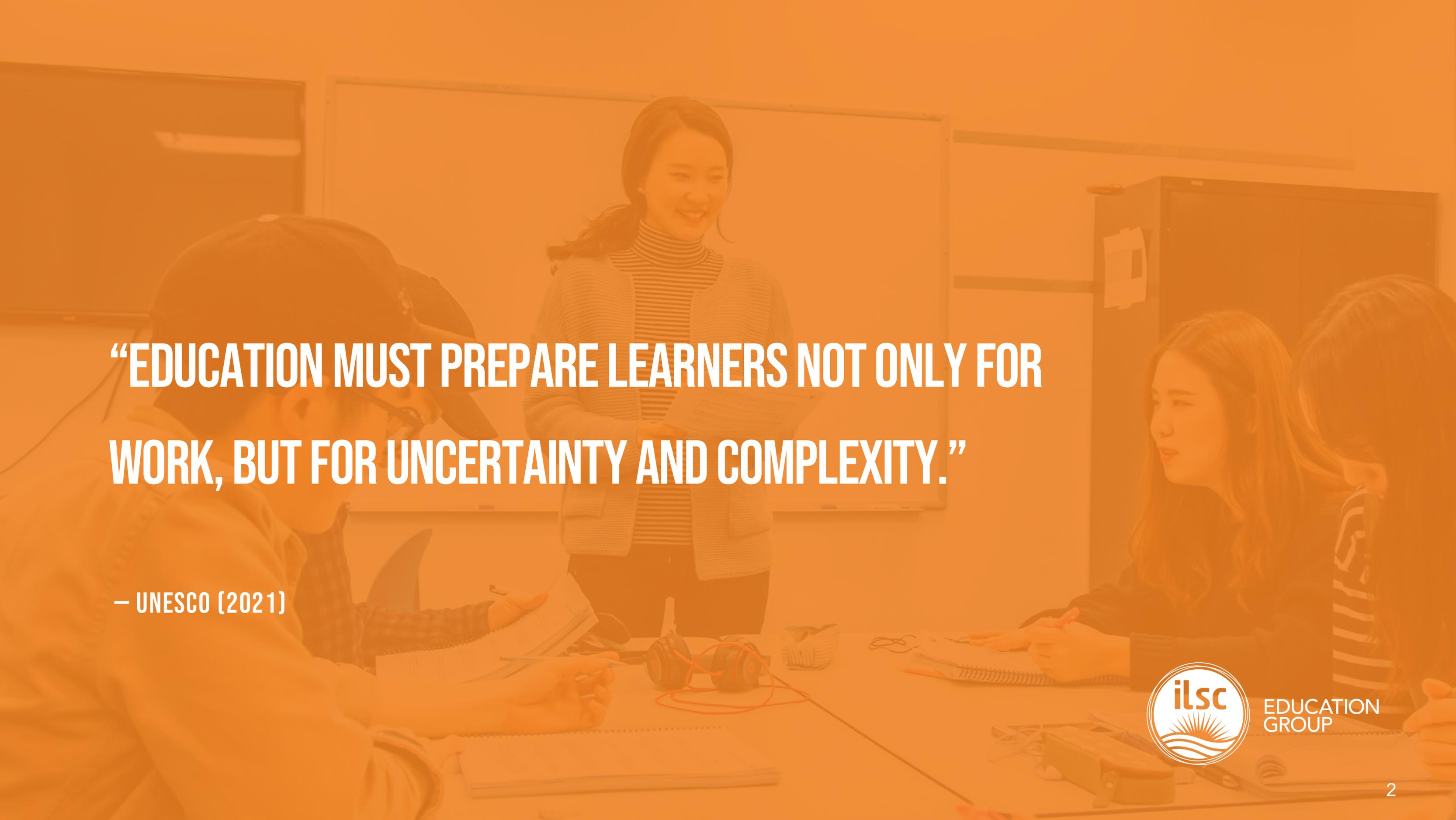


CULTIVATING INSTITUTIONAL CAPACITY FOR FUTURE-READY SKILLS

VINNIE NOBRE



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**“EDUCATION MUST PREPARE LEARNERS NOT ONLY FOR
WORK, BUT FOR UNCERTAINTY AND COMPLEXITY.”**

— UNESCO (2021)



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WHY INSTITUTIONS MATTER NOW

Change is systemic - not individual.

AI reshapes knowledge production

Learning happens across environments

Roles evolve faster than curricula

Institutions must learn faster than markets change



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LEADERSHIP IN UNCERTAINTY

In an era of constant disruption, leadership is less about control and more about enabling learning across the organization.

(Edmondson & Gulati, 2008)

INSTITUTIONAL CAPACITY



Institutional capacity means the ability to:

- Learn collectively
- Adapt pedagogically
- Support experimentation
- Align administration and academics
- Sustain change over time

Pretti et al. (2021).



FUTURE ORGANIZATIONS

“Future-ready organizations invest as much in human capability development as they do in technological transformation.”

World Business Council for Sustainable Development (2022)

FROM SKILLS TO CAPACITY



Individual Level	Institutional Level	Goal
<p>Teaching Skills:</p> <ul style="list-style-type: none"> • digital competence • intercultural facilitation • communicative pedagogy • adaptive teaching strategies 	<p>At ILSC, individual expertise becomes organizational learning through:</p> <ul style="list-style-type: none"> • Communities of practice across campuses enabling teachers to share experimentation and classroom insights. • Cross-campus academic meetings where innovations are discussed, adapted, and redistributed. • Centralized academic leadership structures that capture emerging practices and translate them into guidance. • Professional development cycles aligned with strategic priorities rather than isolated workshops. 	<p>Knowledge moves from “<i>what one teacher knows</i>” → “<i>what the institution learns.</i>”</p>
<p>Teachers are encouraged to design excellent lessons integrating collaboration, critical thinking, or real-world communication.</p> <p>Without institutional structures, this remains invisible beyond one classroom.</p>	<p>ILSC strengthens shared pedagogy through:</p> <ul style="list-style-type: none"> • Curriculum alignment across programs and locations, ensuring pedagogical coherence. • Academic observation frameworks focused on learning principles rather than compliance. • Resource sharing platforms where effective practices become collective assets. • Integration of future-ready skills language into academic discussions, creating shared terminology. 	<p>Teaching excellence becomes replicable pedagogy, not individual talent.</p>

FROM SKILLS TO CAPACITY



Individual Level	Institutional Level	Goal
<p>Teachers experiment:</p> <ul style="list-style-type: none"> • new technologies • project-based tasks • assessment approaches • learner autonomy strategies 	<p>Sustainability emerges through:</p> <ul style="list-style-type: none"> • Pilot-to-policy pathways, where successful initiatives are evaluated before scaling. • Operational collaboration between academic and administrative teams. • Strategic experimentation spaces allowing controlled innovation. • Data-informed decision-making linking innovation to learner outcomes. 	<p>Innovation moves from episodic experimentation → institutional capability.</p>
<p>Training events provide knowledge but rarely change behaviour long-term.</p>	<p>ILSC emphasizes culture-building through:</p> <ul style="list-style-type: none"> • Ongoing professional dialogue, not one-off workshops. • Leadership modelling of learning behaviours (reflection, adaptation, openness). • Alignment between academic vision and operational policies. • Recognition systems valuing collaboration, adaptability, and student-centred practice. 	<p>Professional development becomes continuous cultural practice rather than scheduled intervention.</p>



CONTINUOUS RESKILLING

“The ability to learn continuously is becoming the single most important capability organizations must cultivate.”

Deloitte (2024), *Global Human Capital Trends*



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WHY FUTURE SKILLS OFTEN FAIL

- Buzzword adoption
- Isolated training sessions
- Technology-first thinking
- Lack of shared vision
- Administrative–academic divide



LEADERS AS LEARNING PARTNERS

Leaders develop future-ready skills when they:

- Facilitate collaboration
- Enable innovation safely
- Translate vision into structures
- Remove friction

“Leaders shape organizational culture primarily through what they consistently pay attention to, measure, and reward.”

Groysberg et al. (2018), *Harvard Business Review*





LEARNING CULTURES

...model the skills the students experience. When institutions practice collaboration, adaptability, and intercultural dialogue internally, these become visible in classrooms.

ORGANIZATIONAL AGILITY

...enables pedagogical innovation. Institutions that learn continuously empower educators to experiment safely, respond to diverse learner needs, integrate emerging technologies thoughtfully.

SHARED PURPOSE

...builds learner agency. When faculty and administrative teams align around human-centred values, students experience education as participation rather than instruction. Future-ready institutions cultivate confident communicators, intercultural citizens, adaptable lifelong learners.

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THANK YOU



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