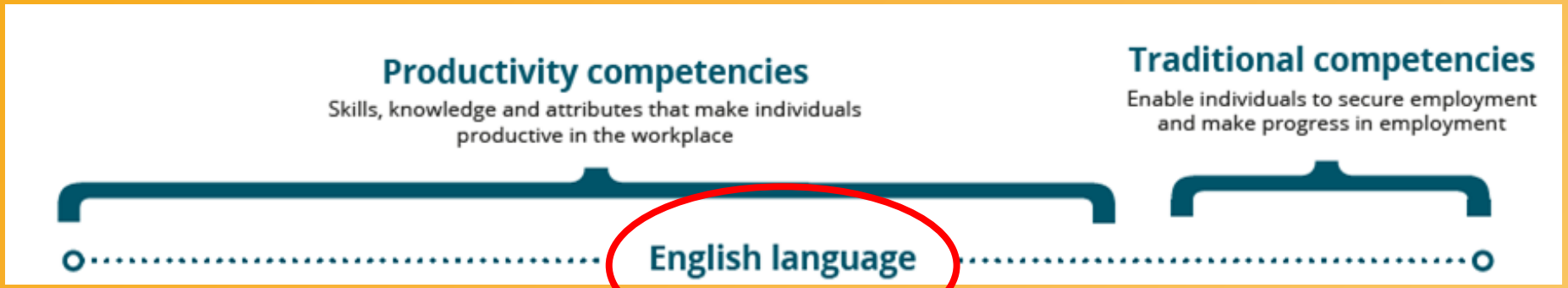
Why are our learners learning English?

https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/news/gls/Pearson_Global-Learners-Survey_2020_FINAL.pdf

Pearson Global Learner Survey



Why is it important for you to know English? It's a critical skill for... (Asked among non-English speaking countries and respondents who think English fluency is important)	Canada	Brazil	China	India
Communicating with colleagues and customers around the world.	51		52	55
Being able to work for international companies.	37		42	51
Being able to travel freely.	37	54	44	40
Working abroad.	27		26	47
Studying abroad.	20	46	30	40
Remaining employable in a difficult economy.	41		32	29
Working in my country.	53		19	35
Participating in global entertainment (music, movies, etc.).	26	34	29	32
Keeping my current job.	36		19	33
Being seen as being educated.	28	26	17	34
Studying in my country.	38	12	19	29



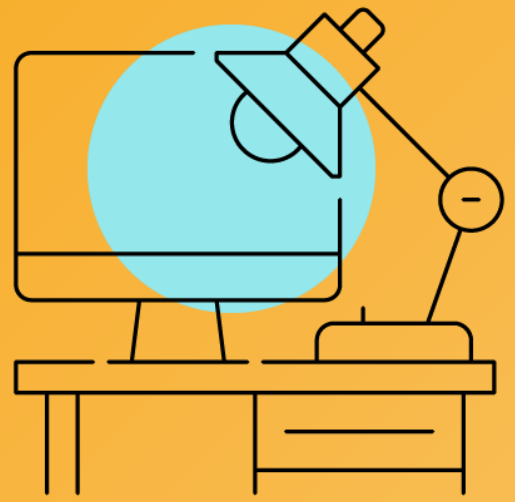
- General competency in English as a foreign language

- ESP
- General Business English language skills

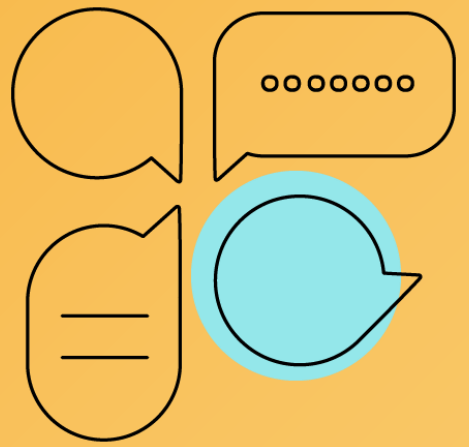
- 21st Century Skills

- Writing a CV
- Letter of application
- Interviewing

Employees lack confidence in their English



92% of employees said that English was important for their job



7% of employees think they can communicate effectively at work

Research carried out by Pearson and LinkedIn: 2015

CEFR and Global Scale of English (GSE)

- mainly focussed on **general English** with limited reference to work and study
- developed for **adult and young adult learners** – never intended for Young Learners
- 60%+ of Can Do statements focus on **Speaking**
- wide levels that take many hours to master – so **difficult to show regular progress** is being made
- **difficult for teachers to use** in their day-to-day teaching and testing – CEFR Can Do statements need to be adapted to create lesson objectives

CEFR
COMMON EUROPEAN FRAMEWORK

Global Scale of English
Fast-track your progress

GSE Learning Objectives

pearsonenglish.com/gse

Creating a language framework for the workplace

- mainly focussed on **general English** with limited reference to work and study
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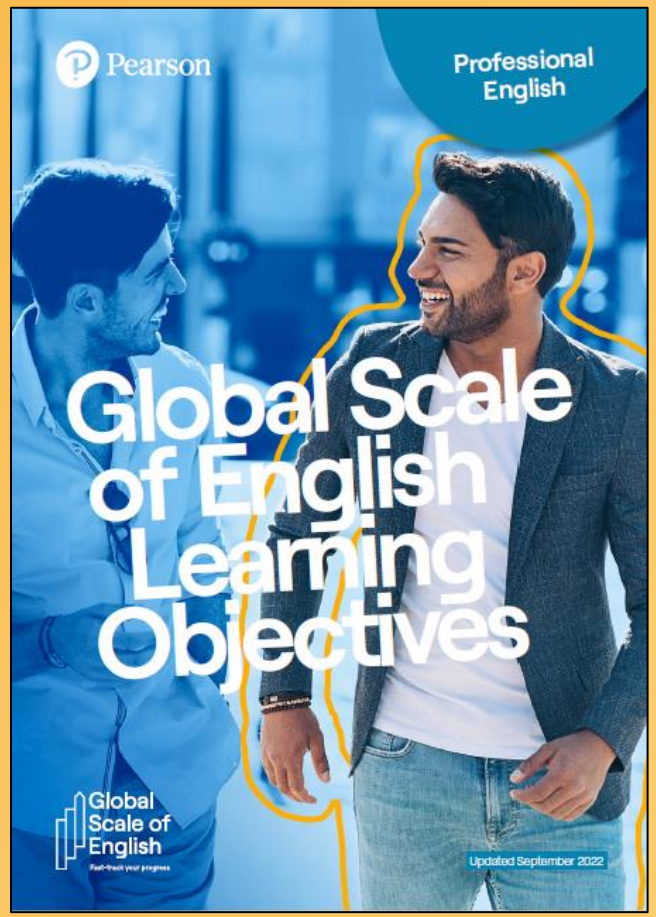
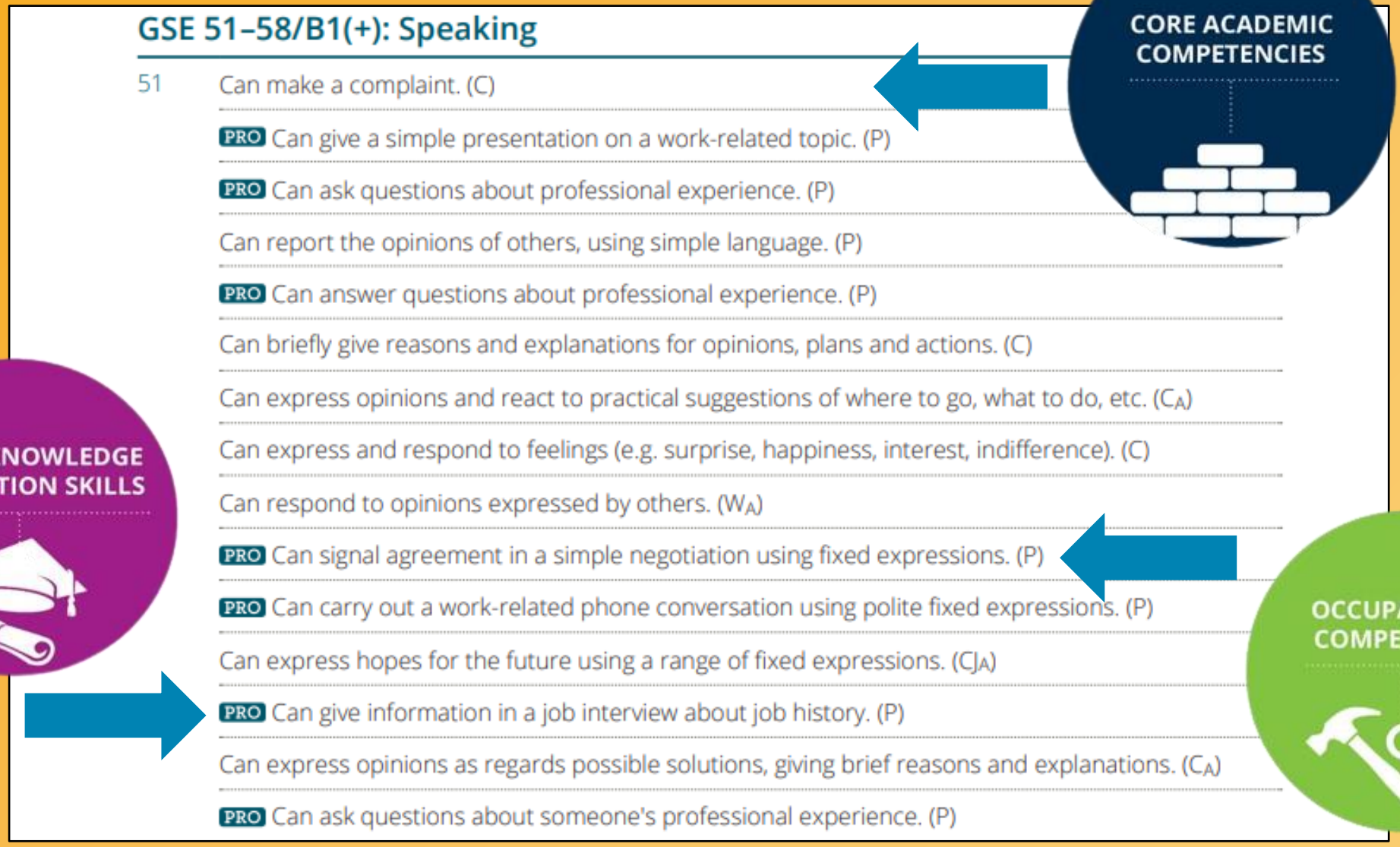
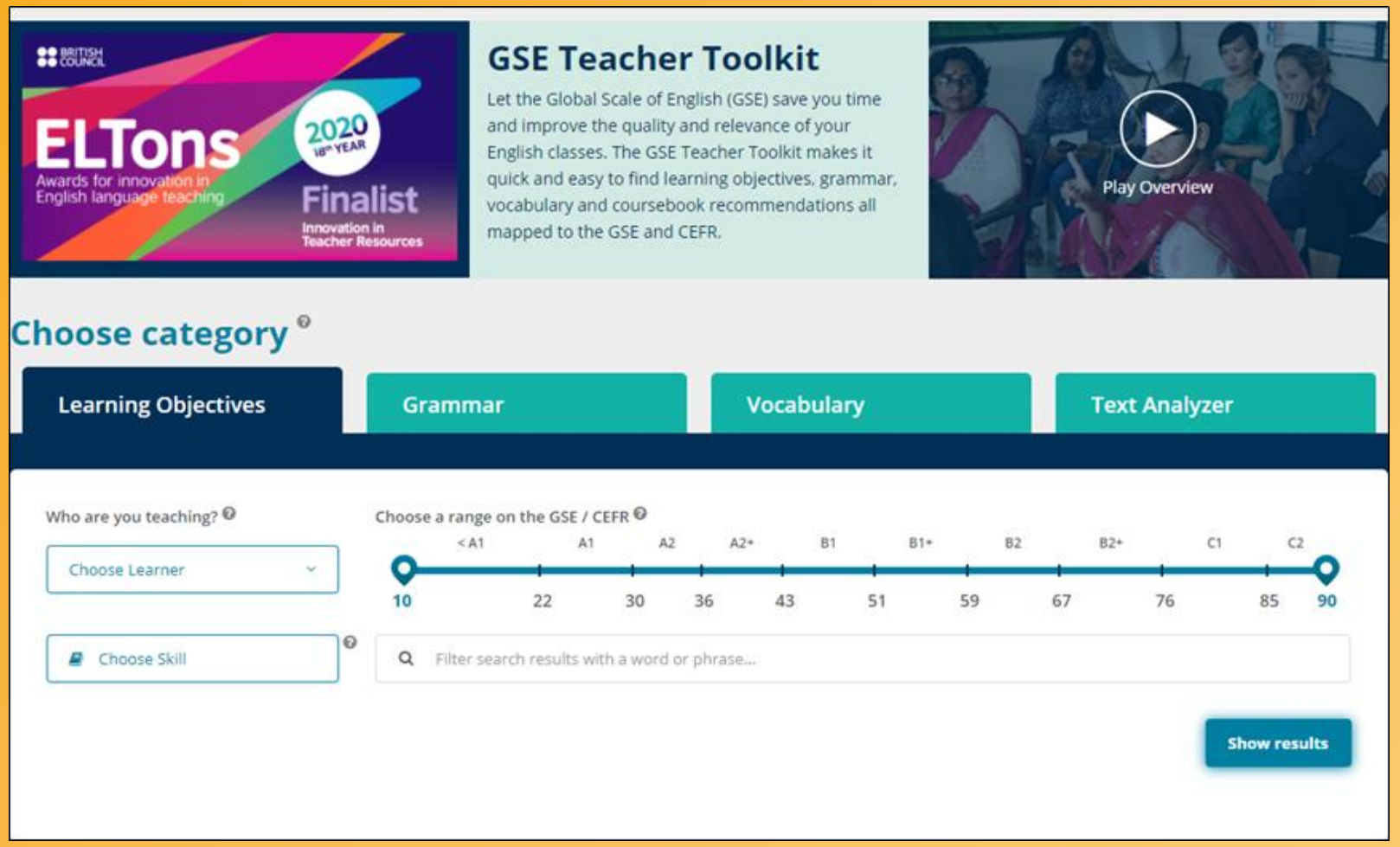


GSE for Professional English



GSE Teacher Toolkit

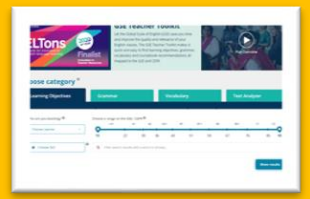


https://www.english.com/gse/teacher-toolkit/user/lo

GSE - Connected English Learning Programme

Level Test

Place

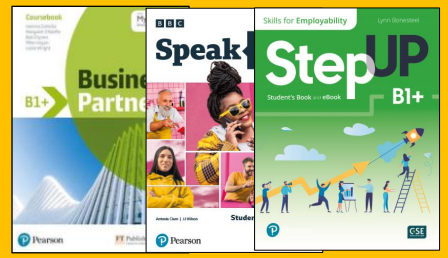


Plan

Pearson PTE Academic

Assess

Teach
Learn



Global Scale of English
Fast-track your progress

Repair

Check

VERSANT

Benchmark

Monitor progress

Is mastery of English enough to secure a job?

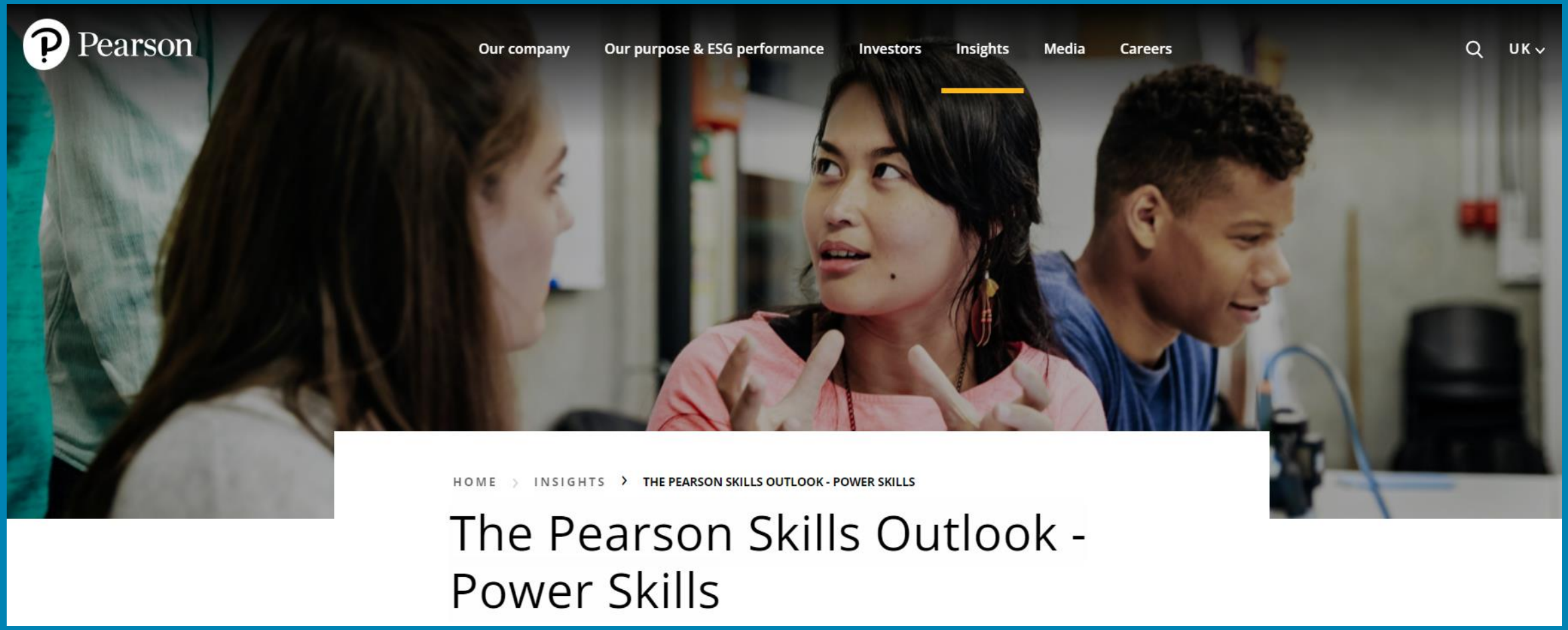
- General competency in English as a foreign language

- ESP
- General Business English language skills

- 21st Century Skills

- Writing a CV
- Letter of application
- Interviewing

Power Skills



Plc.Pearson.com/en-GB/insights/pearson-skills-outlokk-powerskills

Key findings for Canada - 2022

2022

The top 10 most in-demand skills currently are:

1. **Communication Skills**
2. **Customer Service**
3. **Collaboration**
4. **Leadership**
5. **Problem Solving**
6. Attention to Detail
7. Organisational Skills
8. Teamwork
9. Self-sufficiency
10. Operational Reporting

9/10 are human skills

The top three 'trending skills' (rising most quickly in demand) are:

- Operational Reporting
- Verbal Communication Skills
- Microsoft Excel

Key findings for Canada - 2026

Looking ahead

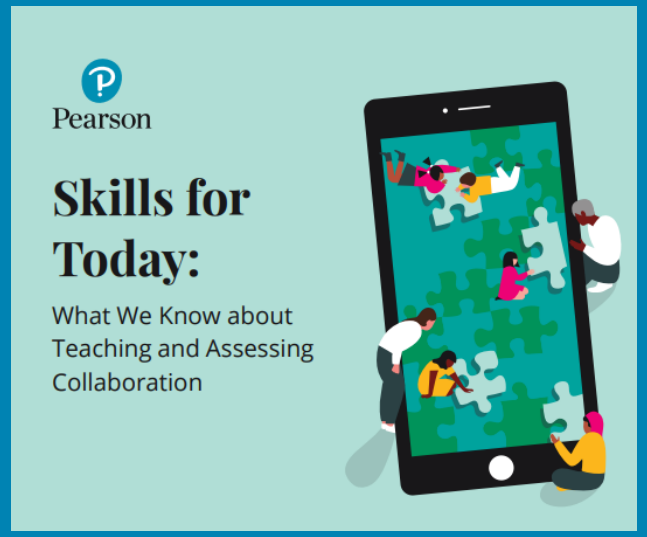
The top 10 skills needing most improvement to meet the demands of the country's economy by 2026 are:

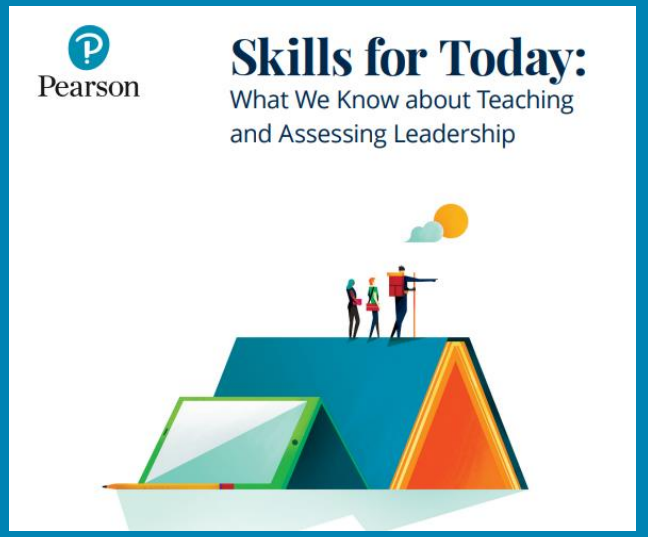
1. **Personal Learning & Mastery**
2. **Collaboration**
3. **Achievement Focus**
4. **Customer Focus**
5. **Agility**
6. People Management
7. Communication
8. Cultural & Social Intelligence
9. Emotional Intelligence
10. Direction & Purpose

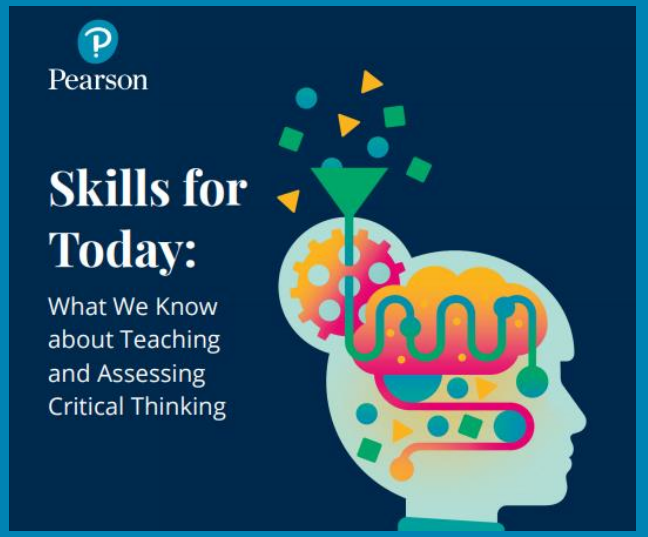
Of the top 10 power skills likely to need most development to meet 2026 demands:

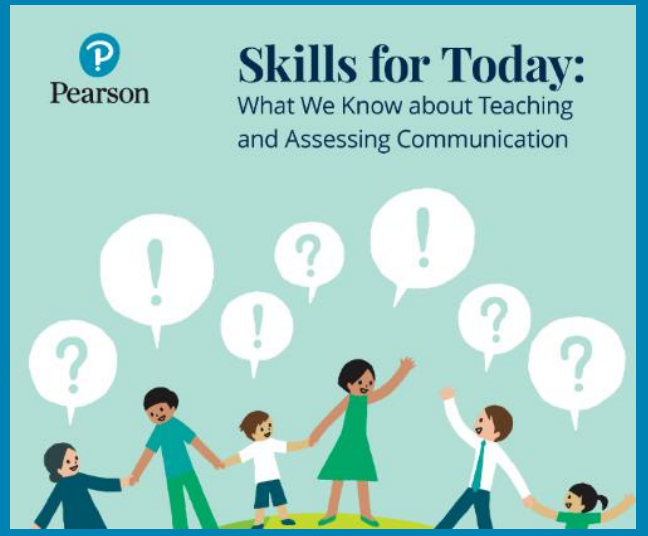
2/10 relate to leadership skills

6/10 relate to relationship building skills









https://blog.pearsoninternationalschools.com/employability-skills-what-makes-us-employable/

Teaching Future Skills: what the research says

- Future skills need to be **explicitly taught** – you cannot assume they will simply be "picked up" along the way
- **Start young**! These skills take many years to master
- Future skills are taught most effectively **within the context of teaching other subjects**
- Timely **feedback** on performance is one of the most effective ways to teach future skills
- **Raise the profile** of these skills – tell students which of the skills they are practising
- Set up tasks which require students to **use Future Skills**
  - Group tasks (Collaboration)
  - Researching a topic (Critical Thinking)
  - Sharing their own ideas (Communication)
  - Suggestion solutions to a problem (Creativity)

Teaching Future Skills: alongside English

- **Create guidelines** on “what good looks like” - and share this with students
- Get students to **self-evaluate/peer-evaluate** against success criteria for these skills – pointing out things that were good and things that could be improved

- **Provide students with the language** they need eg. to collaborate:
  - *So what you’re saying is…..* (Active Listening: Checking understanding)
  - *I’d like to hear what Sue has to say…* (Inviting others to give their opinion)
  - *I’m not sure I entirely agree with you there…* (polite disagreement)
  - *Can I just make a quick point…* (polite interruption)

Conflict resolution

NVERSATION MODEL | Read and listen

really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like outdoor activities.

B: You could play tennis or basketball. Those are pretty strenuous.

A: To tell you the truth, I prefer individual sports.

B: OK! Well, you should go bike riding or running. You can do those every day.

A: That's a great workout! Why didn't I think of

Social language

Use "To tell you the truth" to soften a statement of disagreement.

Social responsibility

Unit 1 | Lesson B

READING

4A Work in groups of three. Student A: Read text A on this page. Student B: Read text B on page 146. Student C: Read text C on page 148.

B Complete the table with information from your text.

	Text A	Text B	Text C
Who is the text about? Where?			
What is their job? What do they do for other people?			
Why do they do it?			
Do they run an organisation?			
What do they say about what they do?			

5A Use your notes to tell the other students in your group about your text. Complete the table for the other two texts.

B In your groups, discuss the questions.

1 What do you think the three people enjoy about what they do?
2 Which person do you admire the most? Why?

C Find words or phrases in bold in your text to match the meanings (1–5).

1 a list showing how much you have to pay
2 behaviour that shows you care for and want to help others
3 the money that someone earns or receives regularly
4 to become popular
5 to do something so you can be certain of the result

D Work with other students. Read the Future Skills box and discuss the questions.

FUTURE SKILLS
Social responsibility

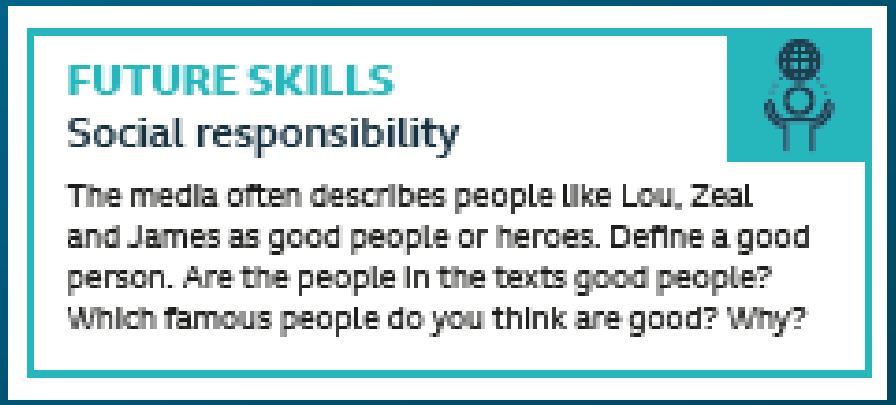
The media often describes people like Lou, Zeal and James as good people or heroes. Define a good person. Are the people in the texts good people? Which famous people do you think are good? Why?

A

Food is Free

Lou Ridsdale loves gardening. In a small space next to her home in Ballarat, Australia, she grows vegetables. One day, she heard about a man in Los Angeles who grew food to share with the community. He belonged to an organisation called Food is Free. Ridsdale saw that she had more vegetables than she needed and decided to give them away, like the man in Los Angeles.

In Ballarat, just 6.4 percent of people eat the recommended amount of vegetables. A lot of people in the city have low **incomes** and the city has many problems connected to what people eat: lack of affordable food and lack



FUTURE SKILLS
Social responsibility

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Future Skills for Adult Learners

FUTURE SKILLS
Leadership

When you make a decision in a group or team it is important to listen to different ideas and opi before you decide what to do.

Talk to a partner about a time when you liste other people before you made a decision. Ho their ideas and opinions help you?

FUTURE SKILLS
Communication

Communication is about more than what you say. You can communicate feelings such as enthusiasm through your intonation, facial expression and gestures.

What kind of intonation, and gestures do you thin show that you are enthus

FUTURE SKILLS
Self-management

When you record new vocabulary, it is important to record the meaning and also extra information that will help you use the word in the future, e.g. the pronunciation.

What information do you record when you note down new vocabulary? What other information would it be useful to record?

FUTURE SKILLS
Critical thinking

When you read news stories, it is important to thi about whether they are true or fake. Before you s a news story, you should:

- look at the source and author of the article to see if you can trust them.
- read the whole article, not only the headline.
- check if the same news story is in other news sites that you trust
- check some of the facts in the article, e.g. the names of experts.

Do you use any of these strategies when you access the news? Which ones? What else do you do?

FUTURE SKILLS
Creativity

Creativity can be useful for language learning. Visualising new vocabulary, drawing pictures and creating interesting or unusual sentences or stories with new language are all ways that can help fix the language in your mind. Can you think of other creative ideas for language learning? With a partner, write a list of creative ways to learn English.

Social & Emotional Learning for Pre-Primary Learners

Teaching English skills

Teacher's notes:

Ss work in small groups and decide where to eat lunch/dinner. Monitor and make notes on Ss' language use for later feedback.

In the group discussion, did they…?

- ❑ Use the grammar from the unit (noun phrases)
- ❑ Use vocabulary from the unit (eating out)
- ❑ …..

Make a note of any errors to go through after the activity has ended.

Speaking

PREPARE

10 **Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:**

1 think of at least two places you could suggest. Write down how you would define them and why you think they are good.

2 think of one or two places that you wouldn't go to if they were suggested and why.

3 think about the language you could use from this lesson.

SPEAK

11 **Work in groups. Discuss and decide where to eat lunch/dinner. If you don't know each other, introduce yourselves first. Use the Useful phrases to help you.**

Useful phrases

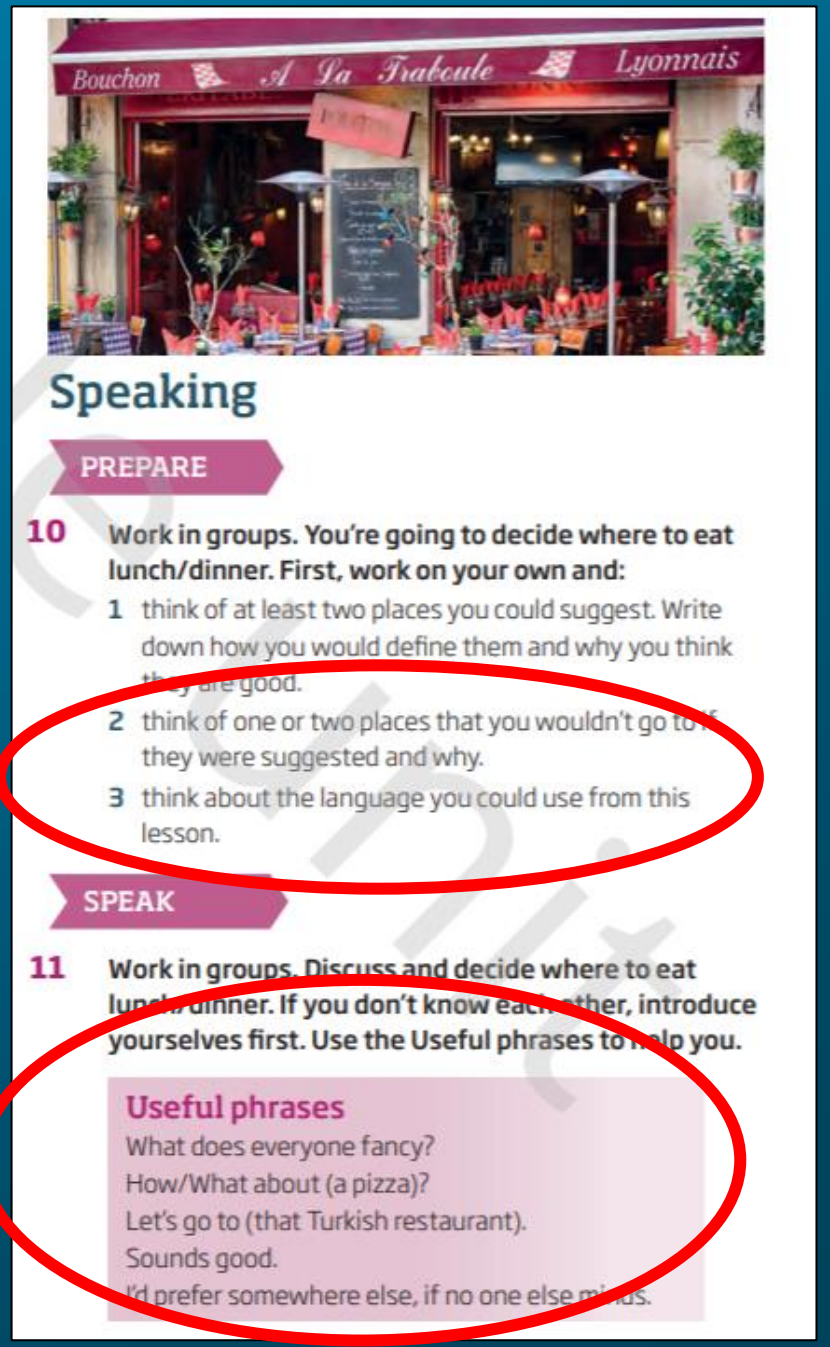
What does everyone fancy?
How/What about (a pizza)?
Let's go to (that Turkish restaurant).
Sounds good.
I'd prefer somewhere else, if no one else minds.

Teaching Future skills

Teacher's Notes

In the group discussion activity, did you see evidence of:

- ❑ Active Listening (checking for understanding)
- ❑ Polite interruption
- ❑ Asking others for their opinions
- ❑ Inviting others into the discussion

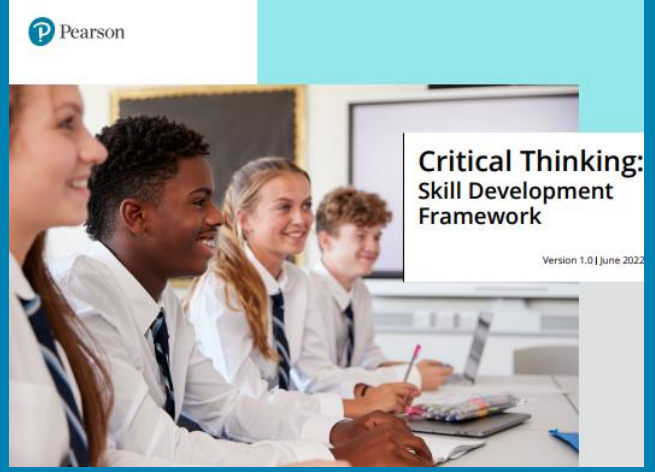


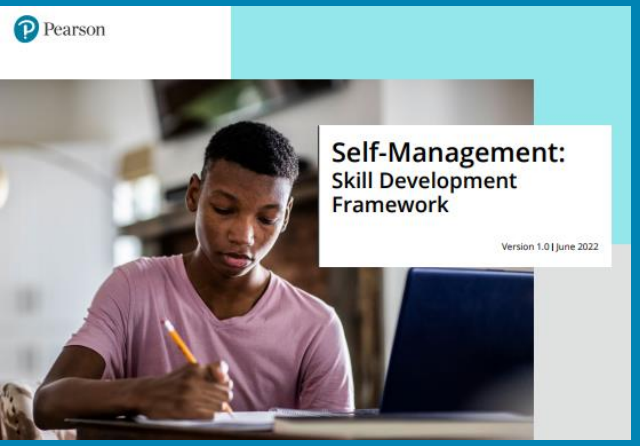
Monitoring progress of Future Skills

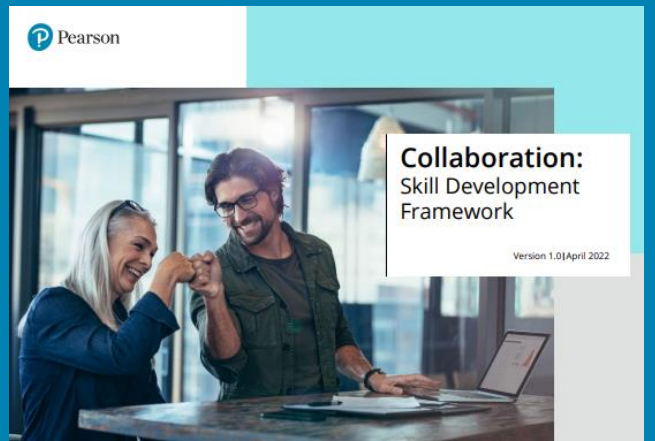
The challenge of measuring soft skills

The primary roadblock is that we often have different definitions of what soft skills look like, and we usually don't share those definitions with each other inside organizations to improve clarity. Before attempting to measure soft skills, you need to establish **a shared definition of each skill**, as well as clearly delineated **behaviors that indicate when that skill has been mastered**.

Dr. Amy Dufrane The challenge of measuring soft skills in TLNT (www.tlnt.com) 10 May 2021





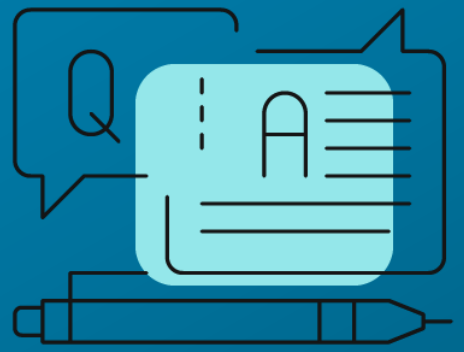


A Framework for Future Skills Development

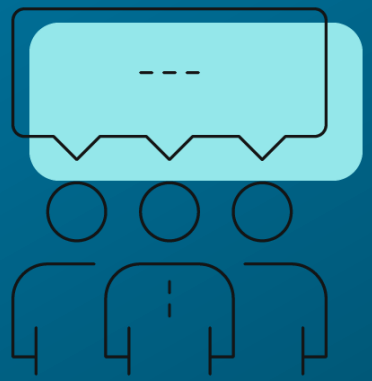
- Draft progressions created based on literature reviews
- Review by external experts in educational psychology, learning deign, learning research
- Experts from different regions of the world (to mitigate issues of cultural bias/ differences): US, Norway, Singapore
- Review by internal experts from product development

Collaboration

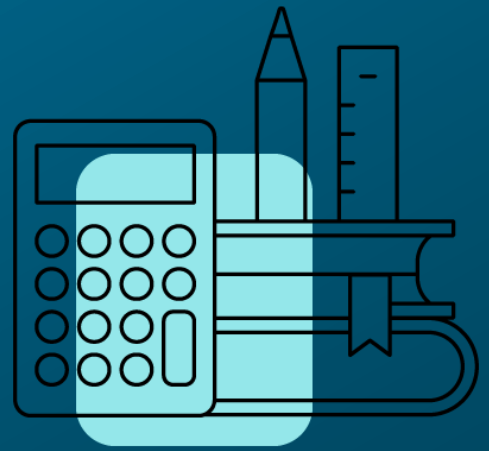
The process of working together to achieve shared goals through coordination and interdependence



Engaging with ideas



Interpersonal communication



Task management

Collaboration

Sub-Skills	
Engaging with ideas	➢ Listening and building on ideas ➢ Engaging in group dialogue around differing ideas or opinions ➢ Building consensus
Interpersonal communication	➢ Receiving and giving feedback ➢ Using norms for group communication
Task management	➢ Managing work responsibilities within a group ➢ Making progress on group work ➢ Managing setbacks and challenges on group work

Collaboration: Listening and building on ideas

1. Practises active listening to understand a speaker’s point of view
2. Listens without interrupting or interrupts productively
3. Elaborates on the ideas of others
4. Summarizes multiple ideas to synthesize into a new or improved idea
5. Contributes ideas to the group

Collaboration: Listening and building on ideas

2. Listens without interrupting or interrupts productively

Collaboration: Listening and building on ideas

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2. Listens without interrupting or interrupts productively
5. Contributes ideas to the group
1. Practises active listening to understand a speaker’s point of view
3. Elaborates on the ideas of others
4. Summarizes multiple ideas to synthesize into a new or improved idea

Collaboration: Skill Development Framework

●○○○○ Emerging	●●○○○ Basic	●●●○○ Intermediate	●●●●○ Advanced	●●●●● Mastery
Listening and Building on Ideas				
Listens without interrupting or interrupts productively.	Contributes ideas to the group.	Practices active listening in order to understand a speaker's point of view. Responds to and contributes additional / different ideas to the group conversation.	Extends an idea from the group conversation to work towards a shared goal. Elaborates on the ideas of others during a sustained conversation.	Identifies clusters of ideas shared by others in the group. Summarizes multiple ideas to synthesize into a new or improved idea.

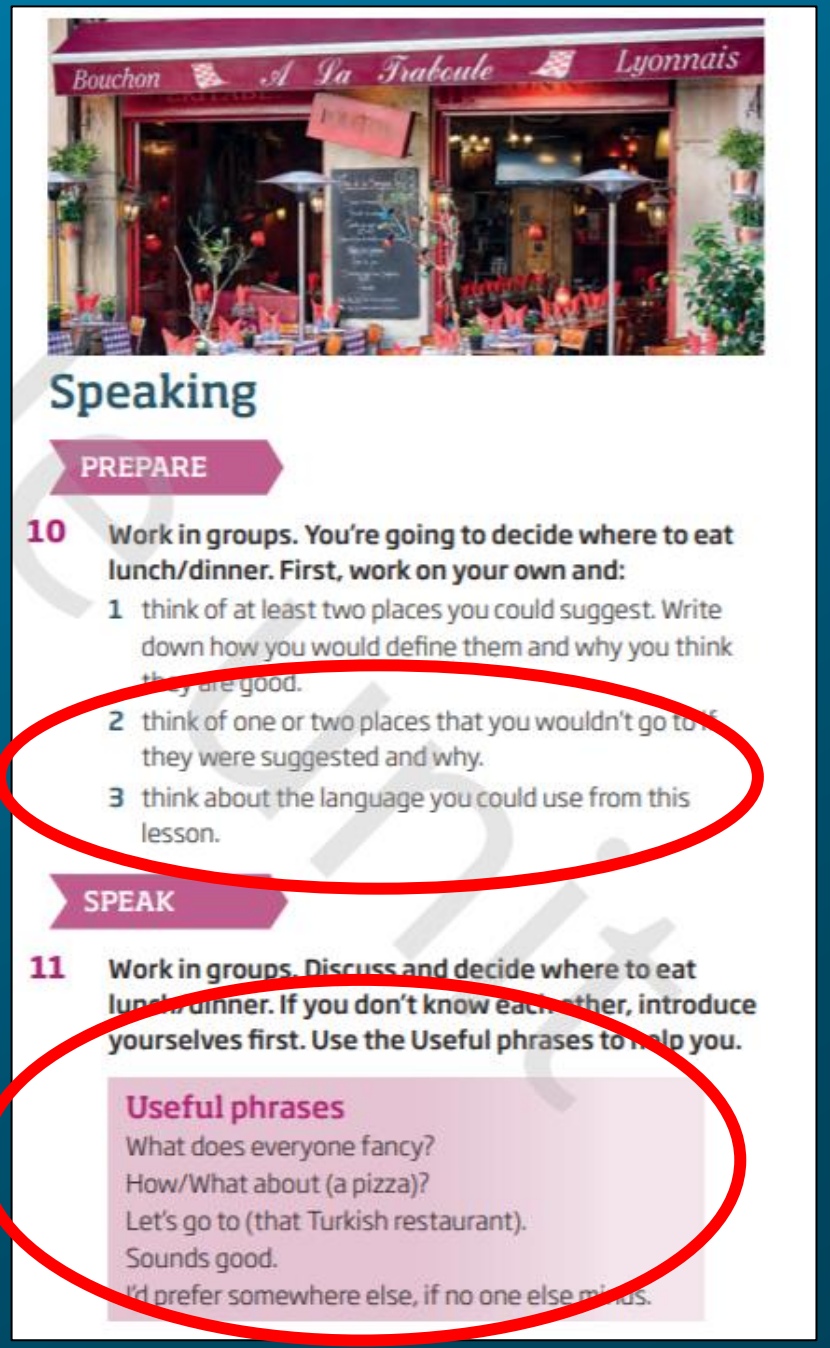
2 5 1 3 4

Teaching Future Skills

Teacher's Notes

In the group discussion activity, did you see evidence of:

- ❑ Active Listening (checking for understanding)
- ❑ Polite interruption
- ❑ Asking others for their opinions
- ❑ Inviting others into the discussion



Collaboration: Observation checklist

Sub-Skill

Engaging with Ideas

The set of strategies people use to share, negotiate, and examine claims and ideas, and to reconcile different perspectives, values, opinions, or priorities

Pre-Skill Foundations	●○○○○ Emerging	●●○○○ Basic	●●●○○ Intermediate	●●●●○ Advanced	●●●●● Mastery
Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.	**Listening and Building on Ideas**				
	Listens without interrupting or interrupts productively.	Contributes ideas to the group.	Practices active listening in order to understand a speaker's point of view. Responds to and contributes additional / different ideas to the group conversation.	Extends an idea from the group conversation to work towards a shared goal. Elaborates on the ideas of others during a sustained conversation.	Identifies clusters of ideas shared by others in the group. Summarizes multiple ideas to synthesize into a new or improved idea.
	Engaging in Group Dialogue Around Differing Ideas or Opinions				
	Expresses one's own opinion. Continues to work with others when disagreements arise.	Recognizes when there are differences in opinions or ideas within the group. Asks others for their opinions.	Engages in conversations to negotiate ideas with others. Seeks alternative ideas and counterclaim from the group.	Respectfully engages in conversations despite significant differences in ideas, opinions, or feelings. Suggests potential areas of compromise or other strategies for resolving differences in opinions. Explores and compares alternative ideas and counterclaim from the group in order to understand different perspectives.	Facilitates group dialogue to make sense of alternative ideas and counterclaim. Manages disagreements / conflict within the group. Negotiates comprises or moves forward with multiple ideas to make progress towards a shared goal.
	Building Consensus				
			Effectively advocates for an idea (either one's own or someone else's) by supporting claims with evidence.	Examines the quality of a set of claims made by members of the group to inform group consensus.	Synthesizes ideas from across a set of claims to help reach group consensus.

Collaboration checklist

In the group discussion activity, did you see evidence of group members:

- ❑ Listening without interrupting or interrupting politely
- ❑ Contributing ideas
- ❑ Effectively expressing their own opinions
- ❑ Asking others for their opinions
- ❑ Identifying differences in opinions within the group

Critical thinking: assessment rubric

Activity Prompt:
Research the market for a particular consumer good and use that research to propose a data-driven response addressing the impact of Covid.
Rubric:

Sub-Skill

Create

The ability to create or justify something using reasoning and/or evidence.

●○○○○ Emerging	●●○○○ Basic	●●●○○ Intermediate	●●●●○ Advanced	●●●●● Mastery
Composing Arguments				
States a position or claim, supported by at least one relevant reason or relevant piece of evidence.	Supports opinions with multiple reasons or pieces of evidence. Explains why specific evidence supports a given point. Constructs extended arguments that appeal to specific evidence.	Composes arguments that are well supported by evidence and incorporate logical reasoning. Explains how different claims and pieces of evidence relate to one another and support an overall argument.	Seeks c comm eviden argum	
Generating Solutions (Problem Solving)				
Identifies at least one relevant solution to a specific problem.	Identifies several possible solutions for a specific problem.	Uses strategies to guide solution generation processes.	Uses c to supp unique ideas.	
Testing Hypotheses				
Identifies a hypothesis to explain observed facts or a specific phenomenon.	Identifies a prediction from a given hypothesis (e.g., the seeds planted near a light source will grow more). Proposes simples tests to determine whether a prediction is true.	Follows protocols with established procedures to gather evidence about a prediction. Determines whether experiment results do or do not support a hypothesis.	Propos proced eviden Contro (e.g., th variabl experi Uses e hypoth	

Sub-Skill

Accumulate and In

●○○○○ Emerging	●●○○○ Basic	Identify
Observes and notices inconsistencies, disagreements, problems, something that isn't working, etc. Attempts to understand the cause of inconsistencies, disagreements, problems, something that isn't working, etc.	Identifies a problem to solve. Asks basic questions that can help to understand a problem and its causes better.	
Collecting Evidence		
Finds at least one reason to support a given point. Identifies basic questions that can drive evidence collection. Uses strategies (e.g., searching for keywords) to collect information.	Uses evidence to find several reasons to support a given point. Develops at least one research question to guide the collection of evidence. Collects evidence using concepts or categories to organize their search.	Identifies which of multiple possible research questions is best suited to gathering relevant evidence. Develops a useful organizational structure for evidence collection (e.g., sorting by evidence type or observable characteristics).

Uses understanding of a discipline to direct and organize evidence collection. Collects information, in considerable detail and nuance, from a variety of sources. Identifies when evidence represents alternative perspectives.	Uses nuanced understanding of a discipline in order to decide when a 'collection of evidence' is sufficient. Seeks out and considers evidence that represents alternative perspectives.

Critical thinking

No evidence

No evidence of question and analysis of the decision process, data, information, or evidence base. Acceptance of inputs at face value. No evidence of new sources of information being sought.

Developing

Some evidence of questioning and critiquing of the decision process and inputs. Some effort put into finding new sources of inputs.

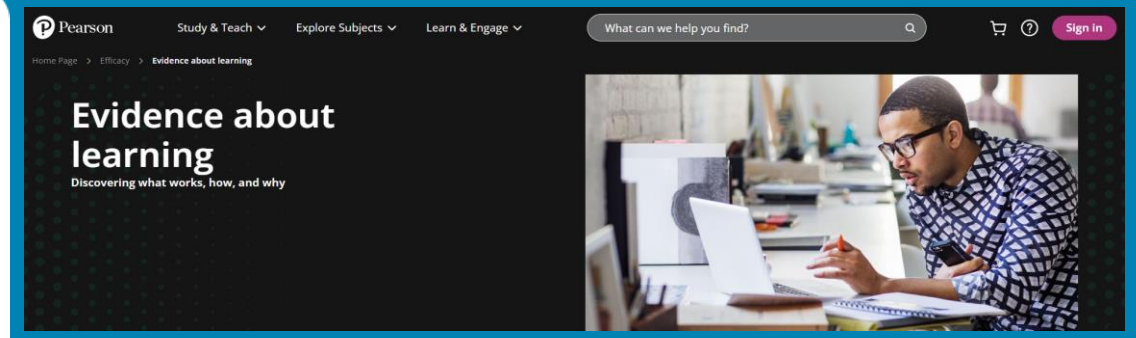
Intermediate

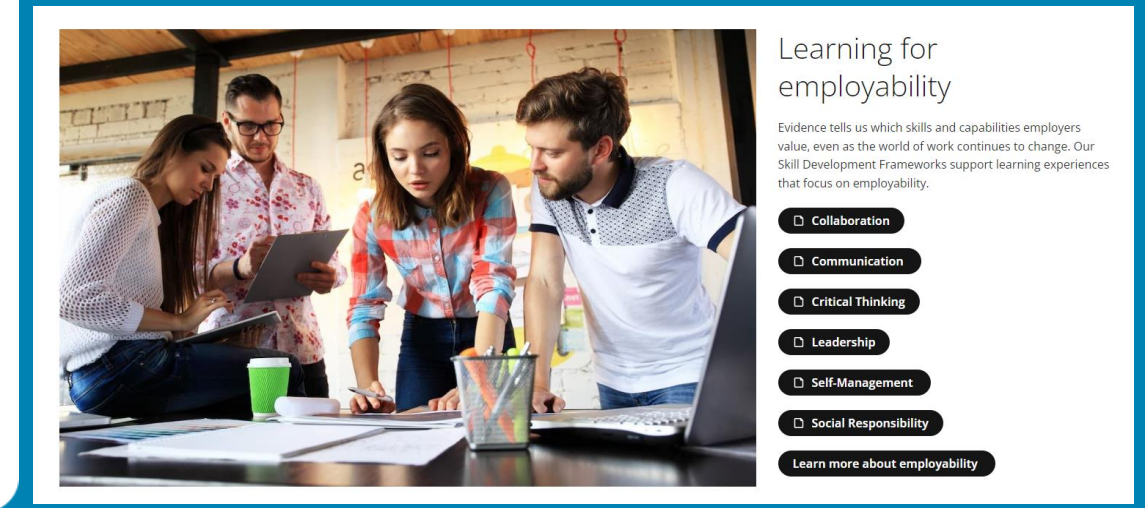
Well-defined questioning and critiquing moving towards new arguments and positions on the decision process and evidence base.

Advanced

Clearly defined questioning and critiquing with fully developed arguments and positions on the decision process and evidence base.

Future Skills: Resources





www.pearson.com/en-gb/efficacy/learning-evidence.html#evidence-career

Employability skills: short course

- **Online self-study course** (18 hours)
- **Blended course with in-class activities** (+ 14 hours)
- Focus on **Employability Skills** + language development
- **Aligned to GSE** and Employability Frameworks
- **End of level assessment** – students achieving 80% or higher receive a digital badge

Employability skills and English

- **Include soft skills** in the ELT classroom
- **Start young**! These skills take many years to master
- **Raise the profile** of soft skills – let the students know what they are and why they are important
- **Give feedback** – positive and areas for improvement
- **Model the skills** yourself
- **Teach the necessary language** that allows learners to demonstrate soft skills
- **Include activities** that give learners the chance to practise soft skills
- **Share the criteria** outlining what “good” looks like

Pearson