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PERFECT FIT

RE-IMAGINING THE NATIONAL
CURRICULUM FOR THE FUTURE



What is the point of Education?

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler



...and how does the curriculum support that aim?

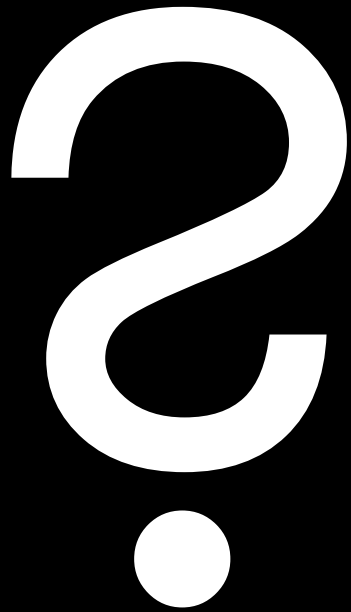
**Enriching
the mind?**



**Providing a means
to 'make a living'?**

Says who

Parents?



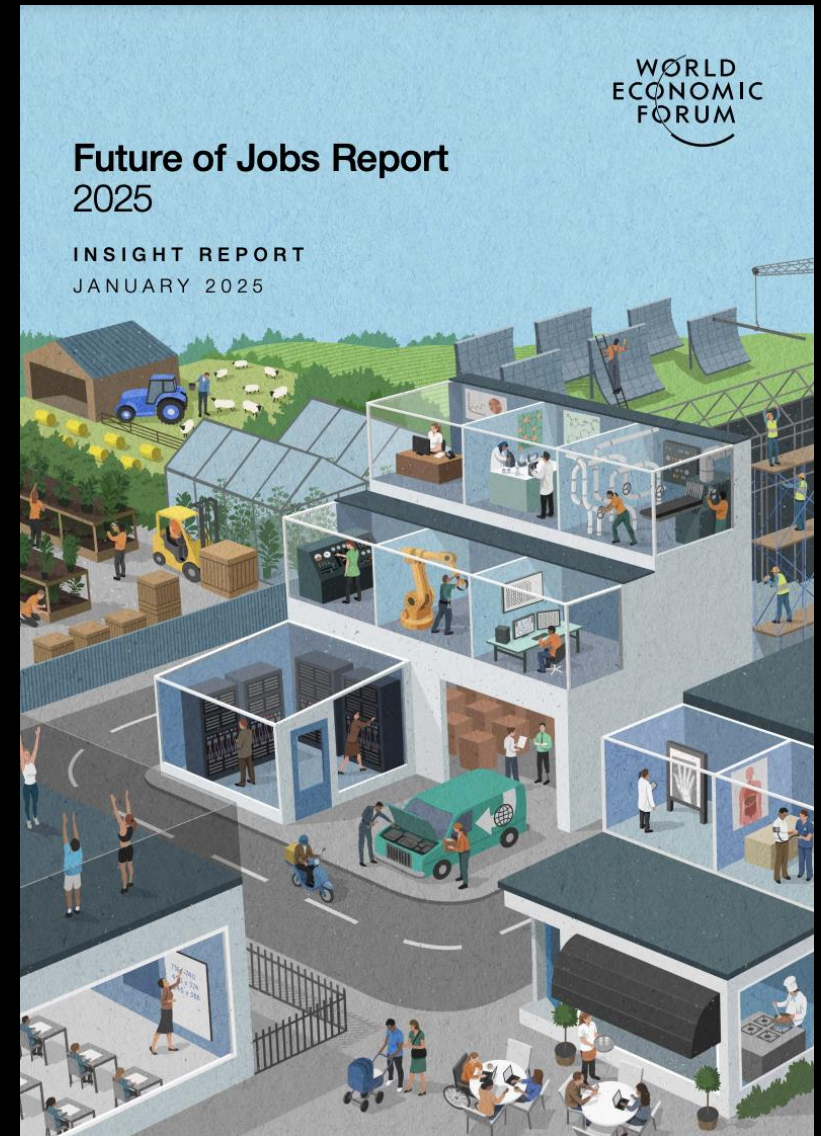
Regulators &
Governments?

School
Owners?

School
Leaders?

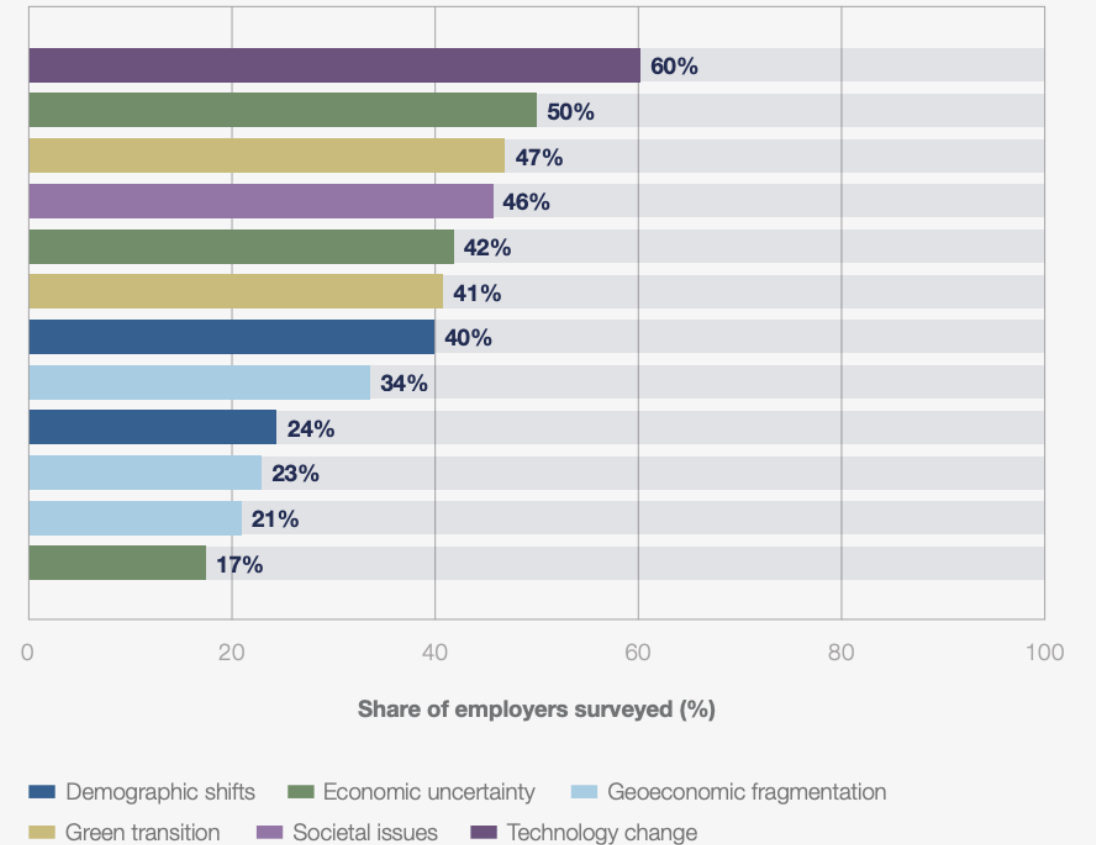
Children?

**Simply preparing for
successful navigation of life**



Expected impact of Macrotrends on business transformation

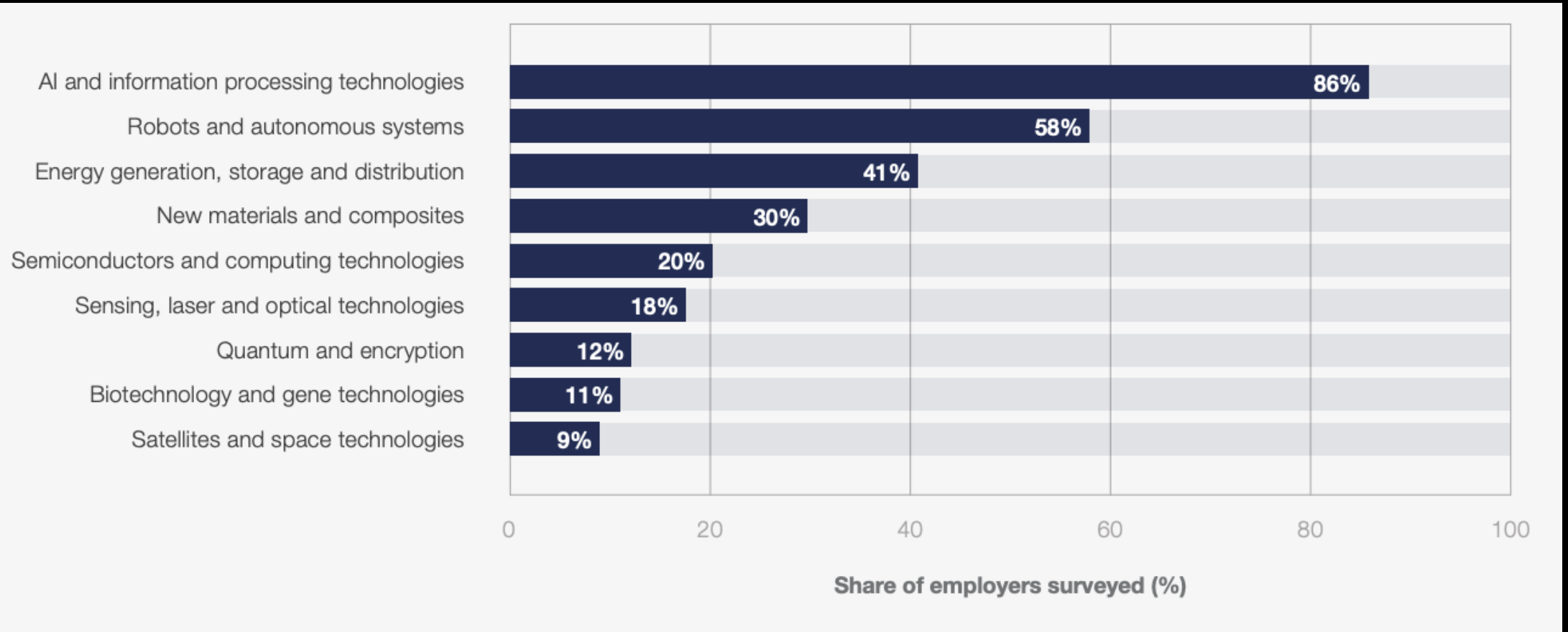
Broadening digital access
Rising cost of living, higher prices or inflation
Increased efforts and investments to reduce carbon emissions
Increased focus on labour and social issues
Slower economic growth
Increased efforts and investments to adapt to climate change
Ageing and declining working-age populations
Increased geopolitical division and conflicts
Growing working-age populations
Increased restrictions to global trade and investment
Increased government subsidies and industrial policy
Stricter anti-trust and competition regulations



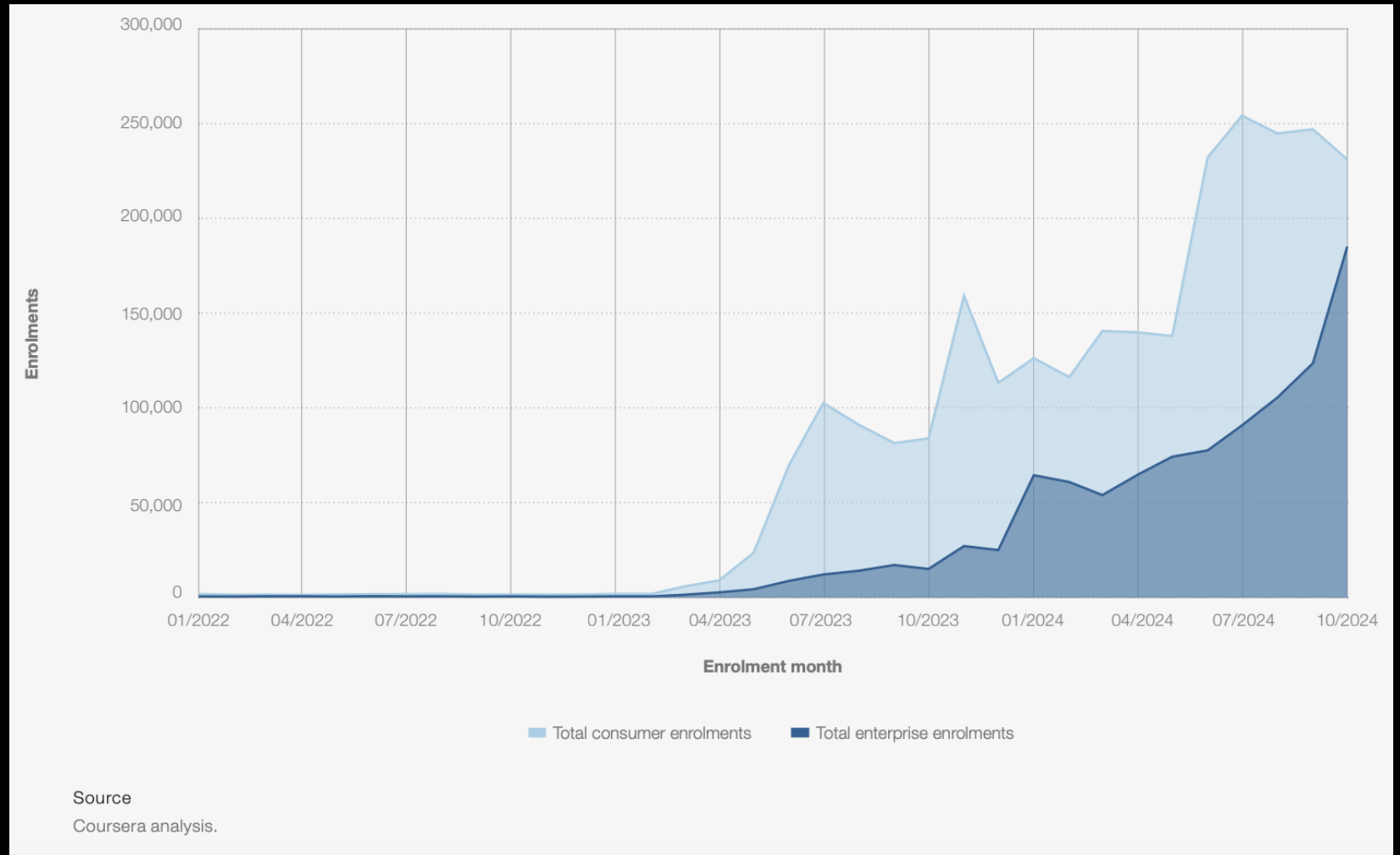
Source

World Economic Forum, Future of Jobs Survey 2024.

Technology Trends driving business 2025-2030

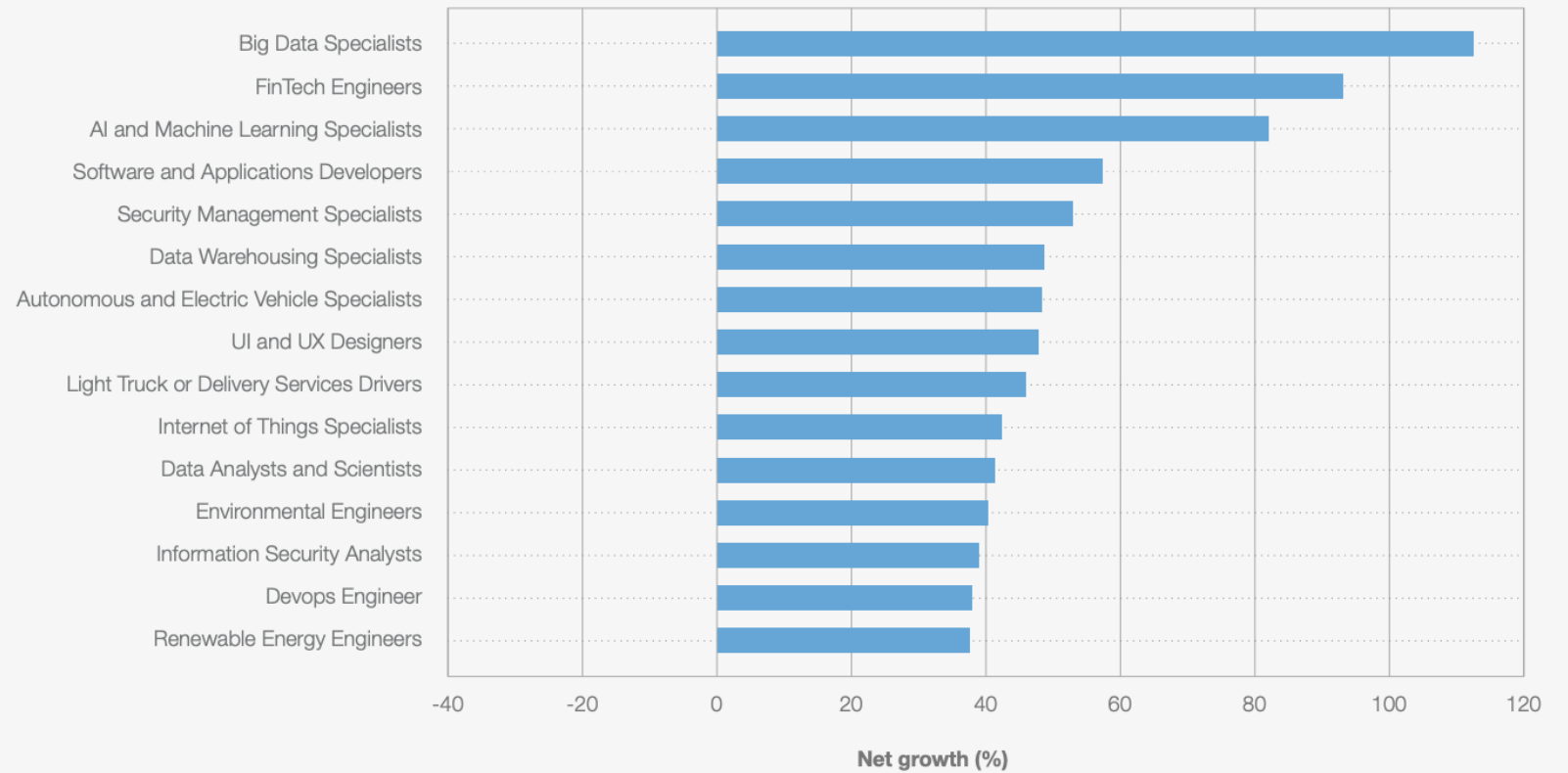


Demand in AI courses



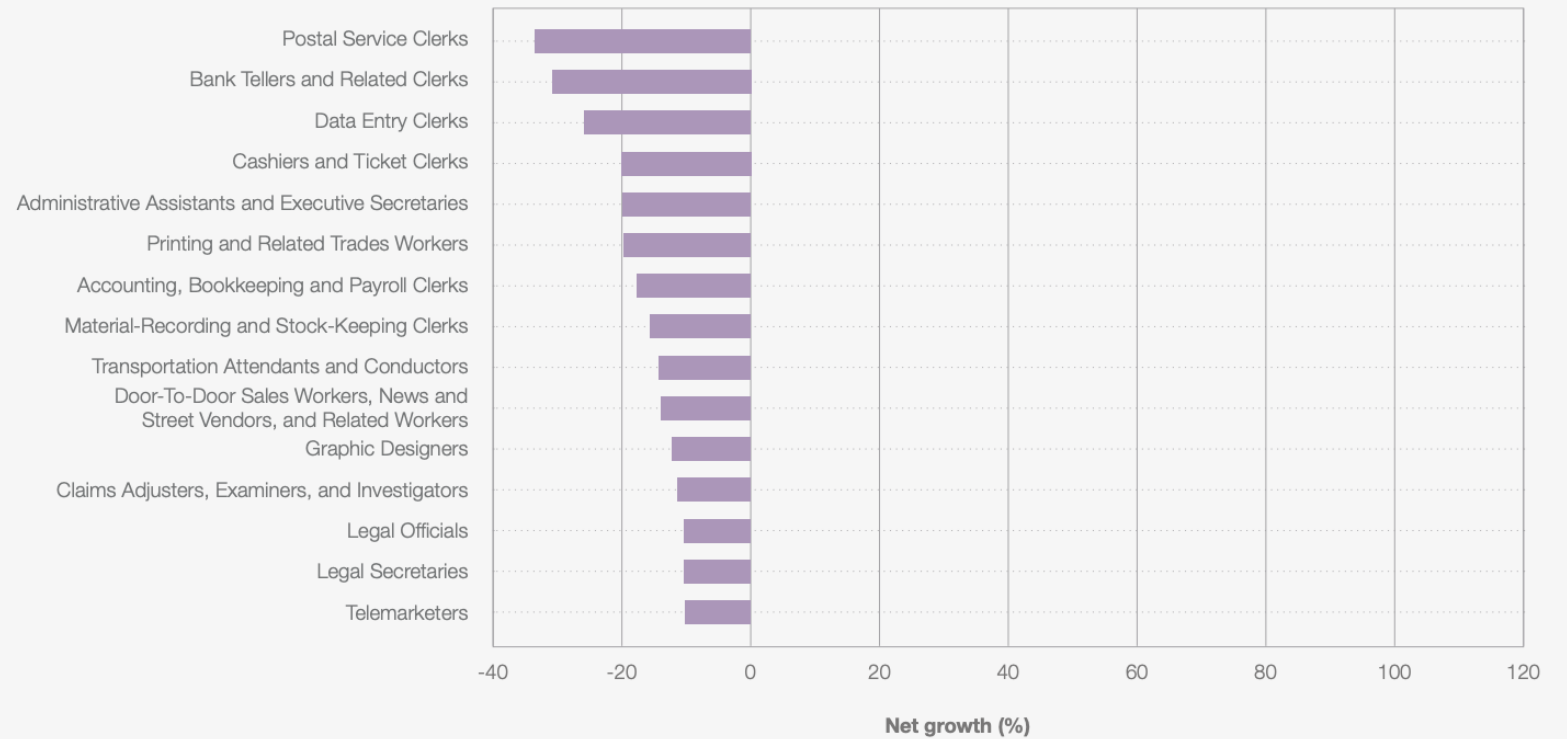
Fasting Growing Jobs

Top fastest growing jobs



Fasting Declining Jobs

Top fastest declining jobs



Source

World Economic Forum, Future of Jobs Survey 2024.

Increased Demand for Digital and AI Literacy

Focus on Resilience, Flexibility, and Lifelong Learning

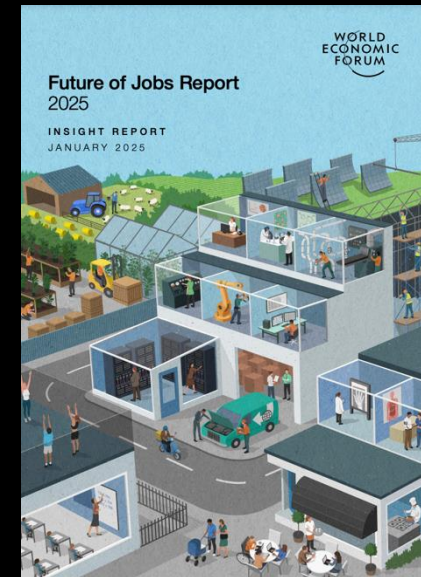
Green Transition and Sustainability Education

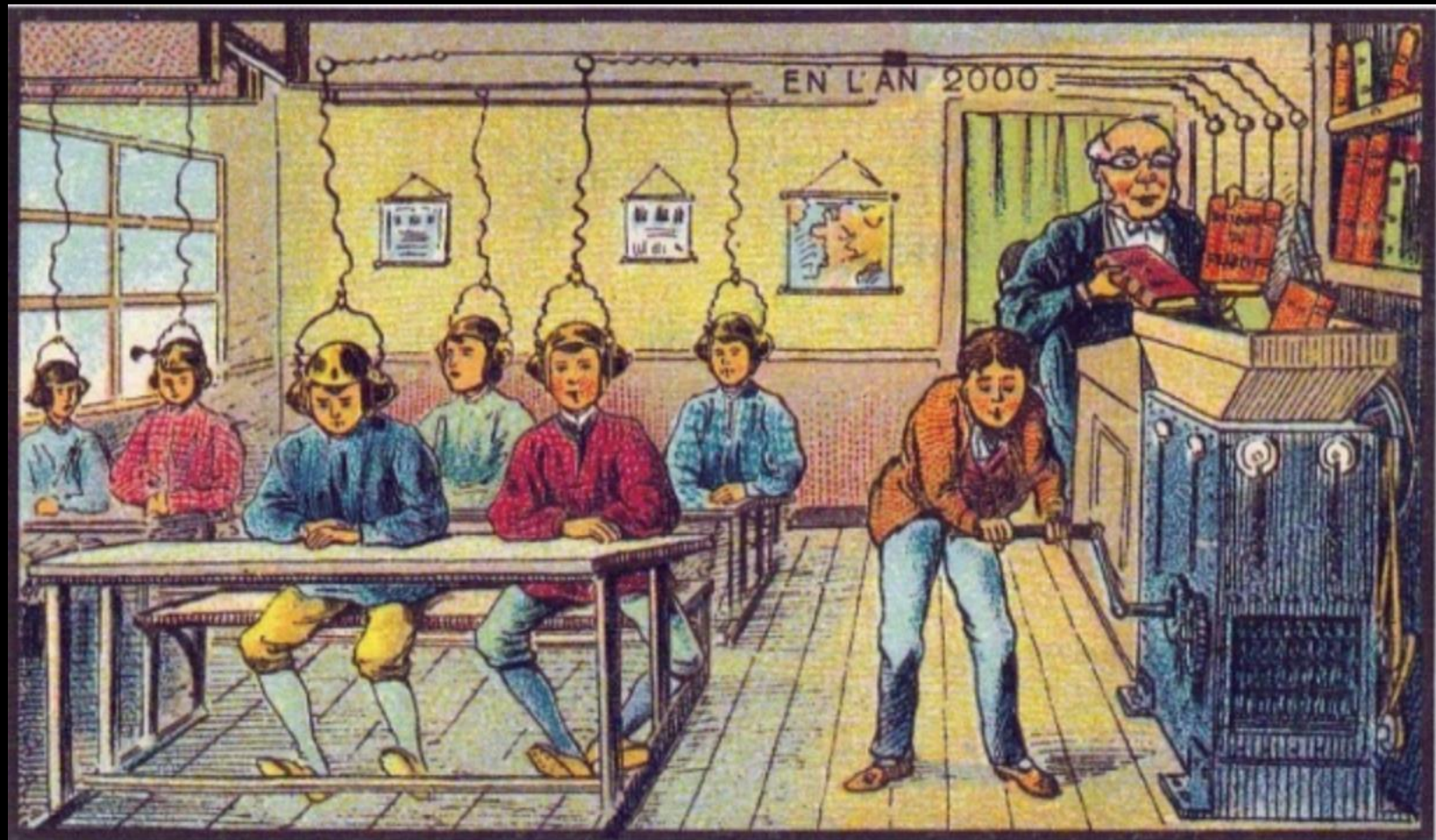
Development of Social and Leadership Skills

Emergence of New Career Pathways

Bridging Equity Gaps in Access and Opportunity

Increased Role of Educators in Upskilling and Reskilling





This 1910 print is by the French artist Villemard and was part of a series "En l'an 2000" from around the World's Fair

Increased Demand for Digital and AI Literacy

- **Key Insight:** By 2030, 86% of employers anticipate AI and information processing technologies to transform their business.

Skills such as programming, big data analysis, and cybersecurity are among the fastest-growing demands.

- **K-12 Implication?:** Schools embed digital literacy, computational thinking, and AI fundamentals from an early age. This includes practical, project-based learning on data handling, coding, and ethical AI use.

Activity 1: Digital and AI Literacy

Focus: How can schools prepare students for an AI-driven world?

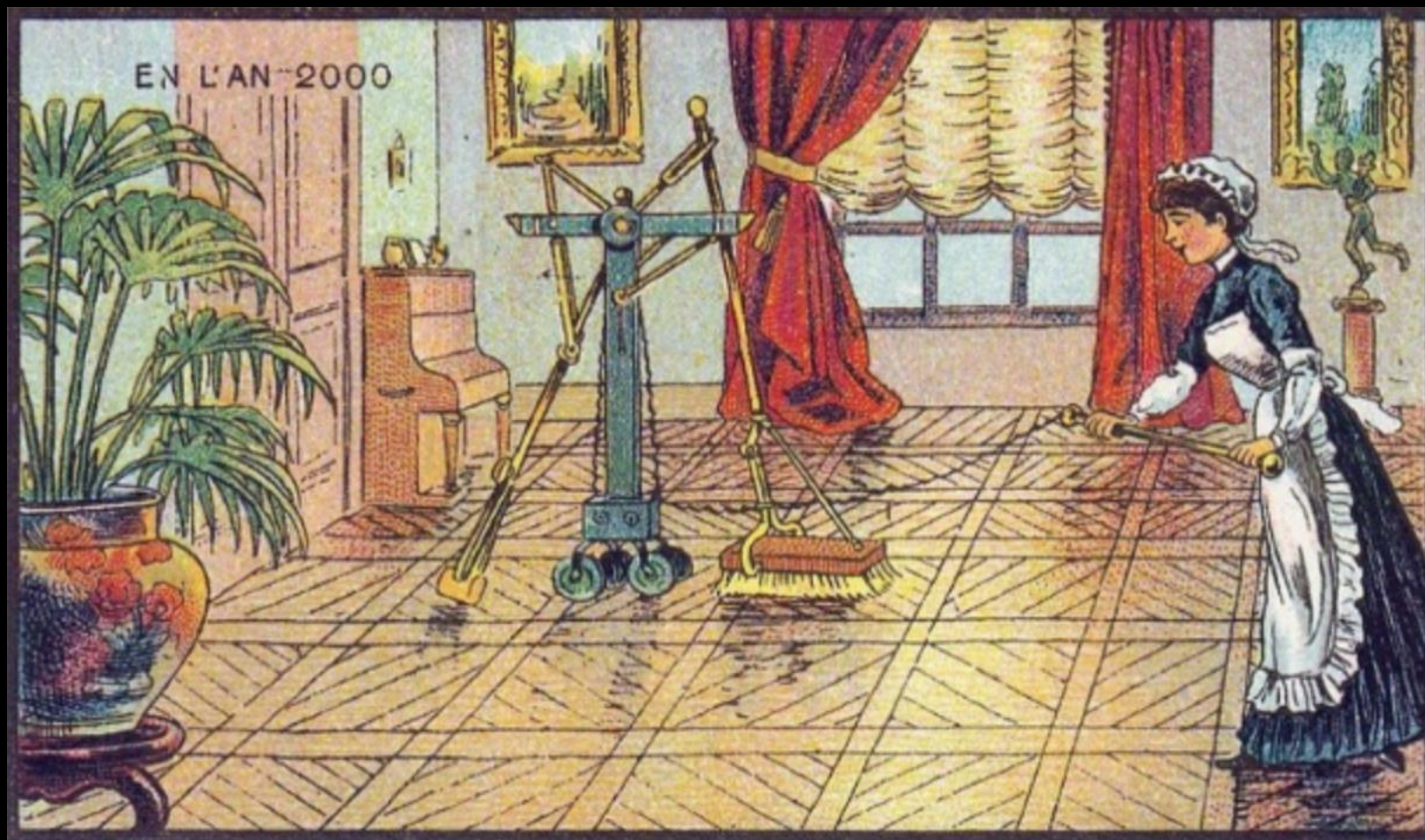
Table Debate:

"Should digital and AI literacy be treated as a core subject like maths or English, or integrated across all disciplines?"

Table groups divide into "core subject" vs. "integrated approach" advocates and debate for 3 minutes.

Tough Question:

"If digital and AI literacy are to become central pillars of the curriculum, **which existing subjects, if any, should sacrifice curriculum time to make space?** Should this shift come at the expense of tradition, breadth, or depth in other areas? Defend your choices."



Focus on Resilience, Flexibility, and Lifelong Learning

- **Key Insight:** 39% of existing skills will become obsolete by 2030, with a growing emphasis on resilience, flexibility, and creative thinking.
- **K-12 Implication?:** Curricula emphasise adaptability and critical thinking through problem-solving exercises, collaborative projects, and scenarios that teach students to handle ambiguity and change.

Activity 2: Resilience and Lifelong Learning

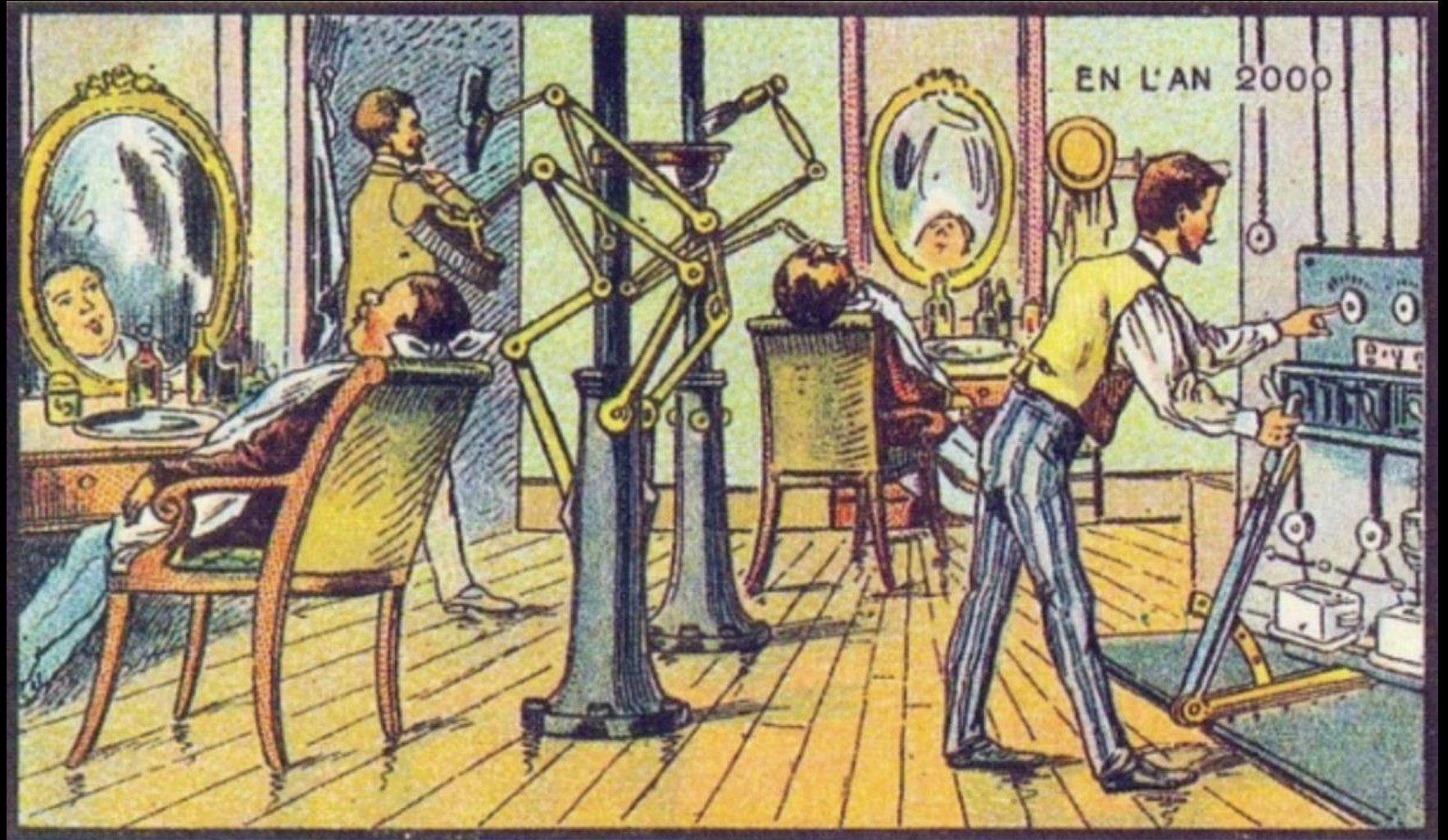
Focus: Building adaptability and resilience as key competencies.

Rank these strategies for fostering resilience in students from most to least impactful, and explain your reasoning:

- Incorporating low-stakes failure in assessments.
- Creating interdisciplinary project challenges.
- Embedding social-emotional learning (SEL) across the curriculum.
- Offering long-term mentorship programmes.

Tough Question:

"Resilience and adaptability are essential for students to thrive in a rapidly changing world. **If the curriculum must explicitly teach these traits, which areas of the current school experience—academic, co-curricular, or pastoral—should bear the primary responsibility?** How would you redesign those areas to ensure these skills are intentionally developed and measured?"





Green Transition and Sustainability Education

- **Key Insight:** Climate-change mitigation and adaptation are among the top drivers of transformation, fueling roles like environmental engineers and renewable energy specialists.
- **K-12 Implication?:** Sustainability education moves beyond basic awareness to include hands-on experiences with green technologies and systems-thinking approaches to environmental stewardship.

Activity 3: Sustainability Education

Focus: Embedding sustainability as a core theme in schools.

Table Debate:

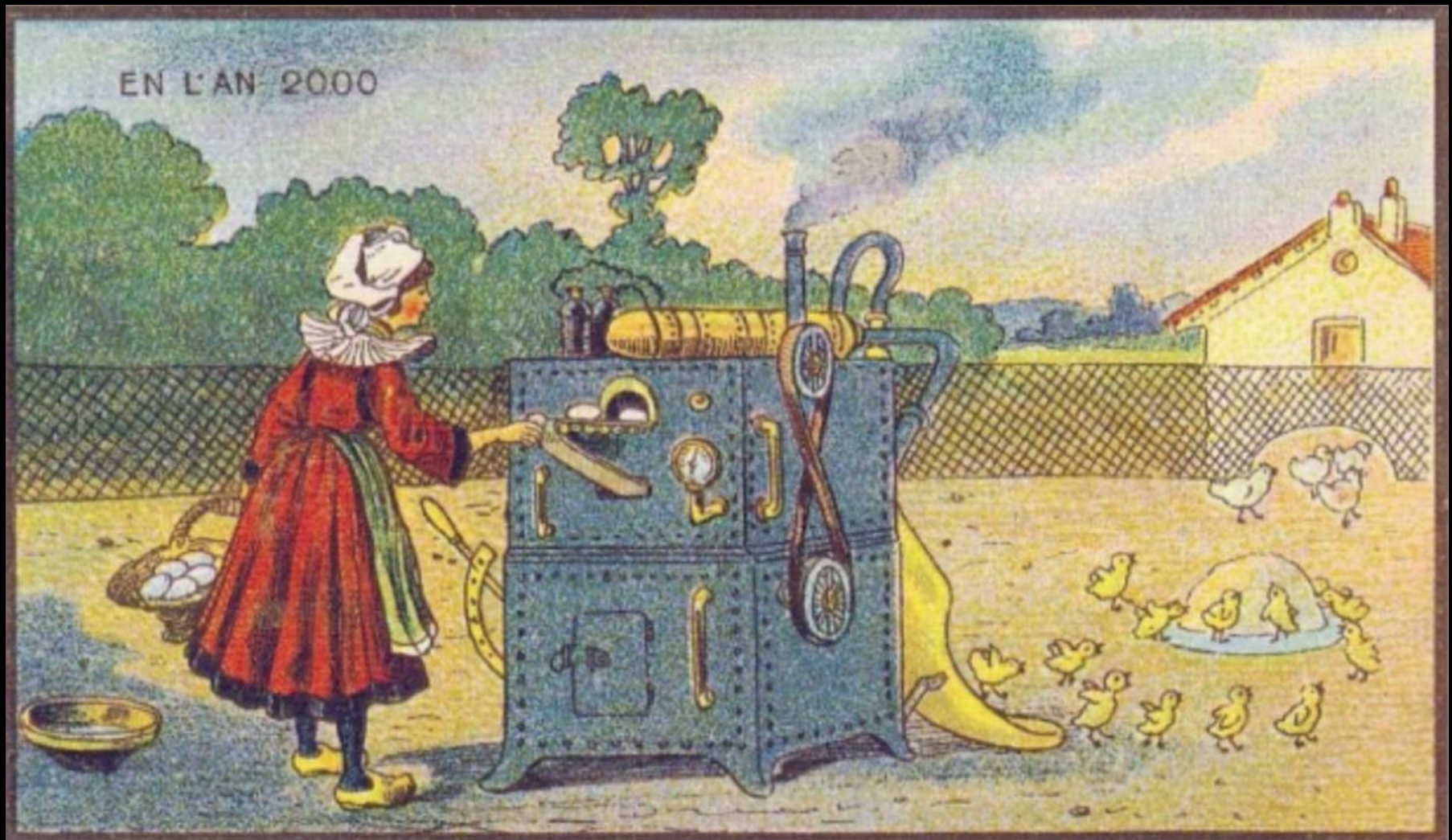
"Should sustainability be taught as a stand-alone subject, or integrated into all subjects?"

Take a look at Singapore's Green Plan 2030 and its influence on school projects.

Tough Question:

"If sustainability is to become a defining theme of the curriculum, should it focus on **shaping students' personal behaviours** (e.g., recycling, energy use) **or preparing them for future** roles as innovators and leaders in tackling global challenges? How would you structure the curriculum to balance immediate impact with long-term societal contributions?"

EN L'AN 2000



Development of Social and Leadership Skills

- **Key Insight:** Leadership and social influence rank as essential skills for 2025-2030, reflecting the need for collaboration in increasingly diverse and globalized teams.
- **K-12 Implication?:** Incorporate social-emotional learning (SEL), global citizenship, and intercultural competencies to help students lead inclusively and work effectively in diverse environments.

Activity 4: Social and Leadership Skills

Focus: Preparing students to lead in diverse, globalized environments.

Table Debate:

"Schools are becoming increasingly diverse in our region. How will you ensure leadership opportunities are equitable and culturally responsive?"

Rank these leadership development initiatives from most to least effective:

- Peer mentoring programmes.
- Student-led conferences.
- Service-learning projects in local communities.
- International collaborations (e.g., Model UN).

Discuss how to implement any of these equitably.

Tough Question:

"How can the curriculum prepare students to lead effectively in their parents' home countries, where **leadership styles, cultural norms, and expectations may differ sharply** from the international environments in which they are educated?"

EN L'AN 2000



Emergence of New Career Pathways

- **Key Insight:** Careers in AI, fintech, and renewable energy are expected to grow exponentially, while traditional roles like clerical work decline.
- **K-12 Implication?:** Career education must expose students to emerging industries through partnerships with tech firms, mentorship programs, and hands-on experiences in high-growth sectors.

Activity 5: Career Pathways and Emerging Industries

Focus: Building authentic career pathways within schools through real-world partnerships and entrepreneurial opportunities.

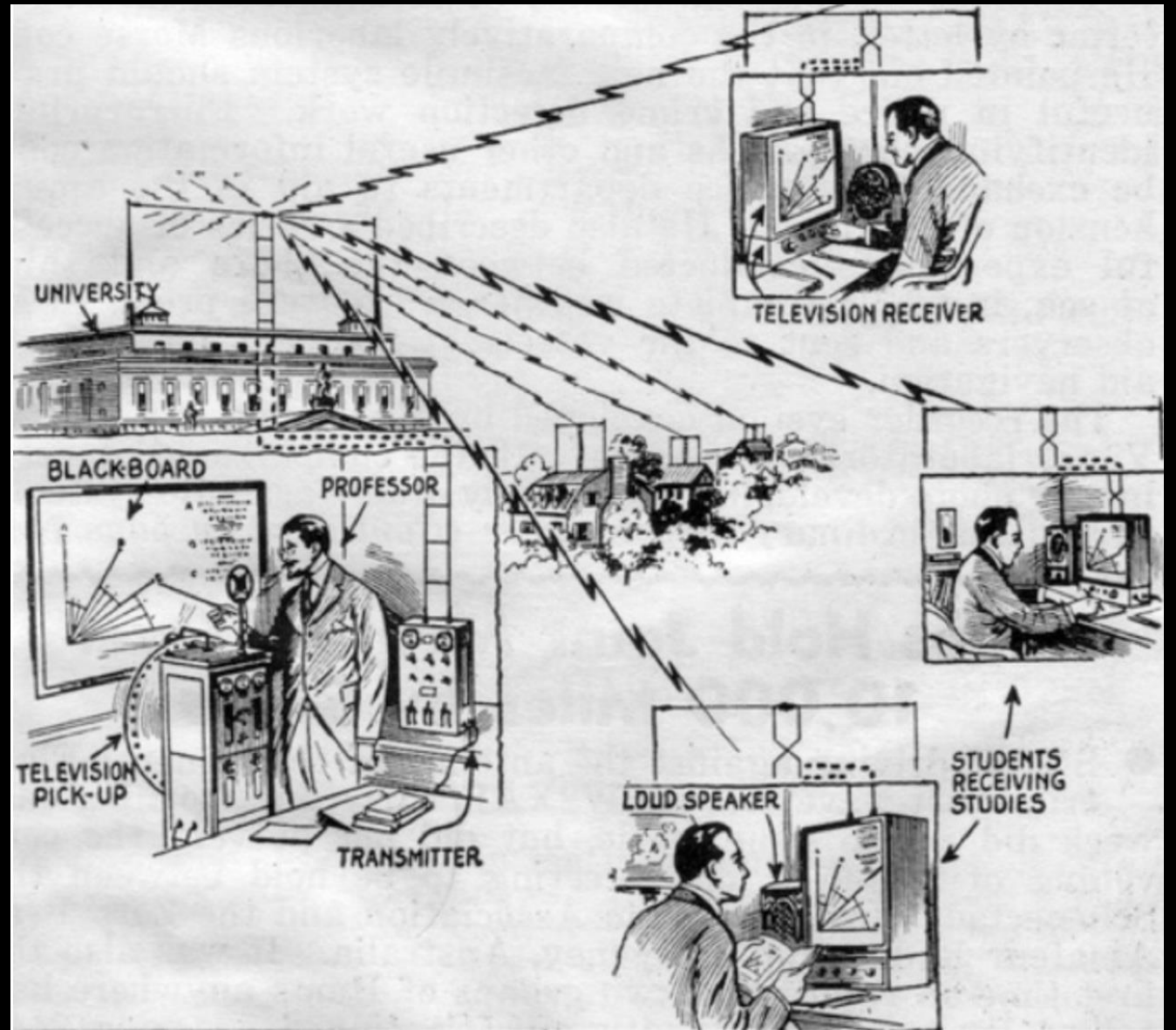
Table Task:

"How can schools create authentic and sustained career pathways for students by embedding real-world internships, mentorships, and entrepreneurial experiences into the curriculum? What would you do to ensure that these experiences genuinely reflect children's genuine future activities now?"

Tough Question:

"Imagine that your school partners with three major industries in your region to offer internships and project-based learning opportunities. What steps would you take to ensure these experiences are:

1. Meaningful and aligned with curriculum goals, Fintech and Renewable Energies,
2. Accessible to all students, and
3. Relevant in a world where 14 year olds are already running businesses?"



Bridging Equity Gaps in Access and Opportunity

- **Key Insight:** Expanding digital access is critical, yet disparities remain, particularly in lower-income sectors.
- **K-12 Implication?:** Ensure equitable access to technology and resources in schools to prepare all students for future opportunities, regardless of socioeconomic background.

Activity 6: Bridging Equity Gaps

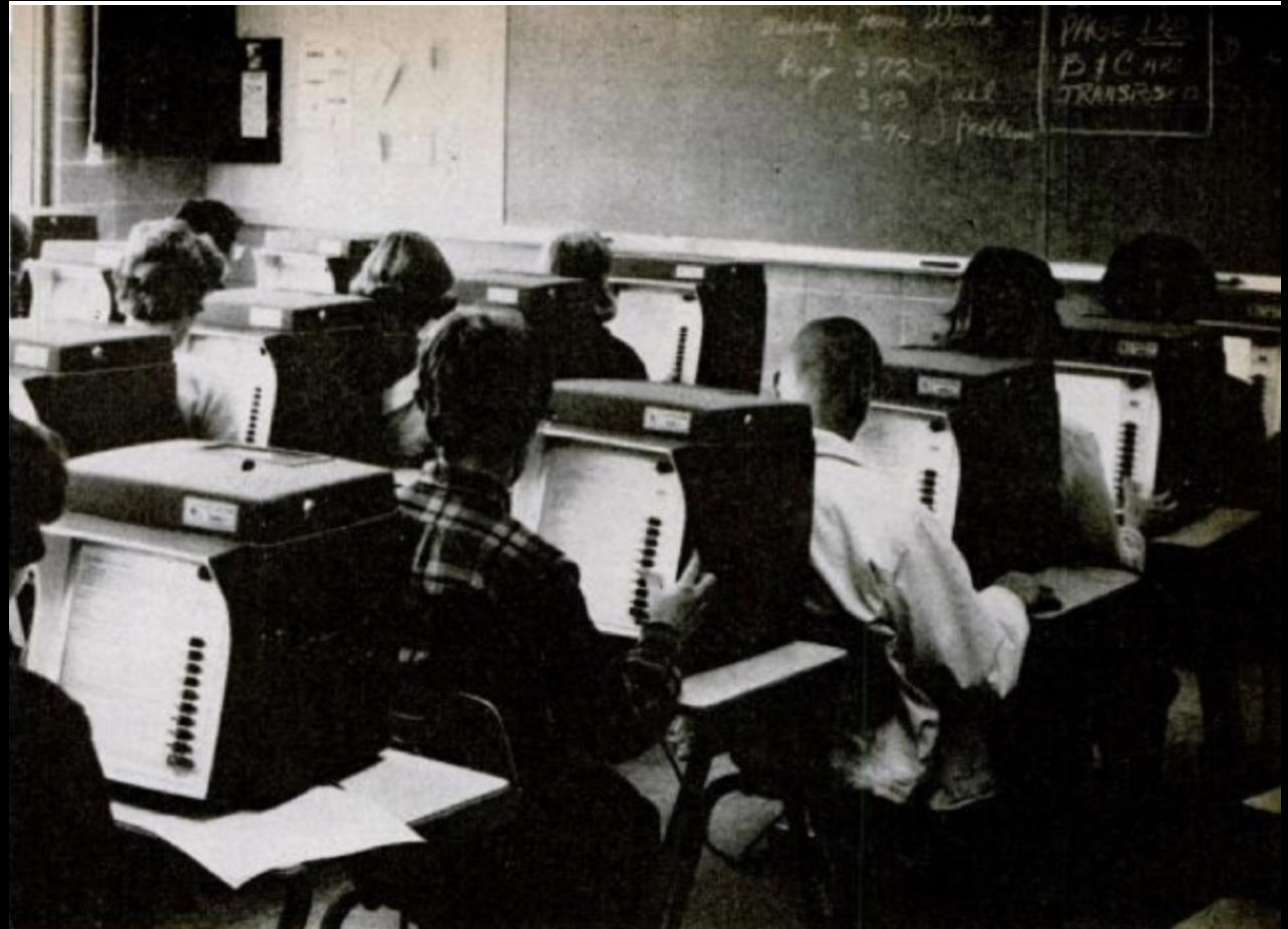
Focus: Ensuring equitable access to technology and resources.

Table Challenge:

"Your school receives funding from BoD/Governors to implement a digital equity initiative. What would be your first three actions to ensure every student has equal access to digital tools and training?"

Tough Question:

"The funding award is insufficient to address both **technology (devices/internet) and training (digital literacy/skills) needs**. Which area would you prioritise first, and why? How would you structure the initiative to maximise impact while addressing the area left behind?"



By 1965, predicts one authority, half of all U. S. students will make use of machines.

Teaching Machines

—Do They or Don't They?



Increased Role of Educators in Upskilling and Reskilling

- **Key Insight:** With 59% of the workforce requiring upskilling by 2030, educators will play a key role in lifelong learning ecosystems.
- **K-12 Implication?:** Teacher training strategies to integrate emerging technologies, personalised learning, and real-world applications into classrooms should all be reviewed and renewed?

Activity 7: Upskilling Educators

Focus: Preparing educators to lead future-ready schools.

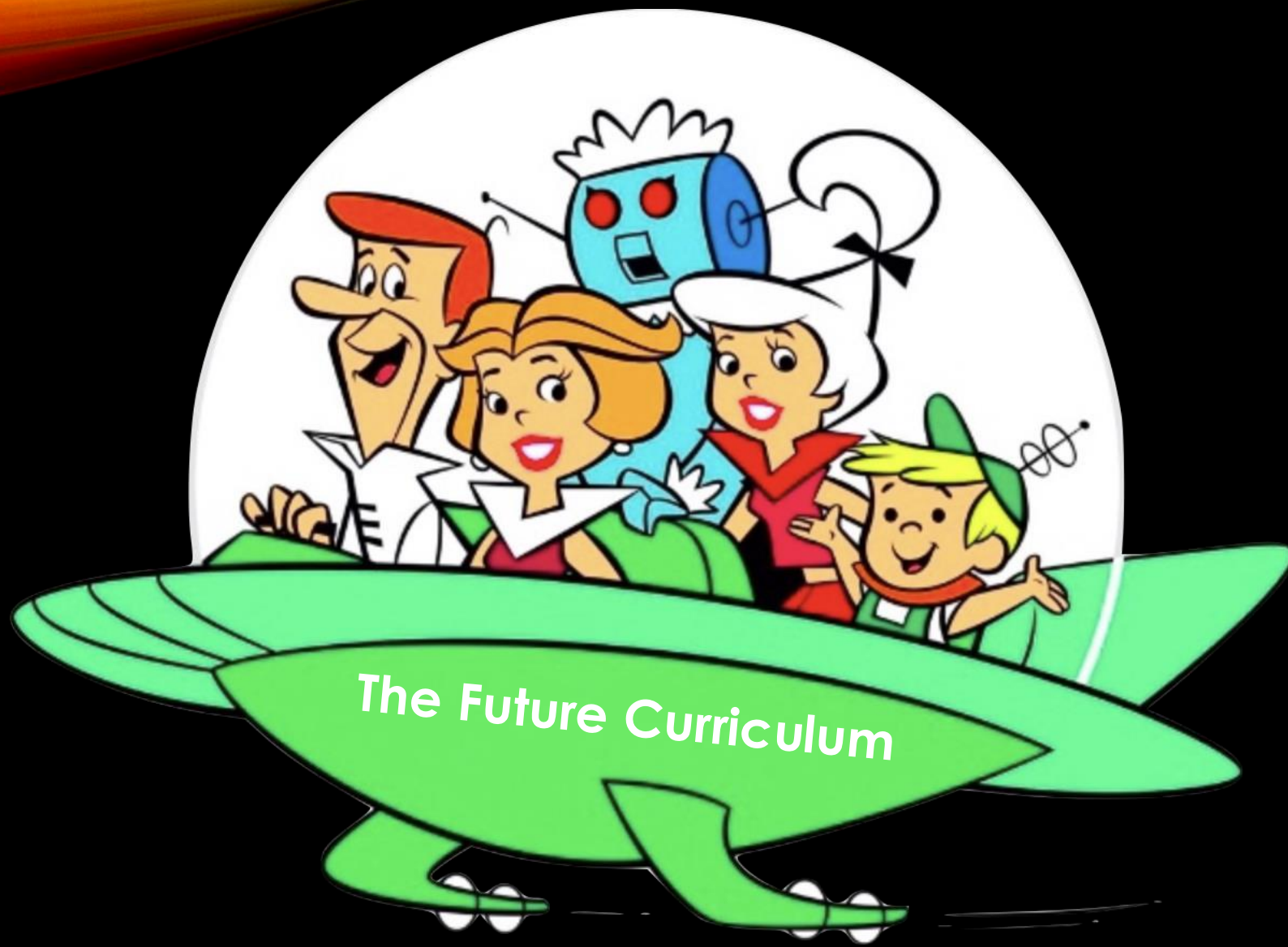
•Table Challenge:

"What does the 'future-ready educator' look like in 2030? What 3 skills must they possess to support student success?"

"Should professional development focus more on technology integration or SEL (social-emotional learning) strategies?"

Tough Question:

"Given the global teacher shortage, **how can schools balance the urgent need to upskill underprepared teachers while also preventing burnout and attrition?** What innovative professional development models could address this challenge without adding to teacher workloads?"



The Future Curriculum