

What will society look like in 2028?

And how are we preparing year 7 for that?



Ready – Respectful - Safe

*Miss C. Skarin
Assistant Principal*

We are part of...

WENSUMTRUST

Do This Now...

Parents and Carers:

Can you think of three jobs that existed when you were at school, but don't now?

Students:

You are the listeners in this one!



And Now This...

Parents and Carers:

If you work, explain one thing about your current job that has changed over the last three years.

Students:

You are the listeners in this one!

What will 2028 look like?

Technology forecasts for 2028

Technology related predictions due to make an impact in 2028 include:

- The big business future behind self-driving cars: Future of Transportation P2
- Your future inside the Internet of Things: Future of the Internet P4
- The day wearables replace smartphones: Future of the Internet P5
- Your addictive, magical, augmented life: Future of the Internet P6
- Housing prices crash as 3D printing and maglevs revolutionize construction: Future of Cities P3

What will 2028 look like?

Culture predictions for the United Kingdom in 2030

Culture related predictions to impact the United Kingdom in 2030 include:

- The number of 18-year-olds increase by 25% compared with 2020 levels, leading to a higher education boom. Likelihood: 70 percent [link](#)
- The growth of dating apps and websites has led to more than 50% of relationships now beginning online. In 2019, that number was 32%. Likelihood: 80% [Link](#)
- By 2037 the majority of newborns will be 'e-babies' as their parents met online. [Vote On This Forecast](#)

<https://www.quantumrun.com/future-timeline/2028>

Our Year 7 students are moving into a 'Brave New World'!

What will 2028 look like?

What is changing?	How is it affecting jobs?	Which job areas will be in high demand?
<p>New technology is being developed all the time.</p>	<p>New technology is the main reason for old jobs disappearing and new jobs being created.</p> <p>Self-service machines in shops and fewer checkout staff; robots on production lines; online banking – branches closing.</p> <p>Growing demand for people in emerging areas such as immersive technologies, creative media and drone technology.</p>	<ul style="list-style-type: none"> ▪ Cyber security ▪ Computing ▪ Electronics ▪ Design engineering ▪ Creative media ▪ Aerospace ▪ Agri-tech ▪ Transport technologies ▪ Biotech ▪ Culture and tourism

How many of us...

***How did your
assessment go?***

I got 15/20

***Ohh excellent well
done!***

***How did your
assessment go?***

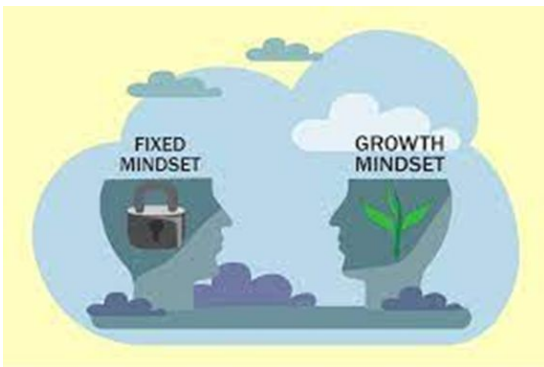
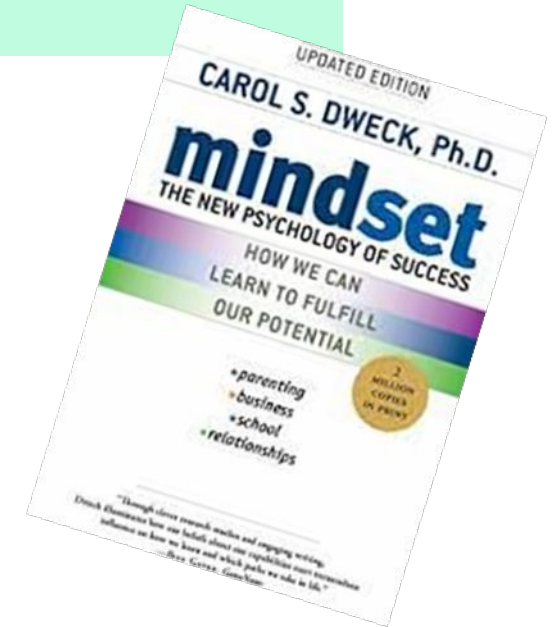
Really bad...

***Ohh no its ok...
Never mind...
Try harder next time...***

In school we
will...
At home...

Language For Learning

'Every word and action can send a message. It tells students how to think about themselves. It can be a fixed-mindset message that says: "You have permanent traits and I am judging them". Or it can be a growth-mindset message that says: "You are a developing person and I am interested in your development." It is remarkable how sensitive children are to these messages.' - Carol Dweck



" People's beliefs, attitudes, values and dispositions are contagious. Students pick up on them unwittingly from everyone around them, especially those they trust or admire"- Guy Claxton and Graham Powell

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How often do we use the word work at school?

Get on with your work!

Have you finished your work?

That's a great piece of work!

What connotations do we associate with the word work?

A Replace 'Work' with 'learning'

- Work is associated with either a finished product- 'A piece of work' or quite often drudgery.
- Is this what we want the process of learning to feel like?
- We want student to think about the learning process as thinking, wondering, experimenting, discovering ... not rushing through a thoughtless task to complete a finished product.

Let's all try replacing the word work, when talking about a process to 'learning'

A Questioning to promote deeper thinking

QUESTION

How did you do that?

How else could you have done that?

Who did that in a different way?

Which were the tricky bits? What is tricky about them?

What could you do when you are stuck?

What else do you know that might help you?

How could you have revised that differently?

Where else could you use that?

How could you make that harder for yourself?

LEARNING EFFECT

Allows students to slow down, notice and appraise strategies and steps

Encourages students to stop skipping quickly on to the 'right answer'

Encourages learning from others. Encourages students to compare their learning

Encourages learners to become more reflective and thoughtful

Encourages independence

Students develop the habit of thinking for themselves

Encourages students to think about the process of learning

Encourages flexible thinking- knowing which skills to use when

Encourages students to consider how they might regulate the difficulty of tasks themselves

Improve rather than correct

- Learning is all about improving
- Try swapping the language of ‘correcting mistakes’ for ‘improving your ability to’ or ‘getting better at’- it’s more positive and encouraging.
- When we think about assessment and marking students find it much more motivating to think about their improvements over time than to be compared with the rest of class against a standard. How can we shift our focus from attainment to improvement?

Could be...

- The phrase 'could be' promotes deeper thought and hypothesis generation. Look at the effect of replacing the word 'is' with 'could be'

What is the solution to this problem?

What solutions could there be this problem?

What word is needed here?

Can you think of some words that could work well here?

What should our class rules be?

What could our class rules be?

What do you notice?

‘Is’ language shuts off learning

‘Is’ suggest that there is only one solution or that the thinking has already been done for them.

‘Could be’ language opens up possibilities. It invites students to offer a range of solutions and to engage in problem solving for themselves.

This applies equally to
Science and Maths.

The top 10 skills, abilities, and knowledge associated with rising occupations as follows.

What will 2028 look like?



THE MOST SOUGHT-AFTER LABOUR SKILLS IN THE 21st CENTURY

RESOLVING COMPLEX PROBLEMS

The search for gradual solutions will help us to avoid errors.

ABILITY TO NEGOTIATE

Mutual respect between those involved is the best way to make an agreement possible.

CRITICAL THOUGHT

The key factors are self-discipline and a global and rational outlook.

ADAPTABILITY

You need to leave your comfort zone when faced with any kind of situation.

BE INQUISITIVE

It is essential to be inquisitive about what surrounds you and to make new discoveries.



KEEP AN OPEN MIND

Always adapt what you know to each situation, to each moment.

INITIATIVE

Be proactive and propose new ideas before you are asked for them.

DECISION MAKING

A global analysis of any problem will always lead you to the best solution.

CREATIVITY

There is nothing better than imagination and teamwork for developing creativity.

EMOTIONAL INTELLIGENCE

Machines are not able to handle emotions in interpersonal relationships.



- 1 Judgement and Decision Making
- 2 Fluency of Ideas
- 3 Active Learning
- 4 Learning Strategies
- 5 Originality
- 6 System Evaluation
- 7 Deductive Reasoning
- 8 Complex Problem Solving
- 9 System Analysis
- 10 Monitoring

The power of 'Yet'

The word raises not just the possibility that you will eventually be able to do it, but the expectation that you can and will.



Thank you!

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