Deputy Chair Professor Emeritus Brian Caldwell represented ACARA at a conference of the Centre for Curriculum Redesign (CCR) hosted by the International School of Geneva in October 22–24. The theme of the conference was Character Education for a Challenging Century. In addition to ACARA, CCR is supported by New South Wales (represented at the conference by Brian Smyth King, Executive Director, Learning and Engagement, Department of Education and Communities) and Victoria, represented by Monica Bini, Curriculum Manager, Humanities and Social Science, Victorian Curriculum and Assessment Authority).

In addition to powerful presentations from 15 experts on aspects of the theme (presentations will soon be available online from CCR), the event was an opportunity for CCR to update its thinking on curriculum design. The work of CCR is driven by the question ‘What should students learn for the 21st century?’ The update was provided by Charles Fadel, Founder and Chair of CCR and former Global Education Lead at Cisco Systems and Cisco liaison with UNESCO and the World Bank. The following is drawn from Fadel’s presentation (Fadel 2014a) and his recent publications (Fadel 2014, Trilling and Fadel 2009).

Reflecting a general trend, CCR prefers to refer to ‘21st Century Education’ rather than ‘21st Century Skills’ although there are certain attributes (‘skills’) that are especially important. For CCR, 21st Century Education may be represented by three intersecting sets comprised of:

- **Knowledge** ‘What you know’: Traditional Subjects, Modern Subjects
- **Skills** ‘How you use what you know’: Creativity, Critical Thinking, Communication and Collaboration
- **Character** ‘How you engage with the world’: Mindfulness, Curiosity, Courage, Resilience, Ethics and Leadership

Applying to all is the concept of Metacognition: ‘How you reflect and learn’.

At first sight ‘character’ may not be the best or even an appropriate word but Fadel provided a helpful elaboration:

- **Character** refers to Agency, Attitudes, Behaviours, Dispositions, Mindsets, Personality, Temperament and Values (CCR)
  
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  Social and Emotional Skills (OECD)

The matching of ‘character’ to ‘social and emotional skills’ refers to a current major project of the OECD that will report in 2015.

Fadel provided an open-ended set of associated traits and concepts for each of the six elements of ‘character’. For example, for curiosity: open-mindedness, explorations, passion, self-direction, motivation, wonder, beauty, initiative, innovation, enthusiasm and spontaneity; and for mindedness: self-awareness, self-actualization, vision, insight, observation, consciousness, compassion, equanimity, happiness, authenticity, listening, presence, sharing, interconnectedness, empathy, sensibility, patience, acceptance, appreciation, tranquillity, balance, spirituality, existentiality, oneness, gratitude, interdependency, social awareness and cross-cultural awareness.

Among the key themes to emerge was that issues related to ‘general capabilities’ in the Australian Curriculum are of international concern; for example, the extent to which these should be considered in isolation or as part of the formal and informal curriculum. The role of organisations and agencies outside the school was raised; for example, the opportunities created through participation in programs offered by the Scouting movement, including Girl
Guides, and, for Commonwealth countries, in schemes like the Duke of Edinburgh’s International Award Scheme.

References

