

Lakeside School Re-envisioning Video Series

November 2019

Following is the text of three videos featuring Lakeside's Head of School Bernie Noe talking about why Lakeside is engaging in a re-envisioning process.

Find more about the re-envisioning at lakesideschool.org/re-envisioning.

Video 1: "Lakeside's Re-envisioning: Planning for the future"

Length: 4:39

Hello, everyone! It is a beautiful fall day here at Lakeside School, and I want to start by thanking you all for watching this video.

We're thinking about some important changes in the school and I want you to be aware of them. Over the past 18 months we've been re-envisioning the future of the school, trying to answer this question: Within the framework of Lakeside's mission and values, what will our students need to know to make good decisions and act on them, to thrive in their personal and professional lives over the next thirty years?

In thinking about the future, the faculty and administration have visited a variety of workplaces, consulted with experts from different fields, and read widely.

Lakeside students will graduate in a time of unprecedented change in the world. It will be arguably the greatest period of change since the Industrial Revolution of the early 1800's, when tens of millions left farming for work in factories.

This Fourth Industrial Revolution, as it is being called by many experts, will be powered by developments in artificial intelligence, deep learning, big data, robotics, and more. These advancements will transform not only the world of work, but many other aspects of our student's lives.

In 2017, 2018, and 2019, reports on the future of the workplace by the McKinsey Global Institute report that:

- Over the next decade one half of all the jobs that currently exist in the world will disappear, for a loss of 15 trillion dollars annually. Of course, many new jobs will be created. But many of those jobs – we don't know what they'll be.
- The average person graduating from high school in 2019 will have three entirely separate careers over the course of their work life.
- Virtually all jobs that involve some aspect of pattern recognition – at least 60% of all jobs -- will be substantially changed, requiring new skills – or be taken over by artificial intelligence.
- 73% of all food service work, 69% of all data processing work, 43% of all finance and insurance work, 35% of all management work, and 27% of all work in education. Many jobs will be eliminated. (School heads are not going to be eliminated – I can just guarantee you that!)

While predicting how rapidly this change will come about is impossible, most experts agree that the change will be exponential, not linear, and that the pace of change depends on the pace of technological breakthroughs.

The world of 2050 will be different for our students – and for all of us.

So, how do we prepare our students for the world of the future? What do they need to know to thrive in the world of 2050?

To set students up for personal and professional success, we'll need to shift how and what we are teaching. Through our research, we've determined that we need to focus on developing students' competencies and mindsets, in addition to academic content.

We know that there will be a tradeoff between teaching competencies and mindsets, and teaching content, and we're dedicating time over the next 18 months to determine that balance. We will of course continue to teach the subjects we've always taught, but there will be a change in the balance of asking our students to learn course content and use that content in practice to solve problems.

For the purpose of clarity, we are defining a competency broadly as what graduates can do – for example, define and solve a math problem or deliver a presentation. We're defining a mindset as who our graduates are, by which we mean what they value, how they behave, the frames through which they see the world.

A student would tap into a growth and learning mindset when saying yes to the opportunity to retake the calculus test they got a B minus on, and opt to use their healthy mindset to get eight hours of sleep the night before a test, knowing that their test-taking ability will improve by 20% if they do so.

While content (dates, equations, grammar, etc.) remains important, it will take its place alongside determining what students can actually do with their knowledge.

So, what are these competencies and mindsets that students will need to know to thrive personally and professionally in the future?

You're going to have to watch our next video to find out! And, of course, do feel free to binge watch. Thanks everybody!

Video 2: "Lakeside's Re-envisioning: Competencies"

Length: 6:36

Hello, everyone, and welcome to the second video in our re-envisioning series. Please feel free to click the remote to skip the introduction! Just kidding! We're not that sophisticated.

Welcome back. We really appreciate your spending more time with us to understand more about the re-envisioning process. I will explain the six competencies we'll be focused on teaching Lakeside students in the years ahead. To recap the first video, we define competencies broadly as what a graduate can do, and we've identified six of them.

Several competencies will sound familiar because we already teach them at Lakeside. But going forward, we want to be more intentional about how we teach them and how we measure them. We want each student to graduate with a significant understanding of how each competency works and how they apply it in their life.

For those of you who want more details about each competency, you'll find a list of all six competencies and the associated skills on our [re-envisioning webpage](https://lakesideschool.org/re-envisioning).

Please note, I'm not presenting the competencies in any particular order. All of the competencies will be taught over a student's time at Lakeside, whether that student enters the school in the 5th grade or in 9th grade. We believe that middle and high school are the perfect time for students to focus on learning these competencies, to set them up for success in college and beyond.

And just as with the academic disciplines, students will graduate with different levels of expertise in the competencies and mindsets. Simply put, some will be better at some of the competencies than others, as is the case with math, history, and all of the subjects. Students will receive continual feedback on their progress in each of the competencies, and we will measure student progress in them at the end of each grading cycle. And now, drum roll please: Introducing the six competencies!

- Our first competency, but again, not in order of importance, is **cognitive flexibility**, which we define as a student's ability to recognize and apply the academic content, kinesthetic, or social-emotional knowledge and skills learned in one course, sport, art, or life experience to an entirely different setting, to aid our students in framing questions or solving problems. For example, we want students to be able to apply what they learned in physics to work they're doing in the arts, or in history, or in sports. We are convinced that this competency will be an essential one in a world of rapid change.
- **Unstructured problem solving**, the second competency, is our students' ability to use creativity and imagination, critical analysis, and research skills to identify and solve potential problems, in multiple and different settings. This includes attempting to solve problems that they are not even certain there is a solution to. The majority of workplaces we visited identified this as the number one competency they're looking for in people they want to hire.
- **Communication and listening**, our next competency, we defined as a student's ability to identify and clarify the meaning, intent, and effect of verbal and nonverbal forms of communication in order to gain understanding, to evaluate, and to think critically. This means teaching our students to be active listeners, effective speakers and presenters, critical readers, compelling writers, and individuals who seek multiple perspectives on problems and issues.
- Our next competency is **resilience**. Among our students, this is the ability to take well-considered risks and keep working toward a goal regardless of failures or setbacks, seeking help when it's appropriate. We talk a lot about resilience at Lakeside, and students do learn it through sports, the arts, and academics. But our students are still too failure averse. We need to do more to help them experience what can be learned through failure. And parents and guardians and all of us at school: We will have to be more at peace with the idea of our students actually failing at something! Because all the additional supports the school offers, and of the support that you offer as parents and guardians, this will be a challenging skill to impart to students at Lakeside School.
- **Collaboration and leadership**, our fifth competency, we define as the ability to take initiative; to create or seize opportunities to learn, grow, and act in enterprising, resourceful, respectful, and ethical ways; to be adept at conflict resolution and at being a team player; to be intentional in leading a group of people to make change. We want our students to be equipped to lead in different settings throughout their lives, as they work to make the world a better place for others.
- And our final competency, **introspection and emotional intelligence**, is our student's skill in understanding others' emotions, thoughts, and experiences, and using that understanding to inform their own behavior. This competency will, of course, also require self-awareness, emotional regulation,

an understanding of their own core beliefs, and an ability to be present to the moment that our students are in. This competency is important in every aspect of our students' lives – with family and friends, in college, in the workplace, and in a diverse community and world. The middle and high school years are especially critical years for our students in developing their emotional intelligence. In most workplaces we visited, employers identified their emotional intelligence as critical to success. In this age of distraction and isolation, they said they were having a harder time finding emotionally intelligent employees than they've had in the past.

This wraps up the competencies that we believe are critical to our students in the age of the Fourth Industrial Revolution. Find more details about the competencies and skills on our [re-envisioning webpage](#). And let us know what you think – especially if you believe we have missed something important!

And remember that competencies are only part of what we'll be teaching students. Watch the next video for a review of the mindsets we'll be focusing on going forward. Thank you so much for your time.

Video 3: “Lakeside’s Re-envisioning: Mindsets”

Length: 5:51

Glad that you're all back to watch the third and final installment of our re-envisioning series about competencies and mindsets! It's really lovely that you're willing to give us so much of your time.

In this final video, I will talk about the mindsets we want our students to have at the point of their graduation from Lakeside.

You will all recognize these mindsets, as they are grounded in the school's mission and we work every day to infuse them throughout the curriculum and community. But as with the competencies, we want to be even more intentional going forward in how we nurture these mindsets in our students. We believe that these mindsets are important for students to engage in during their middle and high school years, in preparation for both their future educational goals and for their personal and professional lives.

And remember, we define a competency broadly as what graduates can do. And, we define a mindset as who our graduates are, by which we mean what they value, how they behave, the frames through which they see the world and the frames through which they take action in the world.

There are seven mindsets, and I am describing them in no particular order. They're all important to us. As the world of the future unfolds, engaging these mindsets will help our students make good decisions and thrive, in both their personal and their professional lives.

You can find more in-depth explanations of the mindsets on our re-envisioning webpage, lakesideschool.org/re-envisioning.

- An **ethical** mindset has been integral to the school since its founding in 1919. The first students were expected to act with integrity and consideration for all others in all that they did, and we continue to hold our students to those same expectations today. We want our graduates to acknowledge and correct their mistakes, and to take appropriate action against unethical behavior. If we graduate students who are incredibly talented in so many fields, but who lack a moral compass, we're doing a disservice to the world. Nurturing an ethical mindset in our students is our most important job at Lakeside School.

- In our diverse world, we want our graduates to have an **equity and inclusion** mindset. That includes being aware of their biases, and respecting and accepting individuals for who they are, while also confronting unfairness and discrimination when they see it. We are a diverse school in a diverse city, a diverse country, and world. We want our graduates to respect and seek to understand perspectives unlike their own as they work to create an equitable world for everyone.
- Our graduates will also interact and collaborate with people from across the globe – even if they never leave the continental United States — and we want them to have a **global** mindset, to explore and understand current and historical world events. Appreciating their own culture and seeking to understand other cultures are valuable steps for our students toward recognizing the complexity of human identity. It has been our goal for the past 20 years to graduate globally aware citizens and this continues to be our goal for all of our students.
- It's important that our students graduate with a healthy mindset, having the self-awareness, capacity, and commitment to prioritize mental, physical, emotional, and social health over mainstream pressures like competition, grades, appearance, or fitting in socially. We want our students to strive to meet their bodies' needs for sleep, nutrition, and hydration, and to take breaks from technology and media. A healthy mindset also includes using good stress-management tools and connecting with trusted adults and peers for guidance.
- Another mindset we believe graduates need to thrive personally and professionally in the future is a **growth and learning** mindset. Students with a growth and learning mindset measure progress and success through their effort and growth and set realistic expectations for themselves and for their own improvement. They are patient with change and continually learning, and view critiques and iterations as part of the learning process — and necessary to lifelong learning.
- In a world of limited resources and a growing population, it's important that our graduates have a **sustainability** mindset, that they think about the broader implications of their plans and choices. We want our graduates to act with consideration for the long-term viability of environmental, economic, and social resources; and to advocate for change on behalf of their local and global community.
- And last, but certainly not least, we want our students to graduate with a **service** mindset — actively sharing their ideas, work, encouragement, or other contributions with individuals or communities. And understanding that it is their role to act with humility: asking, listening, and doing what is needed. We are proud of our graduates. We are proud that they seek opportunities both large and small to make this world a better place for all individuals.

And that is it everyone! Six competencies, seven mindsets, and a ton for all of you to think about!

If you have any thoughts you want to share with us about the competencies and mindsets, please send them to feedbacktoPGA@lakesideschool.org. Once we have collected feedback from all of you, and the students, we will make final adjustments and get on with sorting out how we will best teach these competencies and mindsets going forward.

Thank you so much for watching all three videos! We really appreciate your time and energy and your effort. Thanks everyone!