

1. Why bother about generic skills?

2. How do the other countries present generic skills?

3. What are the recommended changes?

4. Can these recommendations be infused into the school curriculum?

- 「高分低能族」
 - 「一上網勁到拋離世界，一開口就被世界拋離」
 - 「佢哋 IQ 好高，但**溝通**技巧差，自我感覺良好；對工作、對生活無興趣、無熱誠，令很多大公司人事部均頭痛叫苦。」
 - 「高分低能族無社交，無**自理能力**，很多著名科學家、學者都欠缺溝通**協作**能力，但過往學歷說明一切，啱家學位貶值，博士生都要投考警員及海關關員」。
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2012 PISA

各地方學生 解難能力分數

排名	地方	平均分
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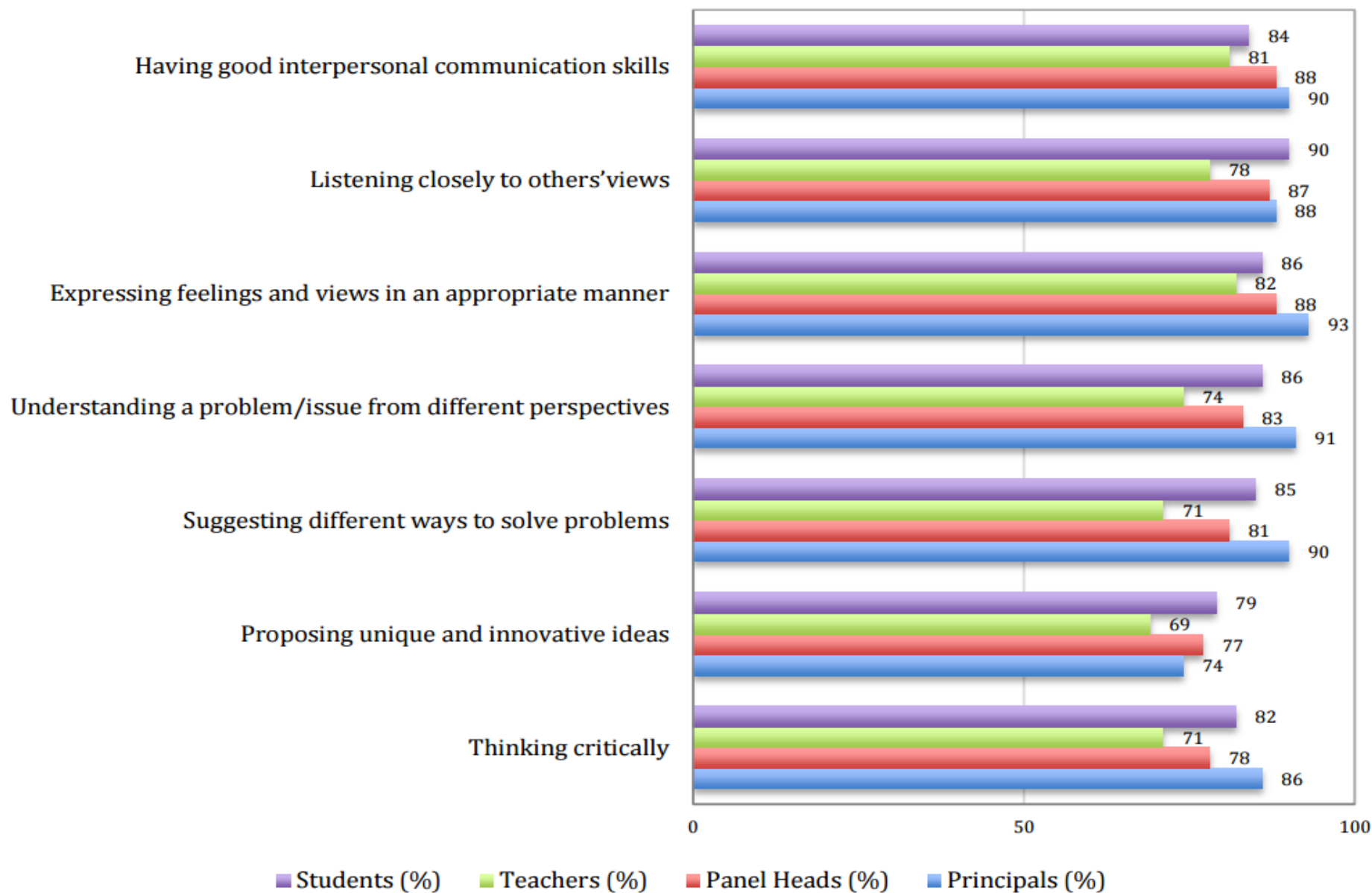
2012 PISA

解難數學閱讀 港學生遜星韓

2012 PISA

全球學生解難能力排行榜

Student performance in generic skills: views of principals, panel heads, teachers and students – percentage agreeing



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What are the others learning?

IB Program

TRANSDISCIPLINARY SKILLS

SOCIAL SKILLS	COMMUNICATION SKILLS	THINKING SKILLS	RESEARCH SKILLS	SELF- MANAGEMENT SKILLS

What are the others learning?

Japanese Curriculum

「4領域8能力」

8 Skills in 4 Zones

4領域8能力

人間関係形成能力

- 自他の理解能力
- コミュニケーション能力

情報活用能力

- 情報収集・探索能力
- 職業理解能力

将来設計能力

- 役割把握・認識能力
- 計画実行能力

意思決定能力

- 選択能力
- 課題解決能力

Interpersonal Skills

Self-understanding ability

Communication Skills

Usage of Information

Research Skills

Ability to understand the tasks

Future planning skills

Roles taking ability

Planning and executing skills

Decision making skills

Ability to make decision

Ability to tackle problems

What are the others learning?

USA



The Nine Generic Skills

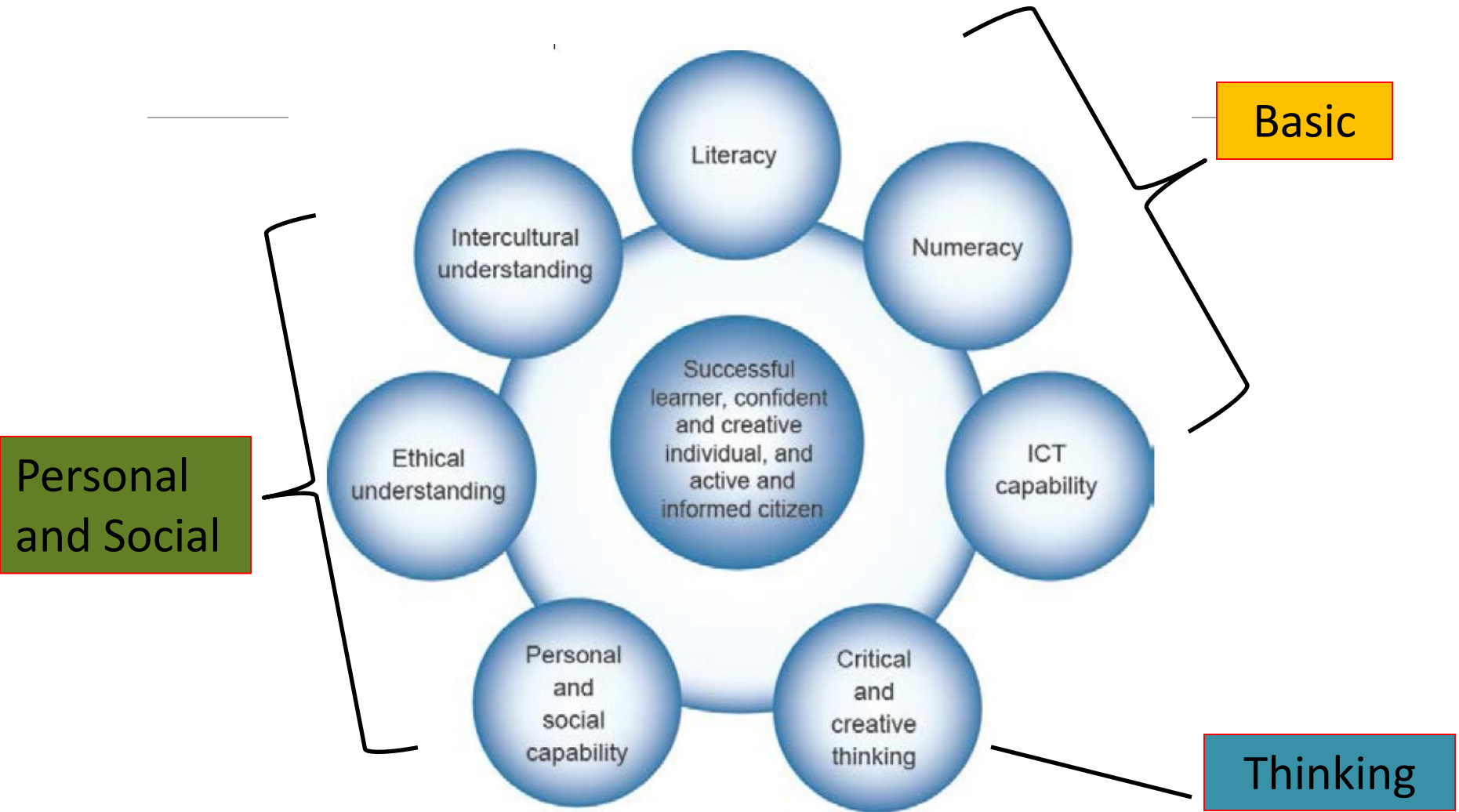
- 1. Collaboration skills*
- 2. Communication skills***
- 3. Creativity***
- 4. Critical thinking skills***
- 5. Information technology skills*
- 6. Numeracy skills*
- 7. Problem-solving skills*
- 8. Self-management skills*
- 9. Study skills*

Recommended grouping of Generic Skills

Basic skills 基礎能力	Thinking skills 思考能力	Personal and social skills 個人及社交能力
Communication Skills 溝通能力	Critical Thinking Skills 明辨性思考能力 ³	Self-management Skills 自我管理能力
Mathematical Skills ¹ 數學能力	Creativity 創造力	Self-learning Skills ² 自學能力
IT Skills 運用資訊科技能力	Problem Solving Skills 解決問題能力	Collaboration Skills 協作能力

Remark: ¹Numeracy Skills運算能力, ²Study Skills研習能力 and ³批判性思考能力 were used respectively in *Learning to Learn: Life-long Learning and Whole-person Development* (2001).






What are the others learning?



General capabilities in the Australian Curriculum

What are the others learning?

The New Zealand Curriculum identifies five key competencies:

	Thinking	Thinking
	Relating to others	Personal and Social
	Using language, symbols, and texts	Basic
	Managing self	Personal and Social
	Participating and contributing	Personal and Social

What are the others learning?

Ireland:

- Basic/fundamental skills – such as literacy, using numbers, using technology

Basic

- Conceptual / thinking skills – such as collecting and organizing information, problem-solving, planning and organizing, learning to learn skills, innovation and creative skills

Thinking

- People related skills – such as communication, interpersonal, team-working, customer-service skills

Personal and Social

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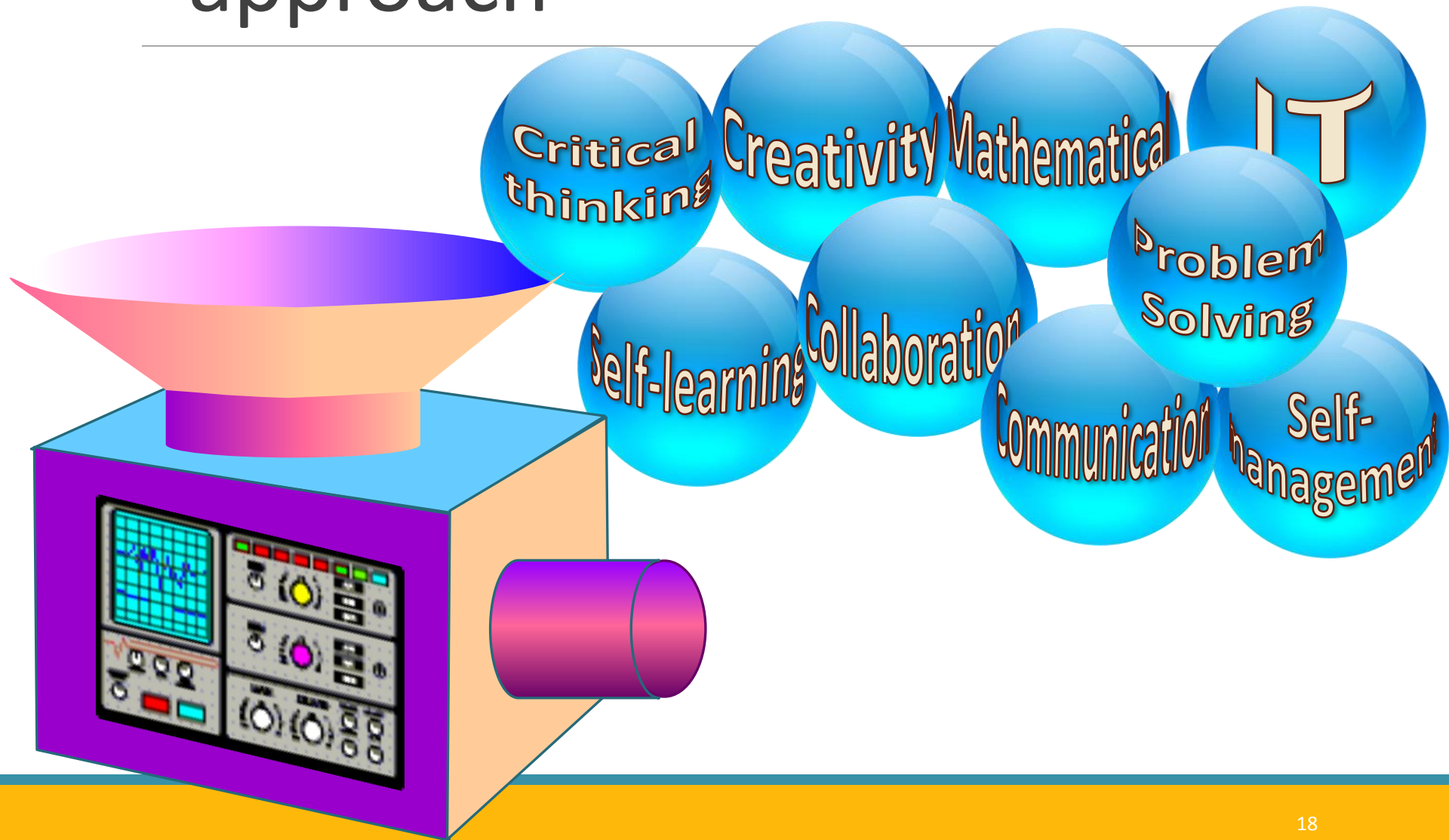
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Generic skills in an integrative approach



Integrative Approach

Collaborative Problem Solving Skills

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Integrative Approach

Holistic Thinking Skills

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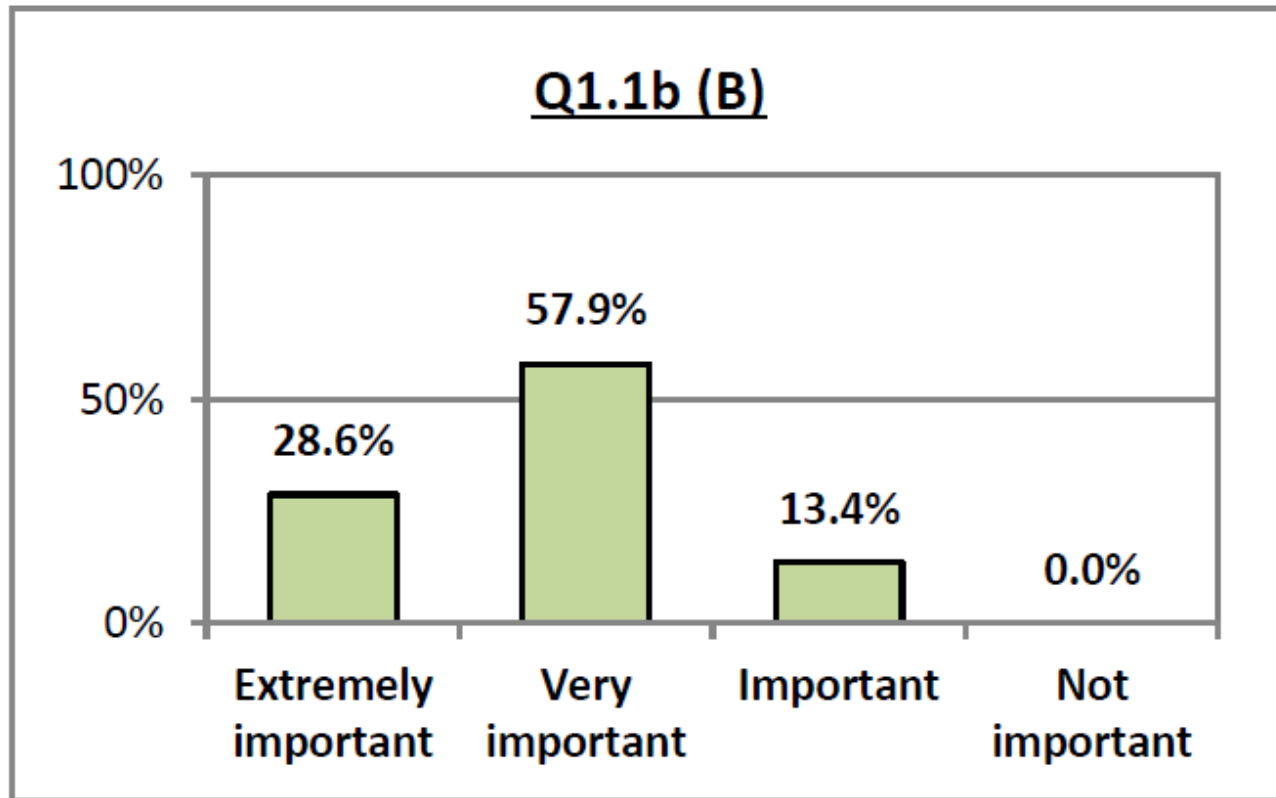
Critical Thinking and Creativity

The **critical** and **creative** functions of the mind are so interwoven that neither can be separated from the other without an essential loss to both.

The Thinker's Guide to The Nature and Functions of Critical and Creative Thinking



To **infuse** generic skills through daily learning activities to develop students' learning to learn capabilities



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Example on developing students' Holistic Thinking Skills

Topic	Location of New Columbaria (靈灰安置所) (S1-3 Integrated Humanities)
Case	<ul style="list-style-type: none">• There is an acute shortage of provision of niches in Hong Kong. The government is facing great pressure from different stakeholders regarding the location of new columbaria.
L/T Activities	<ul style="list-style-type: none">• Research at home• Discuss in groups and suggest a solution to the problem of locating new columbaria among the 18 districts in Hong Kong.

Example on developing students' Holistic Thinking Skills

CREATIVITY FOR POSSIBILITIES

- Are all columbaria obnoxious?
- Are there other ways to reduce the demand for niches?

CRITICAL THINKING AND PROBLEM SOLVING FOR FEASIBILITIES

- How cost-effective are the different solutions?
- Is compensation a must? In what form?

CRITICAL THINKING FOR ACCURACY

- Are new niches a must?
- What is the root of the niches shortage problem?

PROBLEM SOLVING

- What are the precautions to be taken when building and maintaining the columbaria?



Rubrics for giving feedbacks

Beginning	Developing	Mastering
Creativity: generating		
<ul style="list-style-type: none"> <input type="checkbox"/> Come up with new ideas by linking imagination and reality <input type="checkbox"/> Create analogies by matching two ideas <input type="checkbox"/> Brainstorm suggestions 	<ul style="list-style-type: none"> <input type="checkbox"/> Draw parallels between known and new scenarios and use ideas, patterns and trends to consider new possibilities <input type="checkbox"/> Produce alternative or unconventional solutions <input type="checkbox"/> Suspend judgment to consider alternative ideas and actions 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate a large number of raw ideas <input type="checkbox"/> Combine good ideas to make even better ideas <input type="checkbox"/> Use existing knowledge in a novel way <input type="checkbox"/> Temporarily suspend pragmatic and rational thinking to allow new possibilities to emerge

Other recommended changes

- Updating descriptors
- A better presentation

Elements of Self-management Skills	Beginning ----- Developing ----- Mastering		
Self-worth	Express positive statements about self	Identify and apply personal skills, attitudes and values to overcome challenges	Uphold, synthesize and renew their own beliefs and values
Goal setting and tracking	Set goals to assist their learning and personal development	Set and keep track of realistic goals	Set, keep track of, be reflective on and accountable for goals which work towards excellence in one's life
Decision making	Make decisions in daily life situations with supporting reasons	List out and evaluate pros and cons of a suggestion, estimate the consequences of a decision	Consider all factors, such as technical, ethical, resource and community considerations before making a decision