

JOBS OF THE FUTURE

By 2025 we'll lose over five million jobs to automation. That means that future jobs will look vastly different to the jobs of today. Knowledge creation and innovation will be key to success in the jobs market of the near future.



Attleborough
an As




One in five existing jobs in Britain will be threatened by 2030 as a result of automation. This amounts to 3.6m jobs in total, according to a new report from think tank Centre for Cities.



Workers of the future will spend more time on activities that machines are less capable of, such as managing people, applying expertise, and communicating with others. The skills and capabilities required will require more social and emotional skills and more advanced cognitive capabilities, such as logical reasoning and creativity.


What jobs will exist in 2030?

Didn't Exist in 2006

IPHONE 

IPAD 

KINDLE 

4G 

LYFT 

ANDROID 

WHATSAPP 

AIRBNB 

OCULUS 

SPOTIFY 

NEST 

BITCOIN 

BLOCKCHAIN 

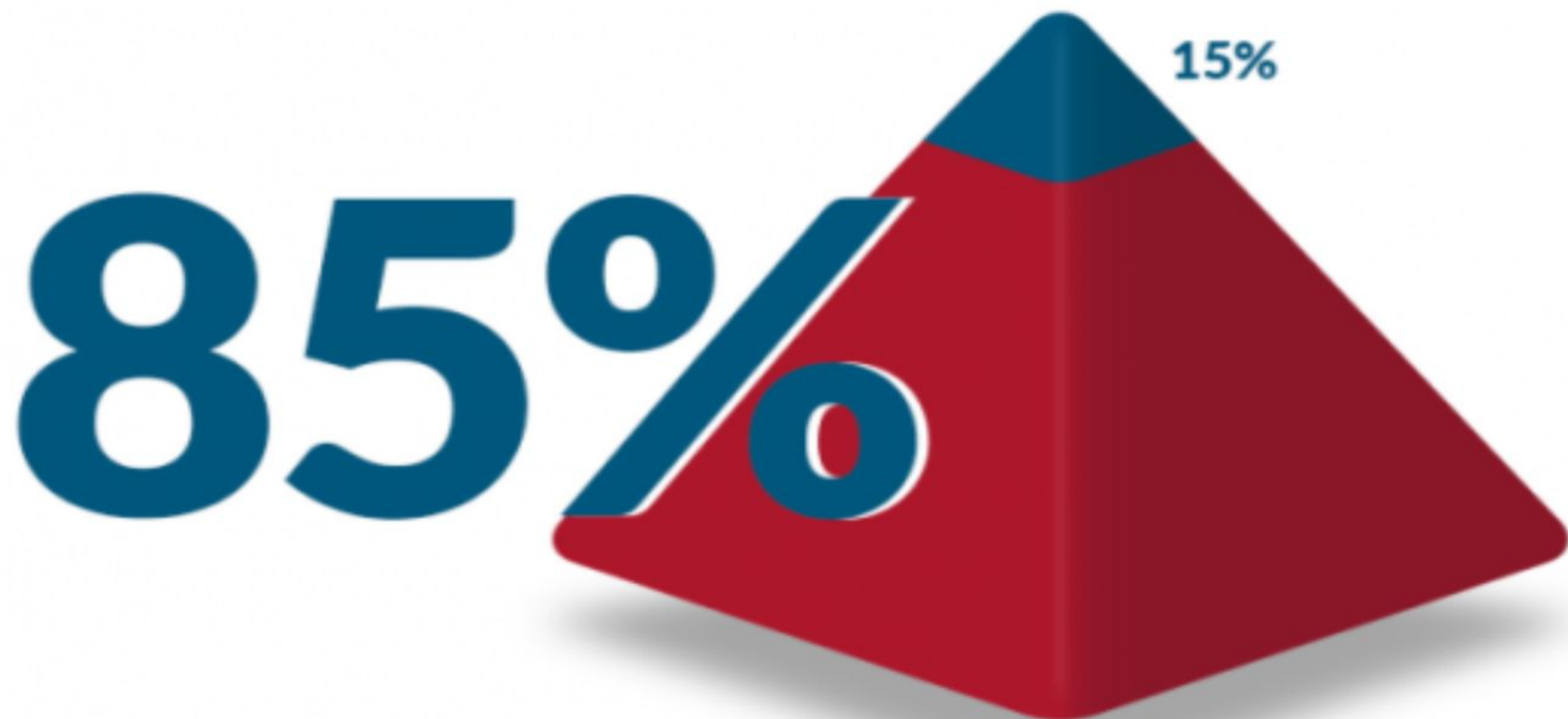
SQUARE 

INSTAGRAM 

SNAPCHAT 

- A recent report claims that 85 per cent of the jobs that will be available in 2030 have not even been invented yet.
- Flexibility, skills that can be transferable to other roles and a willingness to change career will be important in the future job market.

Research conducted by Harvard University,
the Carnegie Foundation and Stanford Research Center, has all concluded that
85% of job success comes from having well-developed soft skills and people skills,
and only 15% of job success comes from technical skills and knowledge (hard skills).



Soft skills are:

In the UK, the 'Backing Soft Skills Campaign' summarised that the UK is not investing enough in soft-skills and by 2020, more than half a million UK workers will be significantly held back by a lack of soft-skills.

Communication and interpersonal skills



Teamwork



Decision-making and initiative-taking



Time- and self-management



Taking responsibility





Education Secretary, Damien Hinds, has said that whilst qualifications and exams were important they were “not the whole picture when it comes to what you learn and achieve” and that said schools should develop pupils’ character, resilience and soft-skills.

REFLECTIVE



INDEPENDENT



TEAM



CREATIVE



Skills you need *now* to get
the Jobs of the *future*

Vision

Preparing every child to confidently navigate the rapidly changing landscape and equip them with the skills needed.

1. Critical thinking
2. Leadership
3. Communication
4. Collaboration
5. Adaptability
6. Innovation
7. Global citizenship
8. Productivity and accountability
9. Entrepreneurialism
10. Accessing and synthesizing information



The 'bar has been raised'

Terminal
exams.

Higher
expectations
for 'good pass'.



Tougher
exam
Content.

Minimal
CW.



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**Increased
comprehension.**



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Format matters - Collegiate Format

Basil Bernstein - elaborated and restricted codes.

Collegiate Format - formalize diction and provide full context, often couched in technical language that you understand a



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No opt out

Teacher: 'Charlie, what's 6 times 4?'

Charlie: 'I dunno'

What happens next?



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Four formats -



Format 1

I provide the answer; the student repeats the answer.

Format 2

Another student provides the answer; the initial student repeats the answer.

Format 3

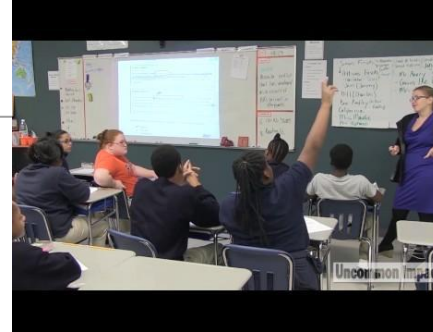
I provide a cue; your student uses it to find the answer

Format 4

Another student provides a cue; the initial student uses it to find the answer.



Right is Right - All the way right.



Holding out for all-the-way right:

When your teacher resists “rounding up” and saying that a student is right when he or she is only partially so.

Answer my question:

When your teacher insists that students are disciplined about answering the questions asked of them.

Right answer, right time:

When your teacher resists giving a student credit when he or she rushes ahead.

Specific vocabulary:

When your teacher makes students lock down the details in precise words and technical terminology.



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Stretch it

- Reward correct answers with harder ones
- Ask :

...how or why - can you explain how you got to an answer?

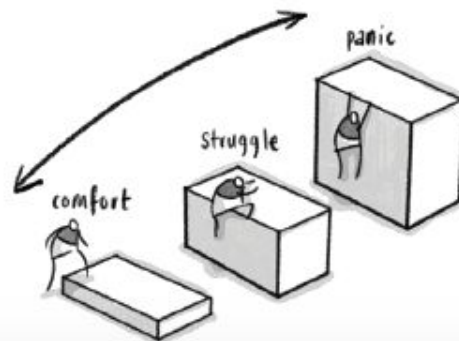
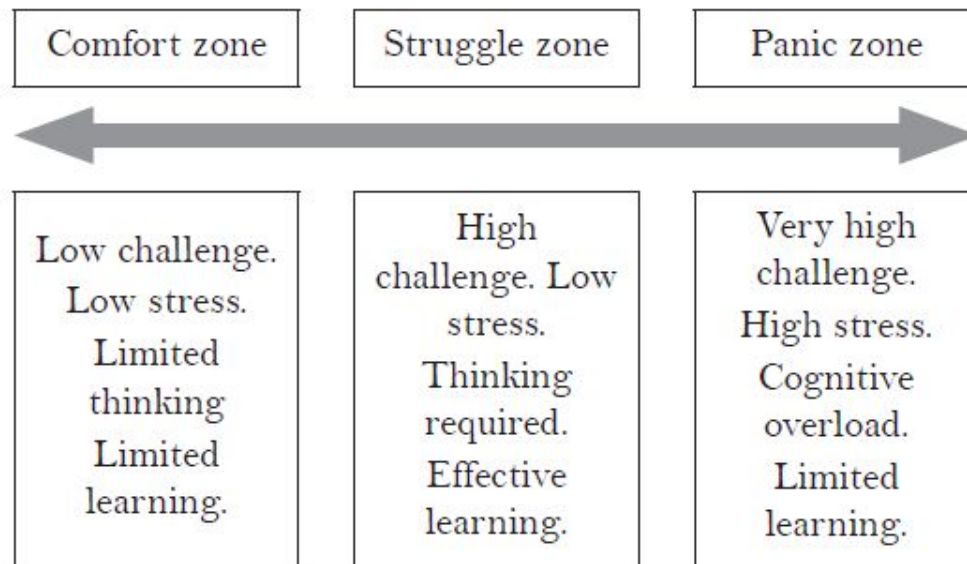
...for another way to answer



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