



## Future-ready Learning

*David Ng Foo Seong*

The "Future-ready Learners" framework offers a new definition of successful schools, emphasizing the importance of preparing students for the future. While 21st Century Competencies are recognized as essential for success, key questions remain: How can we effectively nurture these competencies? Is there a universally accepted list that countries can follow?

The framework outlines future-ready learning through four dimensions:

1. Purposes
2. Time
3. Contexts
4. Practices

The purposes of education are influenced by both contexts and time, varying according to each country's current and future developmental stages. Additionally, the practices of leadership, management, teaching, and learning must adapt to the new realities presented by these contexts. When these dimensions are integrated, they result in future-ready learning outcomes that align with both present and anticipated contexts, utilizing appropriate inquiry methods in teaching and learning. This integration underscores the significance of all educational purposes, extending beyond traditional academic performance metrics to include essential skills and habits of practices necessary for effective learning, lifework, and living. For example, in Singapore, future-ready learning outcomes include skills such as innovation, value creation, and digital literacy, as well as habits of practices like passion, ideation, and intercultural acumen. These competencies and habits help address the challenges posed by rapid changes in Singapore's economic, environmental, and social contexts. By integrating these dimensions, the framework fosters holistic and contextualized teaching and learning, equipping learners to navigate and shape the future.

*Technology in  
School Leadership and Learning*

科技賦能學校領導與學習

