1. **Critical Thinking & Problem Solving**

**Definition:**
- Students can reason (inductive, deductive, etc.) effectively and appropriately to the situation
- Students use system thinking and analyzes how parts of a whole interact with each other to produce overall outcomes in complex systems
- Students make judgments and decisions by effectively analyzing and evaluating: evidence, arguments, beliefs, and points of view; synthesizing and making connections between information and arguments; interpreting information and drawing conclusions; and reflect critically on learning experiences and processes
- Students solve different kinds of problems that are unfamiliar using conventional and innovative methods

**Examples:**
- Identify and define authentic problems and significant questions for investigation
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions

2. **Collaboration & Leadership**

**Definition:**
- To engage in good discussion, participating in give-and-take with others—using good eye contact
- Able to work as part of a team—participating meaningfully on-site or virtually to solve problems
- Able to engage and work with others to find out their needs
- Have the ability to influence others with interpersonal and problem-solving skills
- Leverage the strengths of others to accomplish a common goal
- Inspire others to do their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

**Examples:**
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems
- Interact, collaborate, and publish with peers—employing a variety of digital environments and media

3. **Agility & Adaptability**

**Definition:**
- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments adapt to varied roles, jobs, responsibilities, schedule and contexts
- Work effectively in a climate of ambiguity and changing priorities

**Examples:**
- Being open and responsive to new and diverse perspectives—exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

4. **Initiative & Entrepreneurialism**

**Definition:**
- Being a self-directed learner by setting goals for oneself with tangible and intangible success criteria
- Demonstrating commitment to learning as a lifelong process
- Balancing tactical and strategic goals
- Utilizing time and manage workload efficiently—monitoring/defining/prioritizing/completing tasks without direct oversight
- Going beyond and expanding one's own learning and opportunities to gain expertise
- Demonstrating the desire to advance, and reflecting critically on past experiences in order to inform future progress

**Examples:**
- Understanding and utilizing the most appropriate media creation tools, characteristics and conventions
- Demonstrate personal responsibility for lifelong learning

5. **Creative Oral & Written Communication**

**Definition:**
- Communicates clearly thoughts and ideas effectively in a variety of forms and contexts
- Students can use system thinking and analyzes how parts of a whole interact with each other to produce overall outcomes in complex systems
- Students make judgments and decisions by effectively analyzing and evaluating: evidence, arguments, beliefs, and points of view; synthesizing and making connections between information and arguments; interpreting information and drawing conclusions; and reflect critically on learning experiences and processes
- Students solve different kinds of problems that are unfamiliar using conventional and innovative methods

**Examples:**
- Students communicating information and ideas effectively with real voice to multiple audiences using a variety of media and formats

6. **Accessing & Analyzing Information**

**Definition:**
- Access and evaluate information from many different sources
- Using critical thinking to analyze and synthesize information in order to discern new challenges and opportunities, and to evaluate the validity of the information

**Examples:**
- Access information efficiently (time) and effectively (sources), and evaluate it critically and competently
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

7. **Curiosity & Imagination**

**Definition:**
- Curiosity is taking issues, situations and problems and going to root components
- Understanding how the problem evolved—looking at it from a systemic perspective, and not accepting things at face value, but being curious about why things are the way they are
- The habit of curiosity allows an individual to begin to wonder how a system might be substantively improved
- Imagination is being able to incorporate the creative, emotional, and empathetic—going from unrelated ideas, and then creating something new

**Examples:**
- Apply existing knowledge to generate new ideas, products or processes
- Using multiple processes and diverse perspectives to explore alternative solutions

**SOURCE:**
Tony Wagner is Co-director of the Change Leadership Group at the Harvard Graduate School of Education, tony.wagner@harvard.edu. The themes of this article were discussed more fully in his book *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It* (Basic Books, 2008).