The Future of Learning: Redefining Readiness from the Inside Out

Jason Swanson
• Are the changes that work is undergoing novel?
• What might those changes mean for how readiness is defined?
• What could all of this mean for readiness pathways?
The future is not a fixed point. It is ours to create.
How has work changed since you entered the workforce?
A New Era of Partners in Code
TEMP WANTED
Future Work Characteristics

- Market-driven and user-centered
- Data and metrics driven
- Modular and recombined
- Grounded in relating
- Interwoven with learning
A New Foundation for Readiness

Individually Aware: Emotional Regulation

Socially Aware: Empathy and Perspective-Taking

Self-Discovery: Deep Self-Knowledge

Core Social-Emotional Skills:
- Solve Problems
- Thrive in Ambiguity and Uncertainty
- Communicate and Create with Numbers
- Learn Anything, Anywhere
- Make Friends with People and Machines
- Cultivate Inclusive Communities

Foundational Cognitive & Metacognitive Practices:
- Think Differently
- Take Initiative and Self-Advocate
- Learn Initiative and Self-Advocate
- Make Friends with People and Machines
- Cultivate Inclusive Communities

Work Will Be Market-Driven and User-Centered
Work Will Be Modularized and Recombined
Work Will Be Grounded in Relating
Work Will Be Data-Driven and Metrics Driven
Work Will Be Intertwined with Learning
Shifting Organizing Principles in Education

Source: Saveri Consulting, 2014

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• Teach and integrate skills-based social-emotional curricula.
• Nurture aspirational visions.
• Bring ambiguity and uncertainty into the classroom.
• Encourage and support cognitive diversity and flexible thinking.
• Renegotiate definitions and markers of success.
• Rethink teacher preparation with social-emotional intelligence at its center.
• Seek to cultivate deep partnerships with afterschool, summer, out-of-school-time learning providers, and the employment sector.
Thank You

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