Reimagining Schools for Modern Learning

Unpleasant Truths , Fundamental Questions

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A pivotal moment for education.

Education at the crossroads

Amazing opportunities

Amazing opportunities

Seriously difficult challenges

COMFORTING LIES
UNPLEASANT TRUTHS

One minute

One sentence

Define “learning.”

If we don't have a coherent,
shared definition of that word,
real school change is
impossible.

Unpleasant Truth:

We in education do not have a coherent, shared definition of what we mean by learning.

We know this.

Mastery Learning
Binge Learning
Competency-Based Learning
High Quality Project-Based Learning
Collaborative Learning
Passion-Based Learning
Flipped Learning
Personalized Learning
Blended Learning
21st Century Learning
Inquiry-Based Learning
Student-Centered Learning
Mobile Learning
Social Learning
Cooperative Learning
Lifelong Learning
Deeper Learning

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Learning

“And What do YOU Mean by

Learning?”

~Seymour Sarason

“E o que você quer dizer com

Aprendizagem?”

~Seymour Sarason

"Productive learning
is where the process
engenders
and reinforces
wanting to learn more.
Absent wanting to learn,
the learning context is
unproductive."

~Seymour Sarason
And What Do You Mean by Learning?

“A aprendizagem
produtiva ocorre quando
o processo compõe e reforça
o desejo de aprender mais.
Sem o desejo de aprender,
o contexto de aprendizagem
é improdutivo.”

~Seymour Sarason
And What Do You Mean by Learning?

Unpleasant Truth:

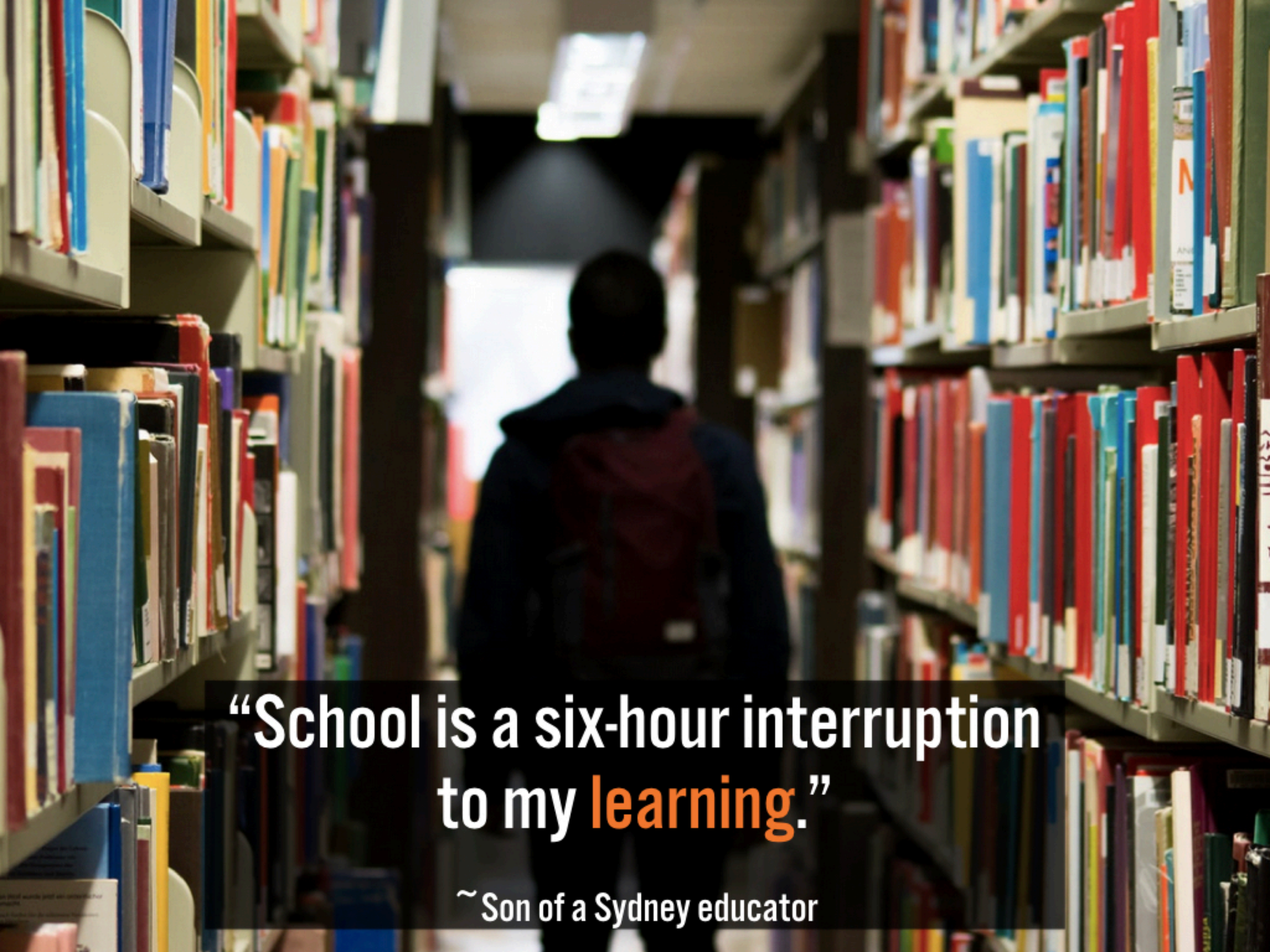
Most learning contexts in school are “unproductive.”

When was the last time you chose to learn something you didn't need or want to learn?

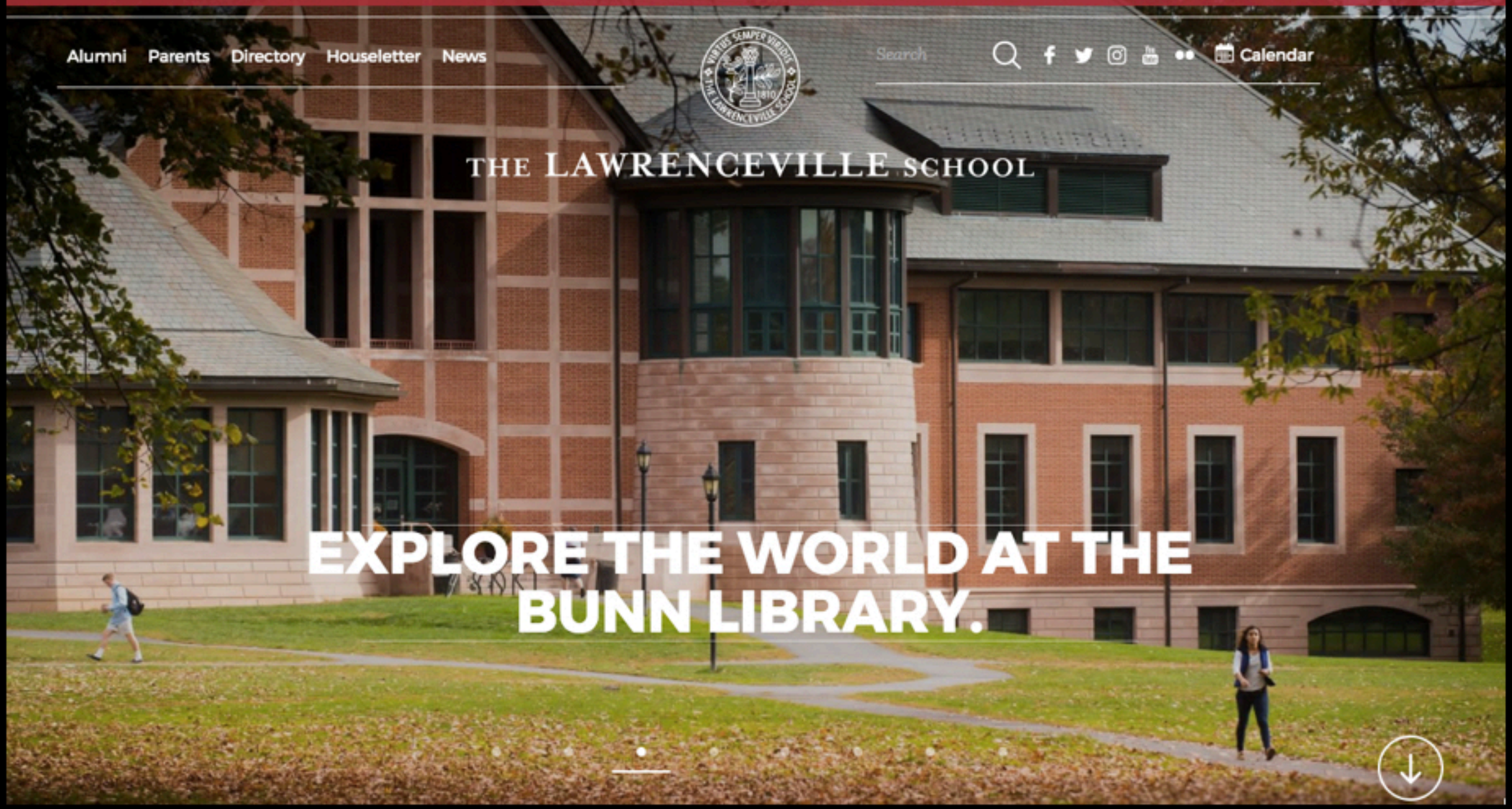
Education ≠ Learning

Education ≠ Learning

Learning = Education


“School is a six-hour interruption to my learning.”
~Son of a Sydney educator

A story: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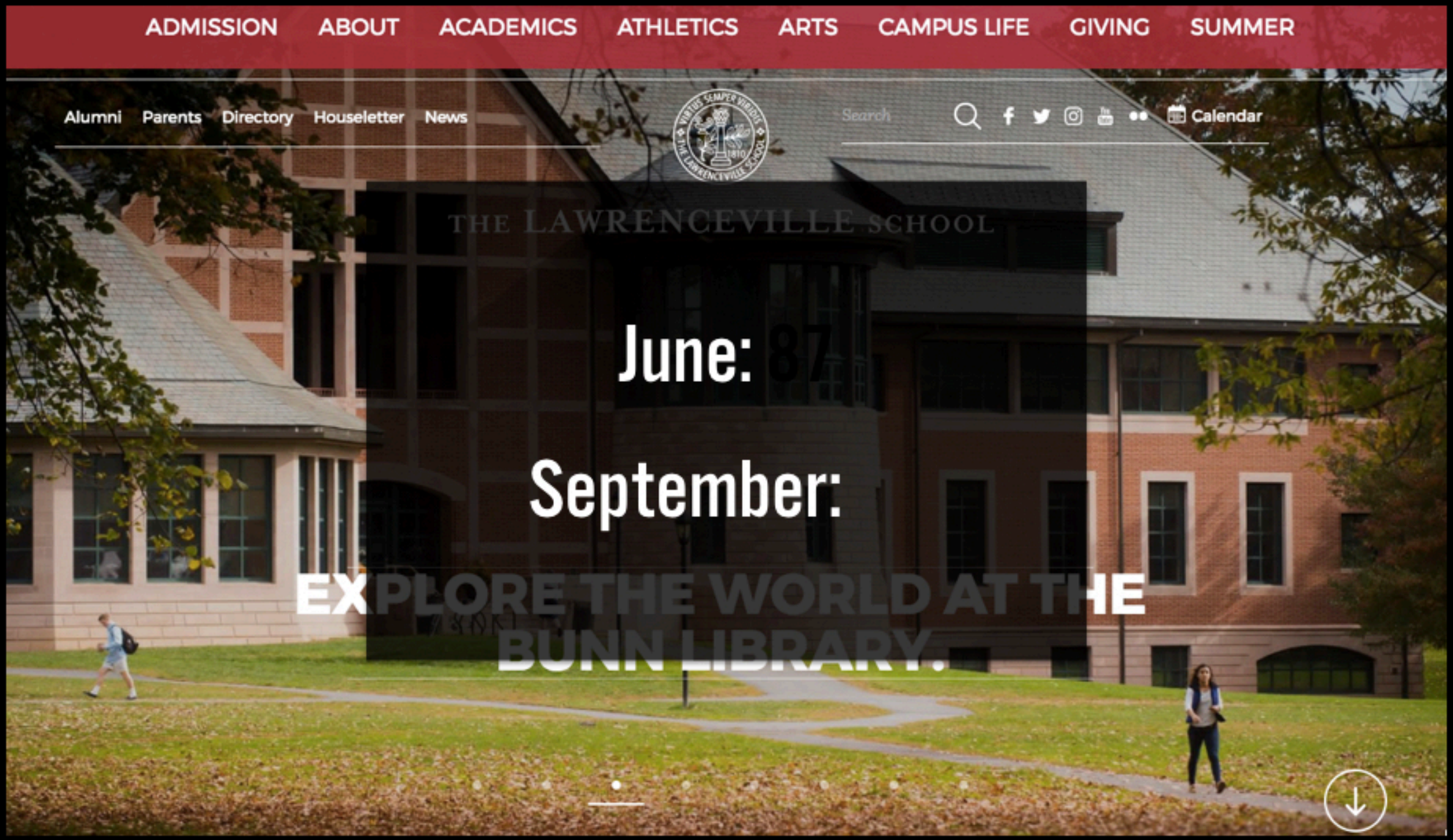
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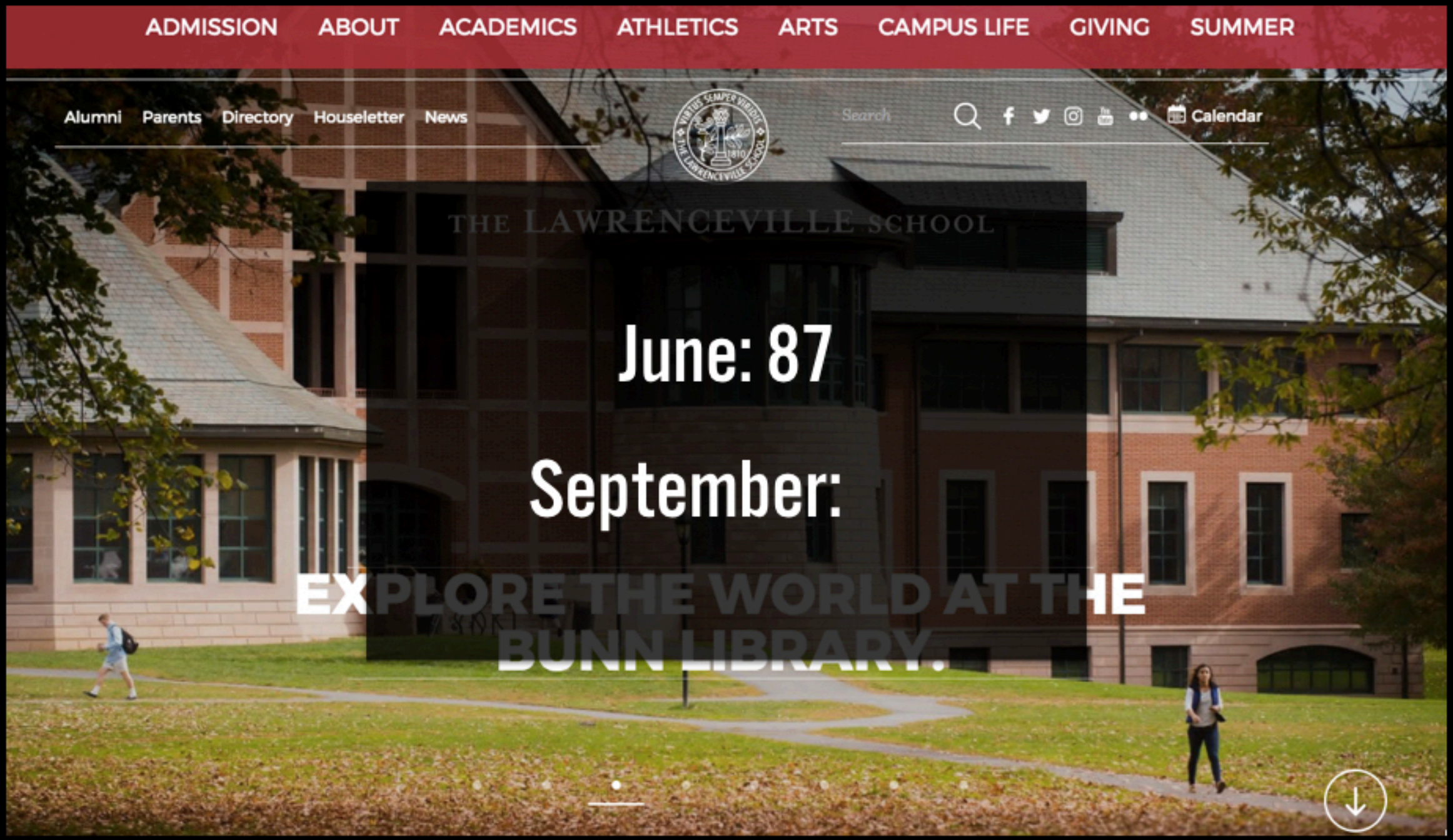
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Current Year | Curre

	Description	Course	Description	Term	Teacher	Clssrm	Term Performance	Abs
☐	Honors Calculus 1	347-03	Honors Calculus 1	FY	Chow, Ming-Chwan	922	78.24 C+	4
☐	Honors Imaginative Process	060-06	Honors Imaginative Process	FY	Malzone, Karen	642*	93.33 A	3
☐	Physics CP	442-03	Physics CP	FY	Wendt, Lars	900	83.63 B	2
☐	AP Psychology	149-04	AP Psychology	FY	Pomarico, Anthony	919	74.52 C	1
☐	Out Sem 1 B1 (NI)	XS1B1-01	Out Sem 1 B1 (NI)	S1	StaffH, Hcrhs	OUT		2
☐	Ceramics 1	715-10	Ceramics 1	S1	Blanton, Lindsay	800*	89.63 A-	2
☐	Holocaust & Human Behavior	148-07	Holocaust & Human Behavior	S1	Warren, Lindsay; Jackson, Melissa	824	93.05 A	1
☐	Proj Adventure II / Group Dynamics	554-08	Proj Adventure II / Group Dynamics	S1	McNally, Denise	Fieldhouse	92.6 A	1
☐	Out Sem 2 B1 (NI)	XS2B1-01	Out Sem 2 B1 (NI)	S2	StaffH, Hcrhs	OUT		2
☐	Honors Intro to Western Philosophy	139-03	Honors Intro to Western Philosophy	S2	Perotti, Matthew	824	92.63 A	2
☐	Health 12/Team Sports I/Cons Fit	540-15	Health 12/Team Sports I/Cons Fit	S2	DeFazio, Tristen	712	99.42 A+	1
☐	Piano Keyboard 1	775-07	Piano Keyboard 1	S2	Petrushun, Megan	504*	98.59 A+	0

“Productive Learning?”

Under what conditions do people learn most productively (not just in school)?

What we all say:

Safe learning environment
Personal investment
Real world application
Fun
Relevance to their lives
Social
Interesting questions
Positive learning environment
Real audience
Passion
Teachers/Mentors
Feedback
Autonomy and agency
Challenging
Cross-disciplines
Not time constrained
Flow

What we never say:

Sitting in rows
45/60/88 minute blocks
Discrete curriculum
One subject area focus
Age grouped co-learners
No real world application
Teacher controlled
Someone else's questions
Standardized assessments
Emphasis on grades
Carrots and sticks
No choice/no agency
Lack of relevance
"Handing it in"
Limited access

Safe learning environment
Personal investment
Real world application
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"Handing it in"
Limited access

Unpleasant Truth:

We're not doing what we believe.

The contexts for education, schooling, and learning have changed.

Welcome to an age of limitless

Learning and Doing

Meet Nate

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029: Marching for Science and Extraterrestrials with Luoth Chou

#Science

11:15

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#Science

0:30

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Hi. I'm Nate and the host of The Show About Science. I started this podcast when I was 5 years old. I'm now 6 and just about to start first grade. If I'm not studying hard in school, I'm working on my podcast. This is an awesome show about science. Every episode is filled with interesting facts and information from scientists around the globe. If you only listen to one show about science, it definitely should be this one! Subscribe to this podcast in iTunes: goo.gl/GnerO1

Make sure to visit my new website: theshowaboutscience.com/

Show less

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“Basically I need the most people that I can get to listen to my show,” Nate said. “I want them to get a love for science.”

Nate is your new reality

Nates are everywhere

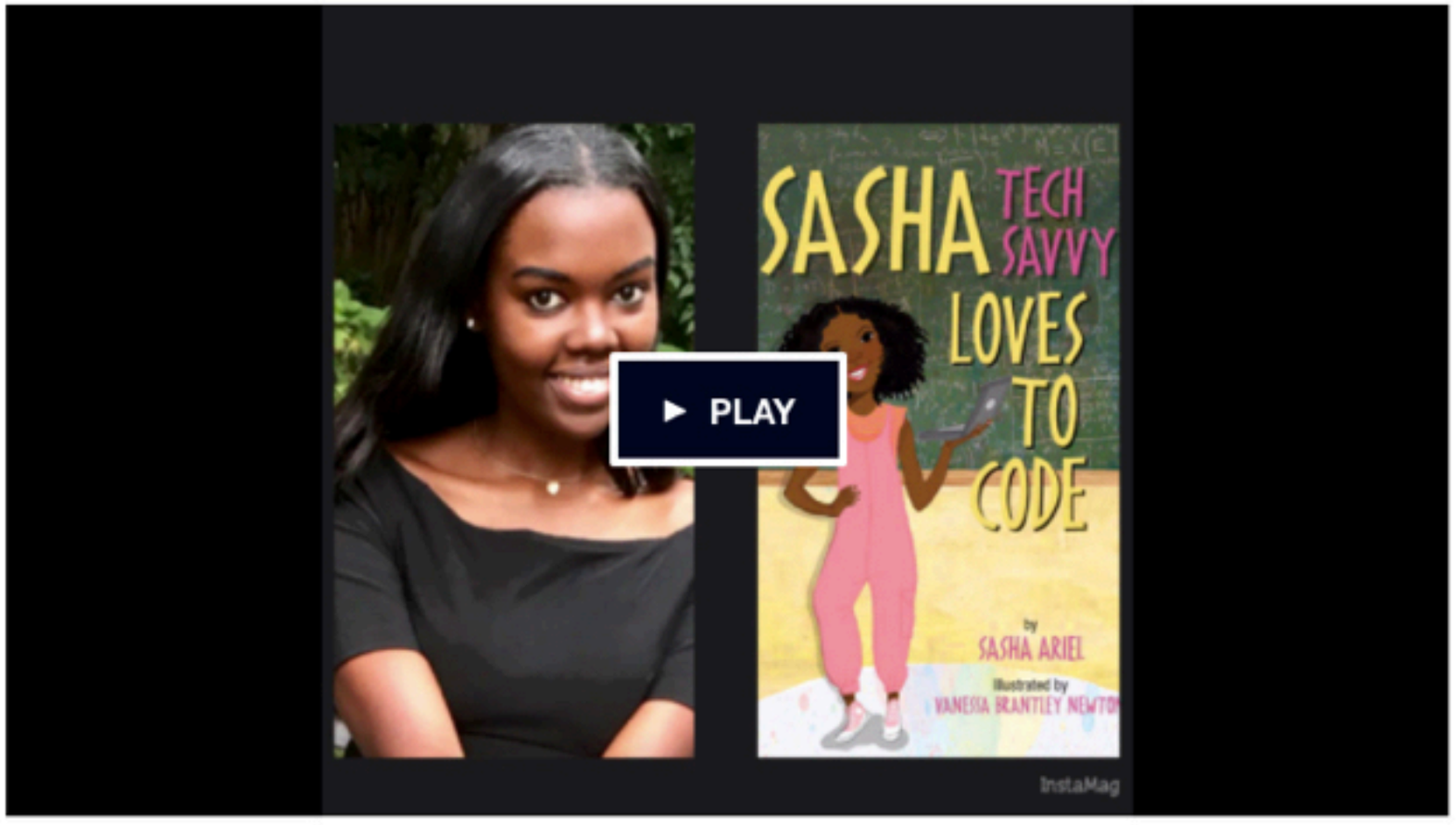
10.13.17 | FUTURE OF PHILANTHROPY

This 18-Year-Old Makes Innovative Prosthetics From Recycled Plastic

Form5, founded by high school student Aaron Westbrook, wants to create a series of more sustainably sourced devices.

"I kind of joke [that] Form5 is a one-man, one-hand show." [Photo: courtesy Form5 Prosthetics]

About this project



Washington, DC Children's Books

$17,602
pledged of $5,000 goal

529
backers

Support this project

Pledge $1 or more

GO SASHA

For a pledge of $1.00 or more, you will receive a virtual high-five.

ESTIMATED DELIVERY
Mar 2017

36 backers

Pledge $12 or more

TECH SAVVY

For a pledge of $12.00 or more, you will receive one E-BOOK version.

ESTIMATED DELIVERY
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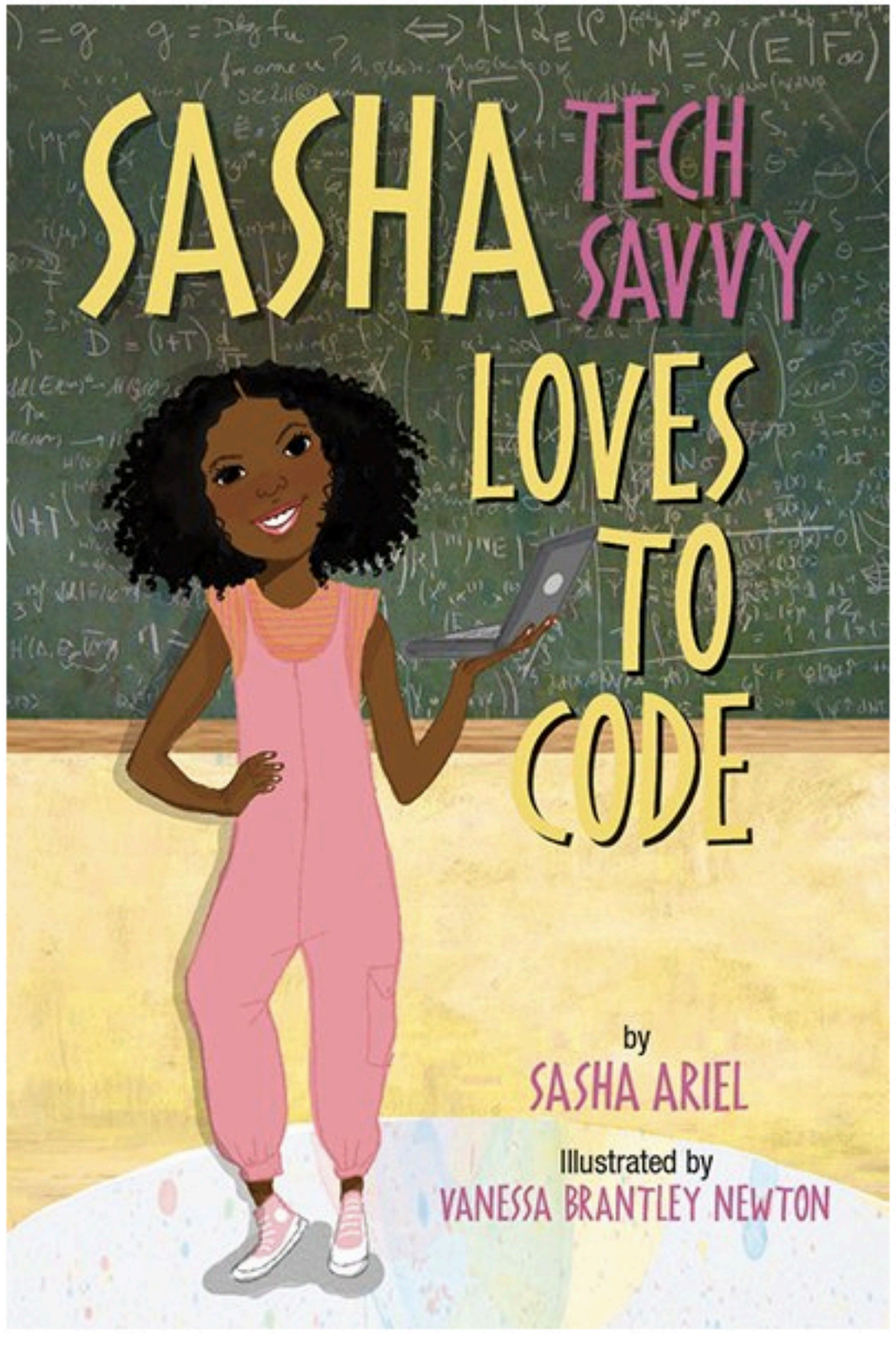
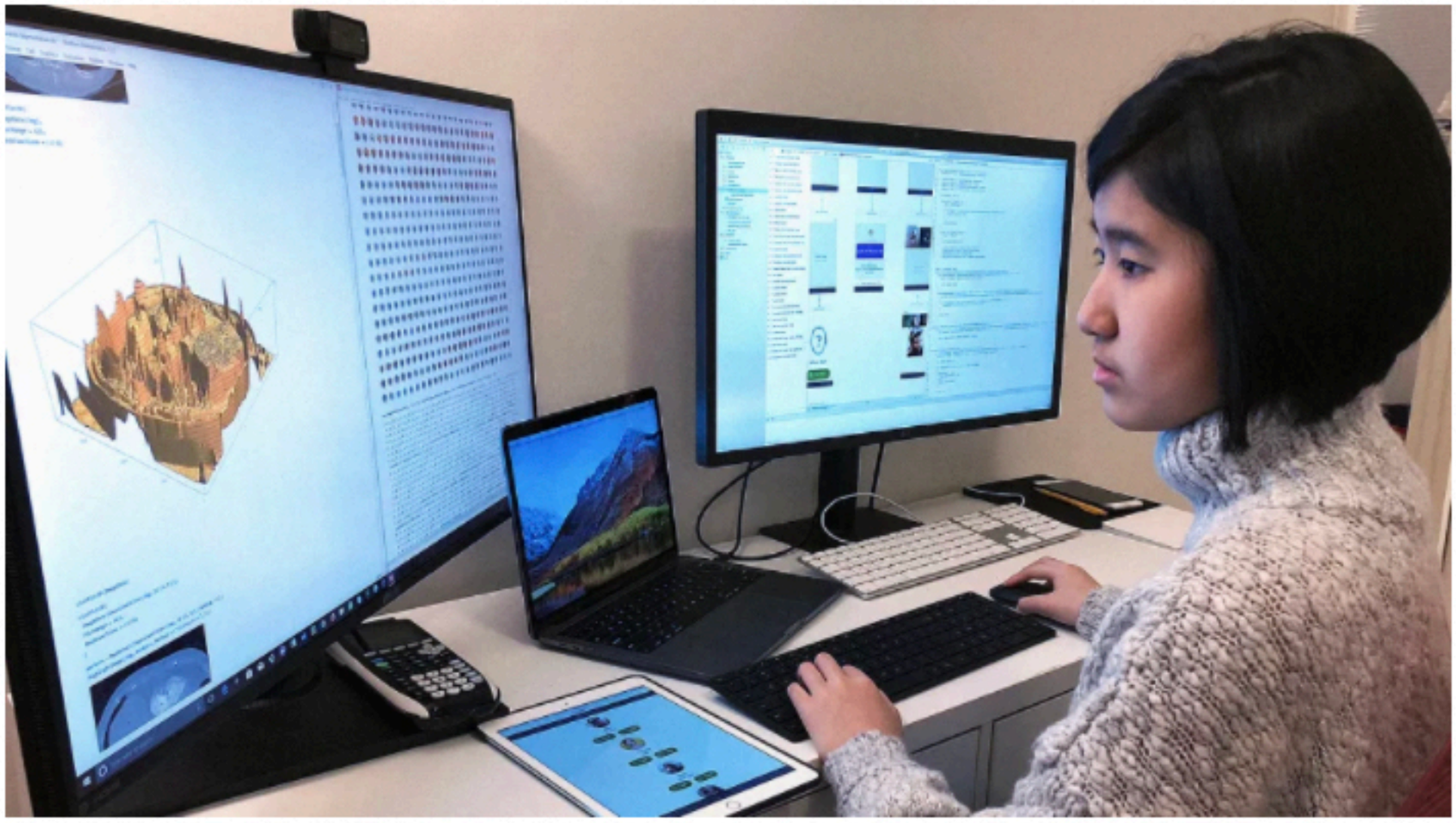
86 backers


SASHA
TECH SAVVY
LOVES TO CODE
by
SASHA ARIEL
Illustrated by
VANESSA BRANTLEY NEWTON

01.24.18 | 6:30 AM | WORLD CHANGING IDEAS

A 14-Year-Old Made An App To Help Alzheimer's Patients Recognize Their Loved Ones

After watching her grandmother struggle to remember her own family members, the young coder Emma Yang decided to figure out how to use AI and facial recognition to help her–and others coping with the illness.



[Photo: Emma Yang]

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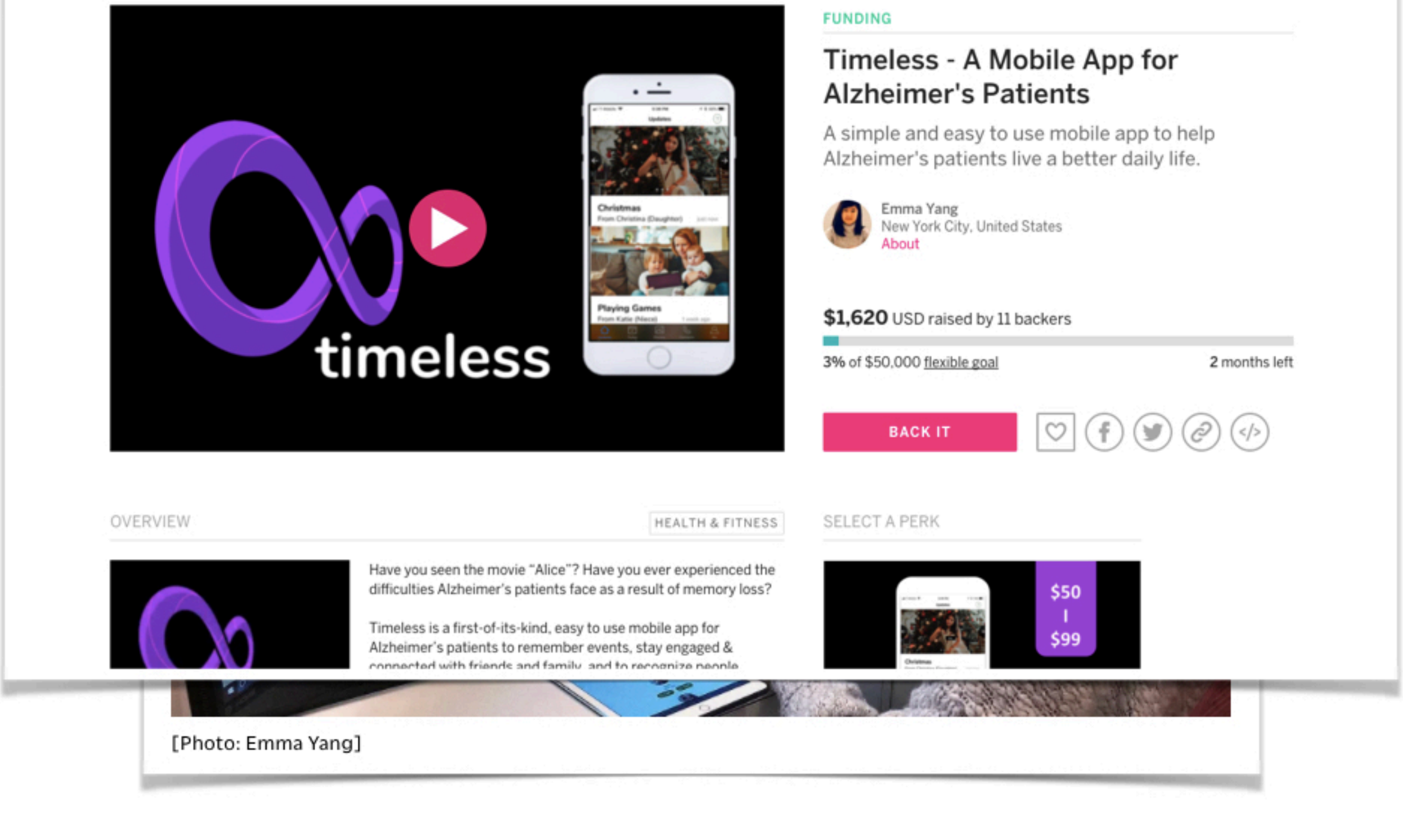
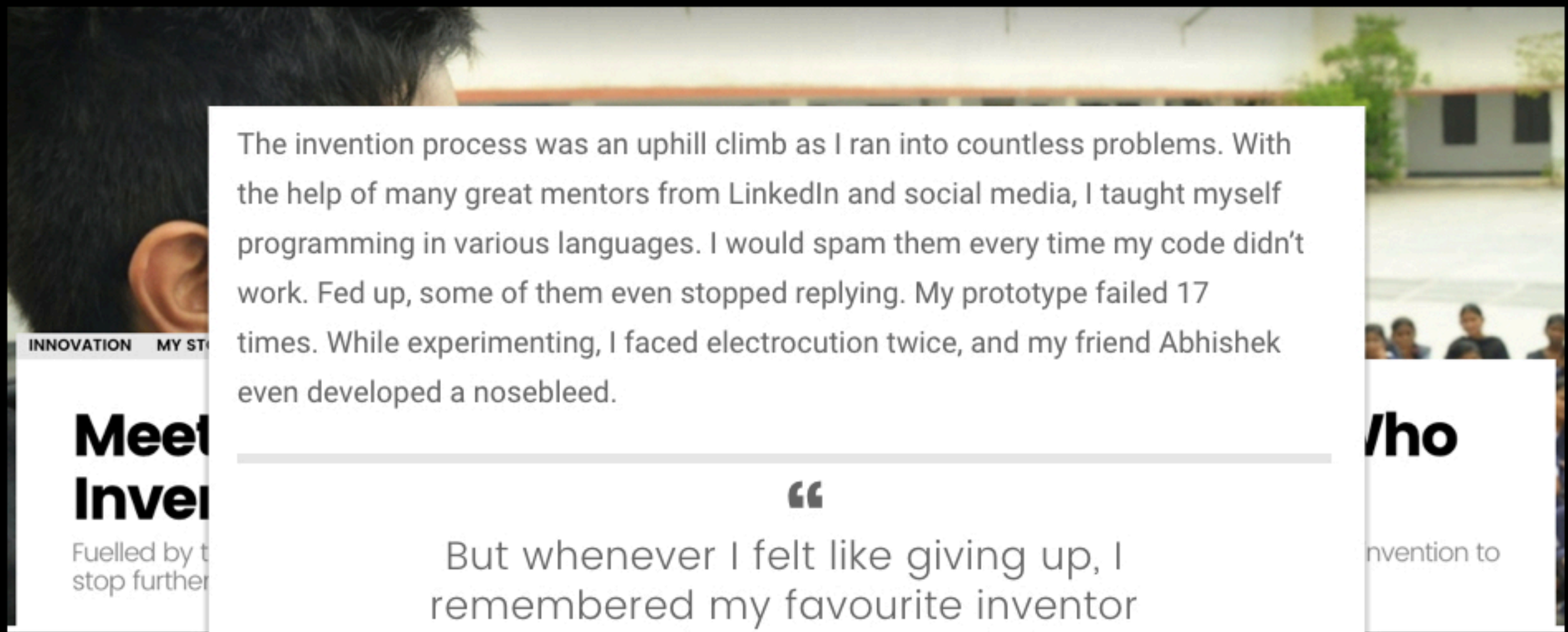


[Photo: Emma Yang]

INNOVATION MY STORY YOUTH

Meet the 17-Year-Old Boy From Telangana Who Invented a Unique Device to Prevent Rape

Fuelled by the protests following the Nirbhaya rape case, 15-year-old Siddharth Mandala came up with an invention to stop further incidents of rape – the ElectroShoe.



The invention process was an uphill climb as I ran into countless problems. With the help of many great mentors from LinkedIn and social media, I taught myself programming in various languages. I would spam them every time my code didn't work. Fed up, some of them even stopped replying. My prototype failed 17 times. While experimenting, I faced electrocution twice, and my friend Abhishek even developed a nosebleed.

> “But whenever I felt like giving up, I remembered my favourite inventor Thomas Edison's words, “I didn't fail 1,000 times. The light-bulb was an invention with 1,000 steps.”

It took me two years to build a working prototype. In the end, the hard work paid off and I was able to create a working prototype of the shoe. I felt like a superhero. It felt amazing to know that if this product could reach the people, I might be able to save at least a few lives.

Learning is leaving the building

Learners can learn almost

anything they want

anytime they want

anywhere they are

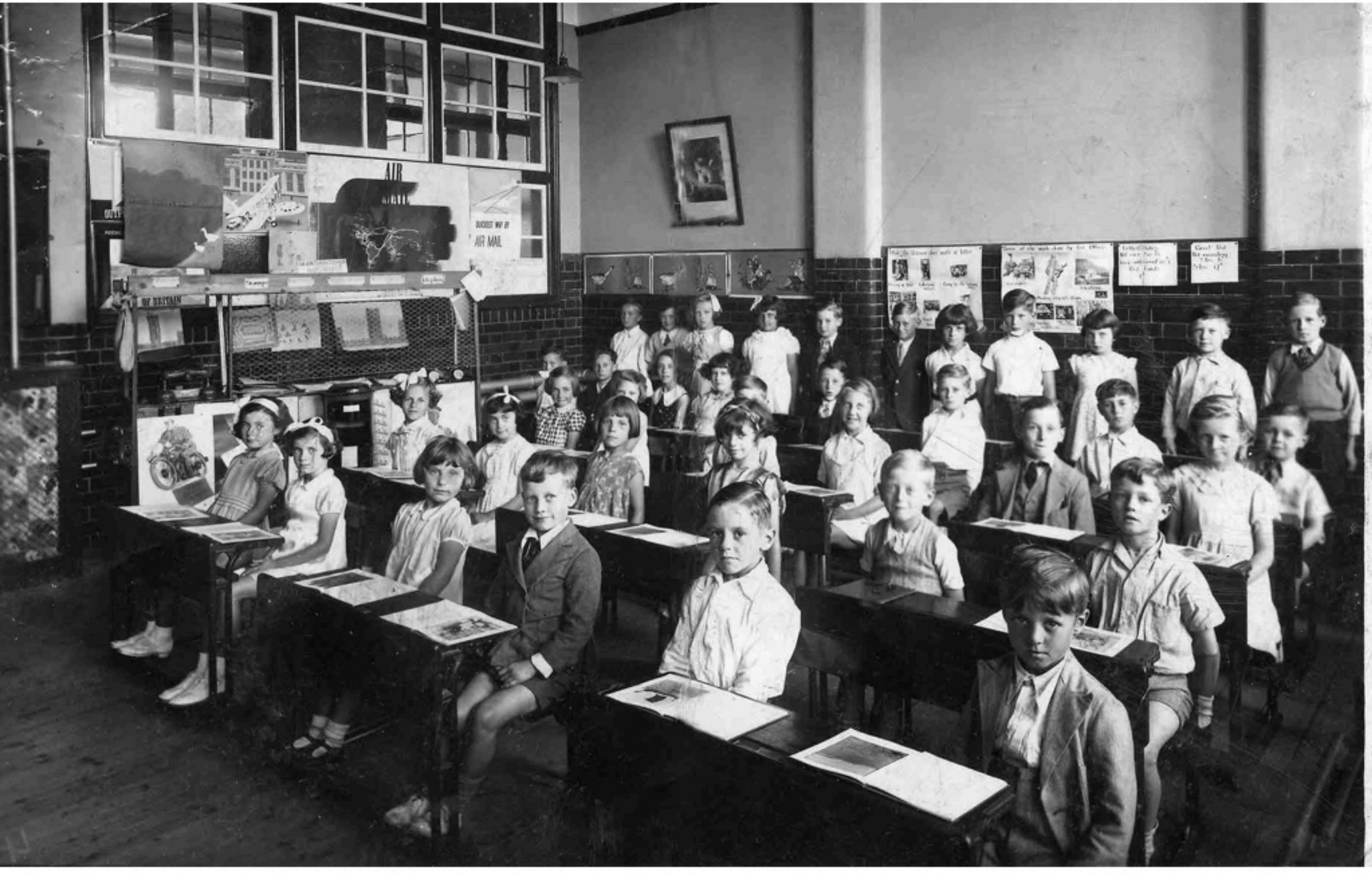
with whomever they want.

Biggest

Educational Shift

ever.

From scarcity...


AIR
AIR MAIL

From scarcity...

...to abundance

bit.ly/14mOPof

MOOX
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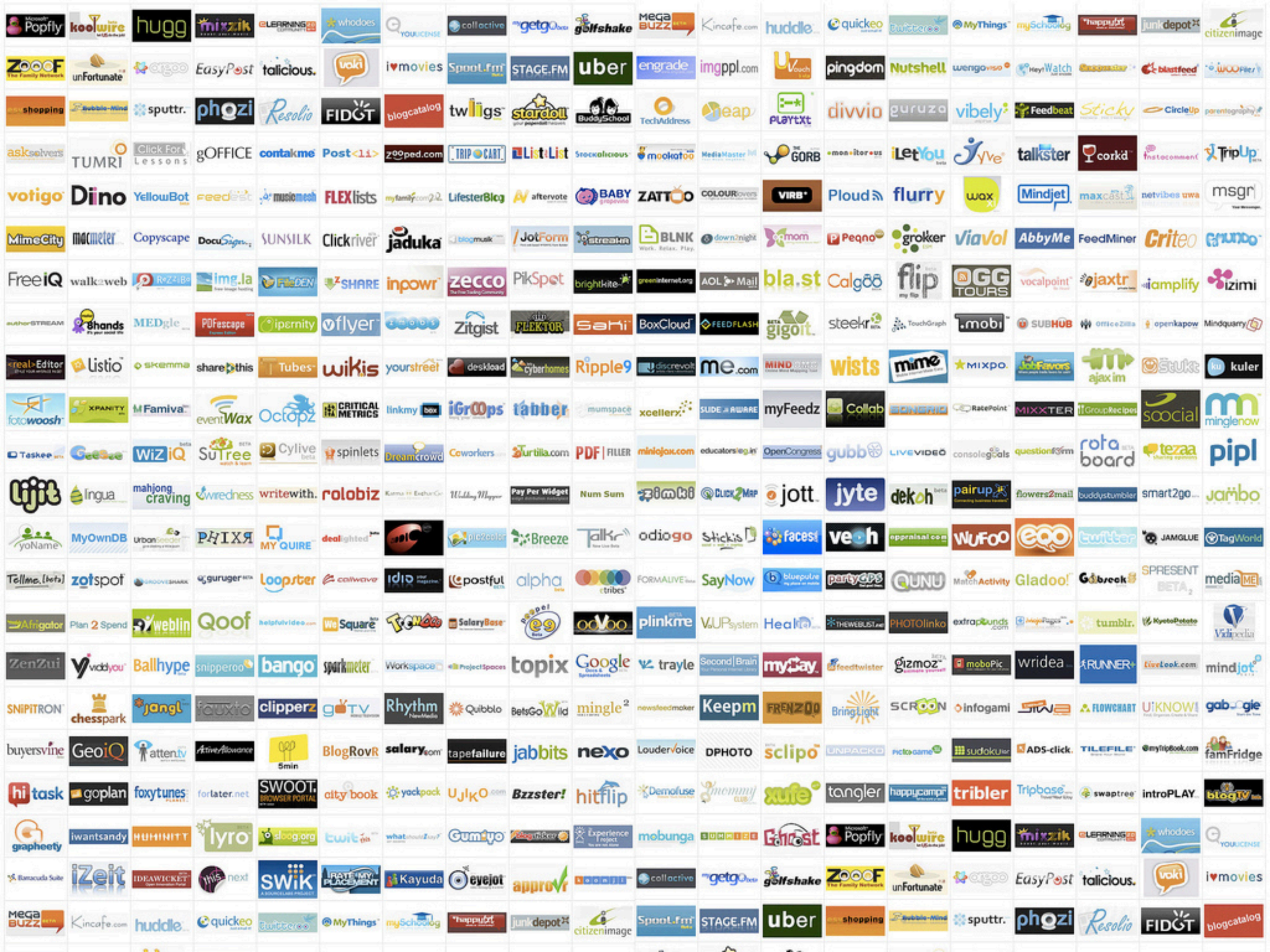
[sic!]
I H8 PPL!
(RED)



bit.ly/14mOPof

Unpleasant Truth:

Schools were not created
for this moment.

Time for reimagination...

change.school

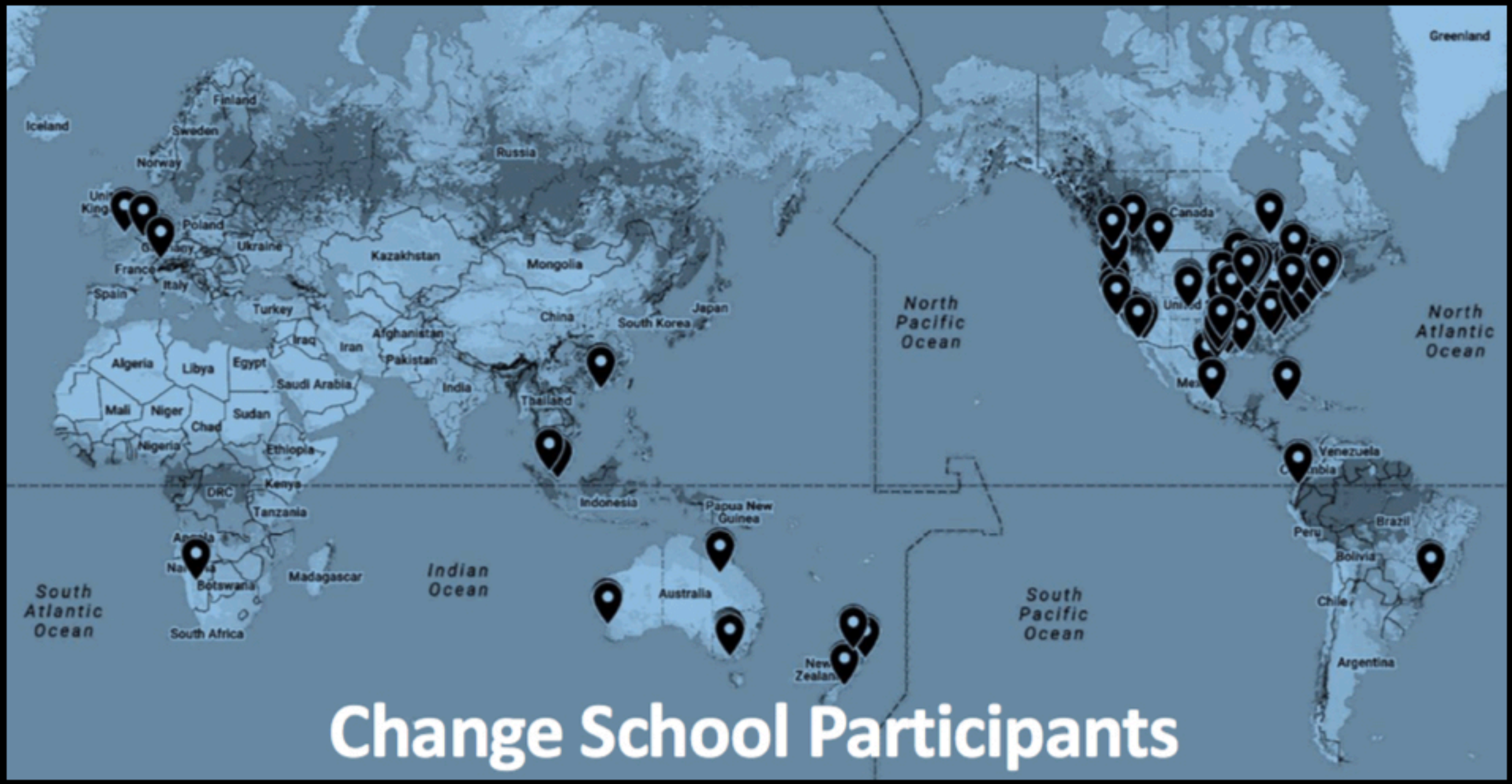
Reimagination required.

Change.School

CLC

ChangeLeaders Community

Changeleaders.Community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Australia
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Venezuela
Peru
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Chile
Argentina
North Pacific Ocean
North Atlantic Ocean
South Atlantic Ocean
Indian Ocean
South Pacific Ocean
Change School Participants

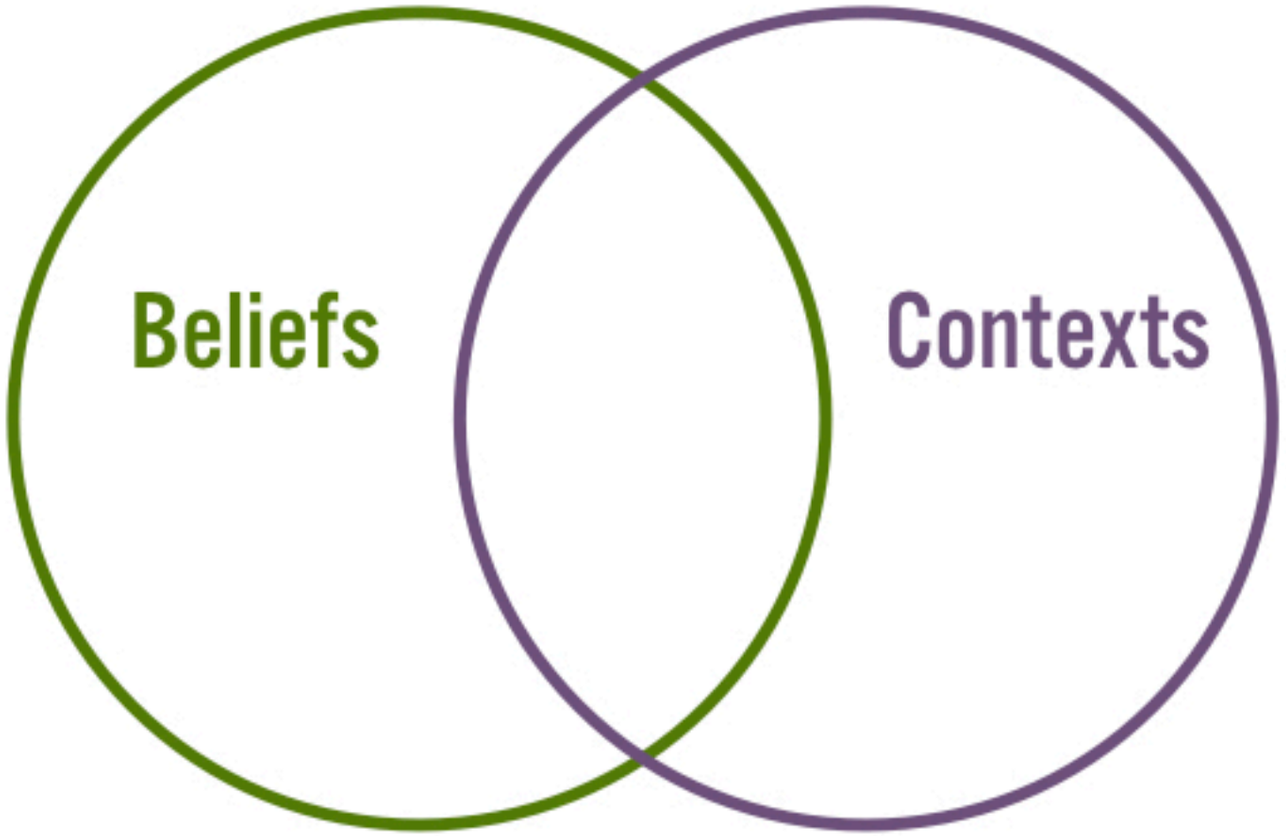
To “reimagine” schools,
we have to understand the
three elements
of modern learning in schools...

...the “Modern Learning Lens”

How do children learn most powerfully?

How do children learn most powerfully?

How is the world changing?



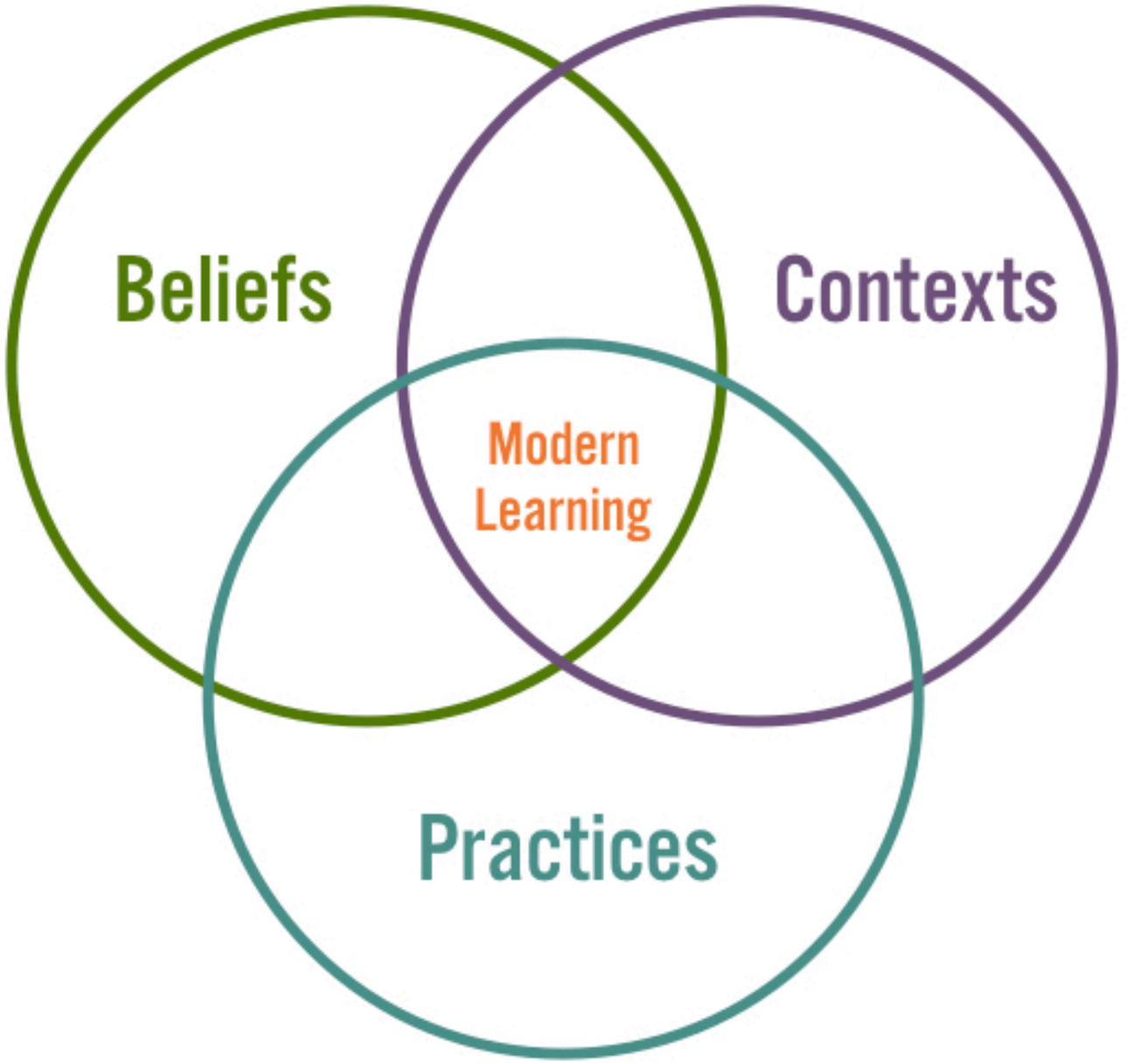
How do children learn most powerfully?

How is the world changing?

What must/can classrooms be?

How do children learn most powerfully?

How is the world changing?



What must/can classrooms be?

And, we need to realize that...

What it means to be
“Educated,”
“Literate,”
“Skilled,”
“Successful,”
are in
“Perpetual Beta”

So, what does reimagination look like?

Work that Matters, Global Connections, Questions, Authentic Audiences, Making, Agency over Learning, Exhibitions, Culture of Learning

Wanting to learn more

peel District School Board

EMPOWERING MODERN LEARNERS

INSPIRE · INNOVATE · IGNITE

#peel21st

WE BELIEVE

Each **LEARNER** is *CURIOUS,* **COMPETENT** and able to take an **ACTIVE ROLE** in their own learning.

Effective EDUCATORS **EMPOWER** LEARNERS TO ACHIEVE *personal excellence by being* **OPEN,** *FLEXIBLE* and responsive to their needs.

A POSITIVE, INNOVATIVE **LEARNING** ENVIRONMENT **empowers** all of us to *GROW* through **RICH, AUTHENTIC RELATIONSHIPS** both locally & globally.

Together as a **COMMUNITY** of *parents, educators and leaders* we share responsibility to *INSPIRE* our modern learners to be **ACTIVE, CRITICALLY ENGAGED, GLOBAL CITIZENS.**

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THE ELEMENTS *in detail*

LEARNING CULTURE

...the learning process is one which engenders and reinforces wanting to learn more. Absent [students] wanting to learn, the learning context is unproductive.

Seymour B. Sarason

Learning cultures should foster curiosity, establish empathy amongst learners, and encourage lifelong learning. They promote a growth mindset, create safe spaces, and facilitate co-learning. These dynamic cultures encourage and facilitate opportunities for purposeful risk-taking and agency in the learning process, while fostering a questioning disposition. The creation of a sustainable learning culture requires a unified commitment from classrooms, schools and the system as a whole.

How are successful learning cultures created and sustained?

INFORMATIVE ASSESSMENT

Clearly this shift in instructional design requires a corresponding shift in assessment practices. For students, assessment becomes less focused on documenting what has and has not been learned and more focused on charting the learning journey for continued success.

Bennett & Armstrong

Informative assessment guides every part of the learning process. Deep, lasting learning is achieved when a transparent and equitable approach to assessment is used. Active involvement of learners in the assessment process connects them with their learning and fosters reflection and a drive to learn more. Providing multiple and varied ways for learners to demonstrate learning and make their thinking visible allows for continuous, ongoing feedback.

How is assessment used to inform the learning process for educators, parents and students?

ACCESS TO TECHNOLOGY

Pervasive access to digital tools and resources makes deep learning more possible through broadening the time and space in which students can connect with teachers, peers and others for idea generation, feedback, expertise and the assessment of progress. This inherently makes the learning process more social... *Michael Fullan*

Reliable and equitable access to technology is fundamental to education today because it connects learners to the people, information and tools they need. Modern learners use technology to explore new possibilities, form new connections and participate as global citizens. Most important, access to technology gives all learners a voice to engage fully with their world — no matter who they are, or how they learn and helps us achieve inclusion for all.

How are digital devices important to learning?

21st CENTURY COMPETENCIES

At minimum, our certainty that the only thing we can claim about the future is its uncertainty provides reason enough to prepare students to be diversely skilled, nimble-minded and technologically savvy citizens.

Institute for Studies in Education

An ever-changing world requires both foundational skills as well as 21st century competencies for learners to be successful. These competencies include building knowledge, developing skills and cultivating attitudes which are interdisciplinary.

21st Century Competencies:

CRITICAL THINKING & PROBLEM-SOLVING	**COLLABORATION**
LEARNING TO LEARN	**COMMUNICATION**
INNOVATION & CREATIVITY	**GLOBAL CITIZENSHIP**

Although these competencies have always been essential, how have they evolved over time, and why are they so important today?

LEARNING ENVIRONMENTS

...it is about creating stimulating school environments and these may not always be contained within four walls. *Ontario Public School Boards' Association*

Learners excel when they feel safe, challenged, and in control of their own learning. Learning environments involve far more than the physical and virtual classroom; they support a climate that nurtures well-being and responds to the cognitive, emotional, and social needs of learners. These spaces should be intentionally designed and co-constructed by everyone involved in the learning process. A dynamic learning environment is responsive, flexible and adaptable.

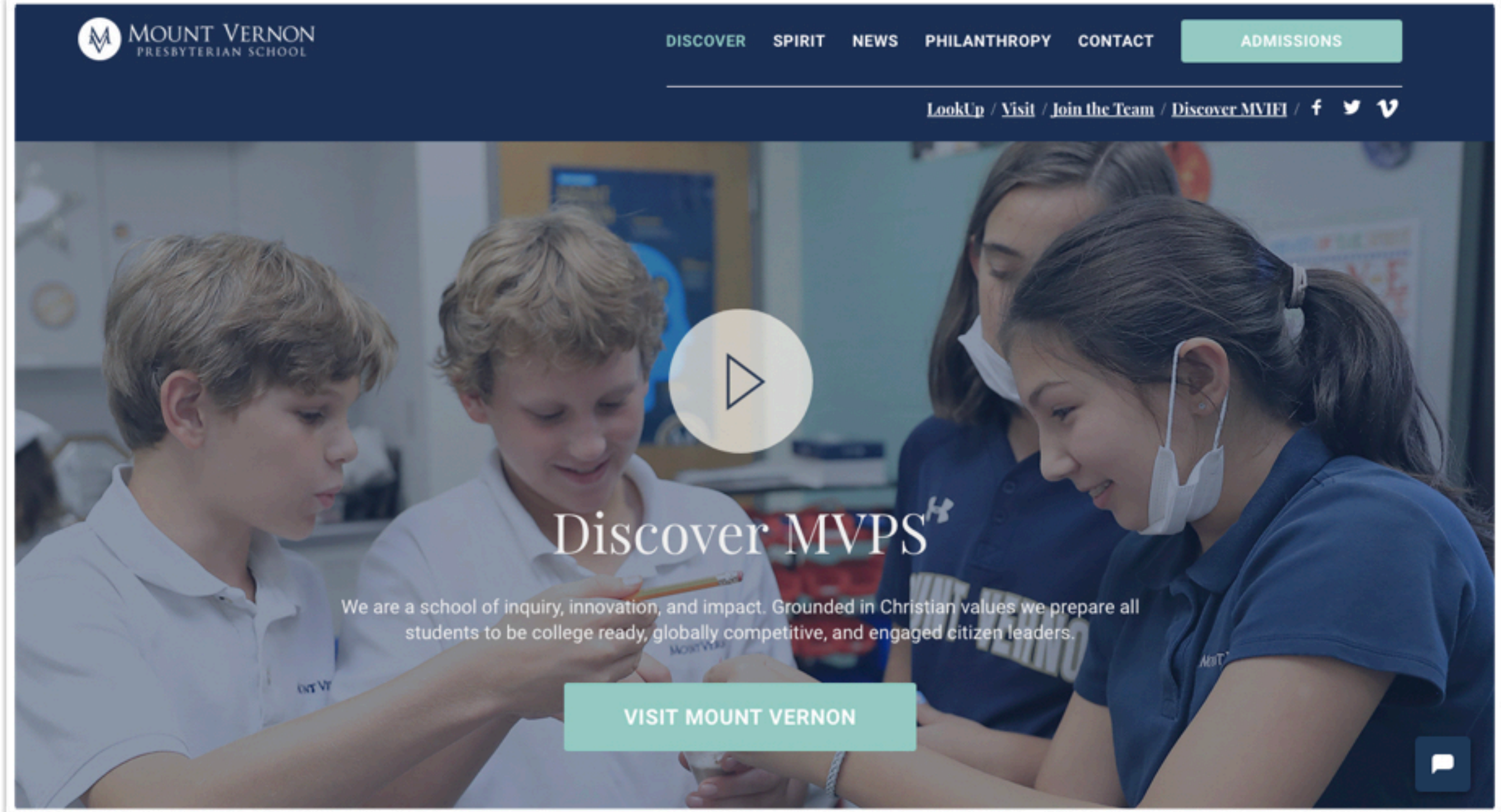
How do we co-create a learning environment that supports all learners?

MODELS OF LEARNING

To truly be empowered, people need both ownership and autonomy. *George Couros*

In a world of immediate access to information, we must integrate models of learning that are student-centred and facilitate relevant and authentic explorations of that information. Knowledge building, inquiry, design thinking, and blended learning are a few possible frameworks that allow learners to explore big ideas, make real-world connections and link to their passions, while integrating technology. Employing a variety of learner-inspired models makes learning meaningful and the curriculum authentic.

What models of learning best suit your learners?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Noah Geisel
@SenorG
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THE PACO PROJECT – A SERENDIPITOUS OPPORTUNITY

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6 days ago Learning from Navi Radjou ab
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MVIFI | MOUNT VERNON INSTITUTE FOR INNOVATION

DESIGN THINKING SHARES HOSTS DESIGNS CONSULTS

THE PACO PROJECT – A SERENDIPITOUS OPPORTUNITY

MVIFI | MOUNT VERNON

“This could also be a chance for our MVIFI team to test out some tweaks to our DT/MDE methodology that we’ve been tinkering with in an authentic setting – real user, real problem, real designers.

But more importantly, it would be an incredible opportunity for students to witness their ability to make an impact through the work they can do.”

6 days ago Learning from Navi Radjou at
business smart and WISDOM in wise leaders
Apply intellige... https://t.co/zZTKTkOSGn

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MISSION

Inquiry
Innovation
Impact

College Ready
Globally Competitive
Engaged Citizen Leaders

Grounded in Christian Values

PRINCIPLES & PRACTICE

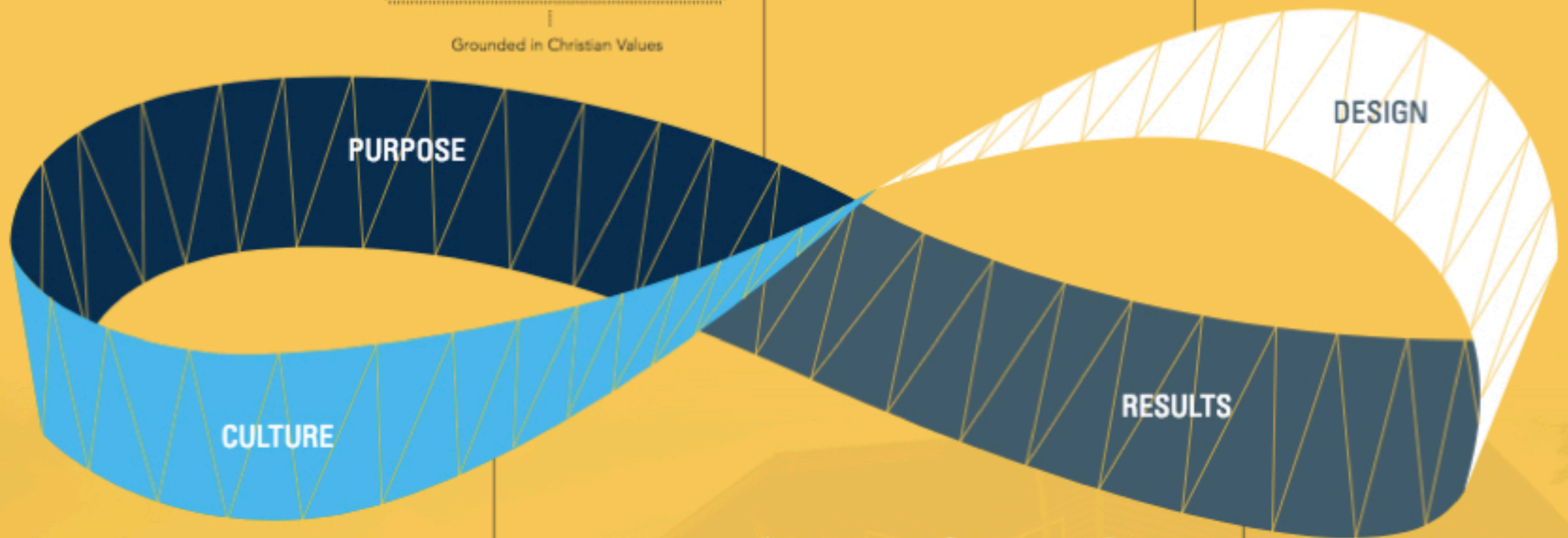
Relationships are Foundational for Learning

Curiosity and Passion Drive Learning

Learning Demands Interactive and Flexible Spaces

Empathy Influences Learning

Learners Apply Knowledge to Make an Impact



MV NORMS

Start with Questions
Fail Up
Share the Well
Assume the Best
Have Fun

21ST CENTURY MV MIND

Creative Thinker
Ethical Decision-Maker
Innovator
Solution Seeker
Collaborator
Communicator

THE MOUNT VERNON CONTINUUM

PRINCIPLES & PRACTICE

Relationships are Foundational for Learning

Learning Demands Interactive and Flexible Spaces

MISSION

Beliefs:

Relationships are foundational for learning
Curiosity and passion drive learning
Learning demands interactive and flexible spaces
Empathy influences learning
Learners apply knowledge to make an impact

PURPOSE

Start with Questions
Fail Up
Share the Well
Assume the Best
Have Fun

MV NORMS

Creative Thinker
Ethical Decision-Maker
Innovator
Solution Seeker
Collaborator
Communicator

21ST CENTURY MV MIND

THE MOUNT VERNON CONTINUUM

MISSION

Inquiry
Innovati
Impact

Norms:

Start with questions
Fail up
Share the well
Assume the best
Have fun

PRINCIPLES & PRACTICE

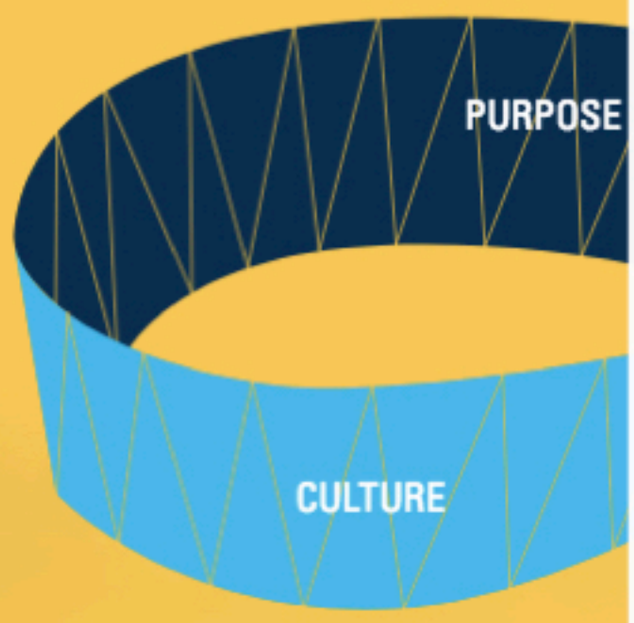
Relationships are Foundational for Learning

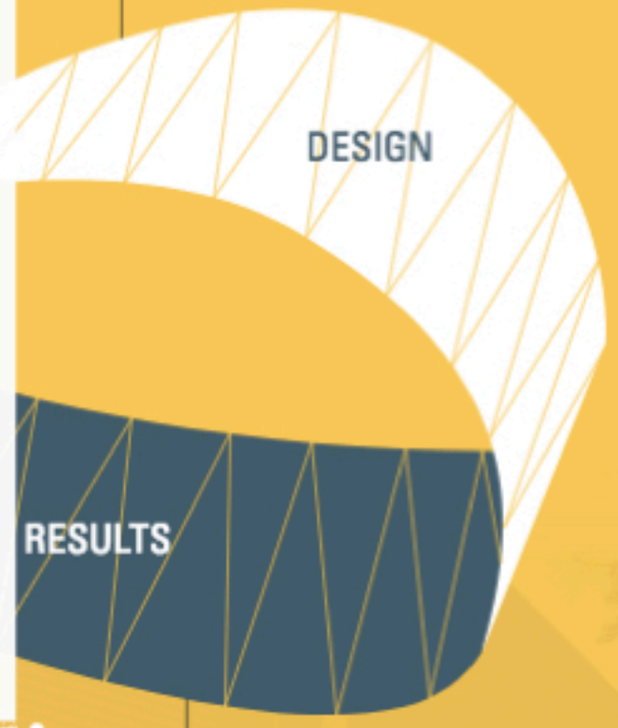
Curiosity and Passion Drive Learning

Learning Demands Interactive and Flexible Spaces

Empathy Influences Learning

Learners Apply Knowledge to Make an Impact





Start with Questions
Fail Up
Share the Well
Assume the Best
Have Fun

MV NORMS

Creative Thinker
Ethical Decision-Maker
Innovator
Solution Seeker
Collaborator
Communicator

21ST CENTURY MV MIND

Wooranna Park Primary School

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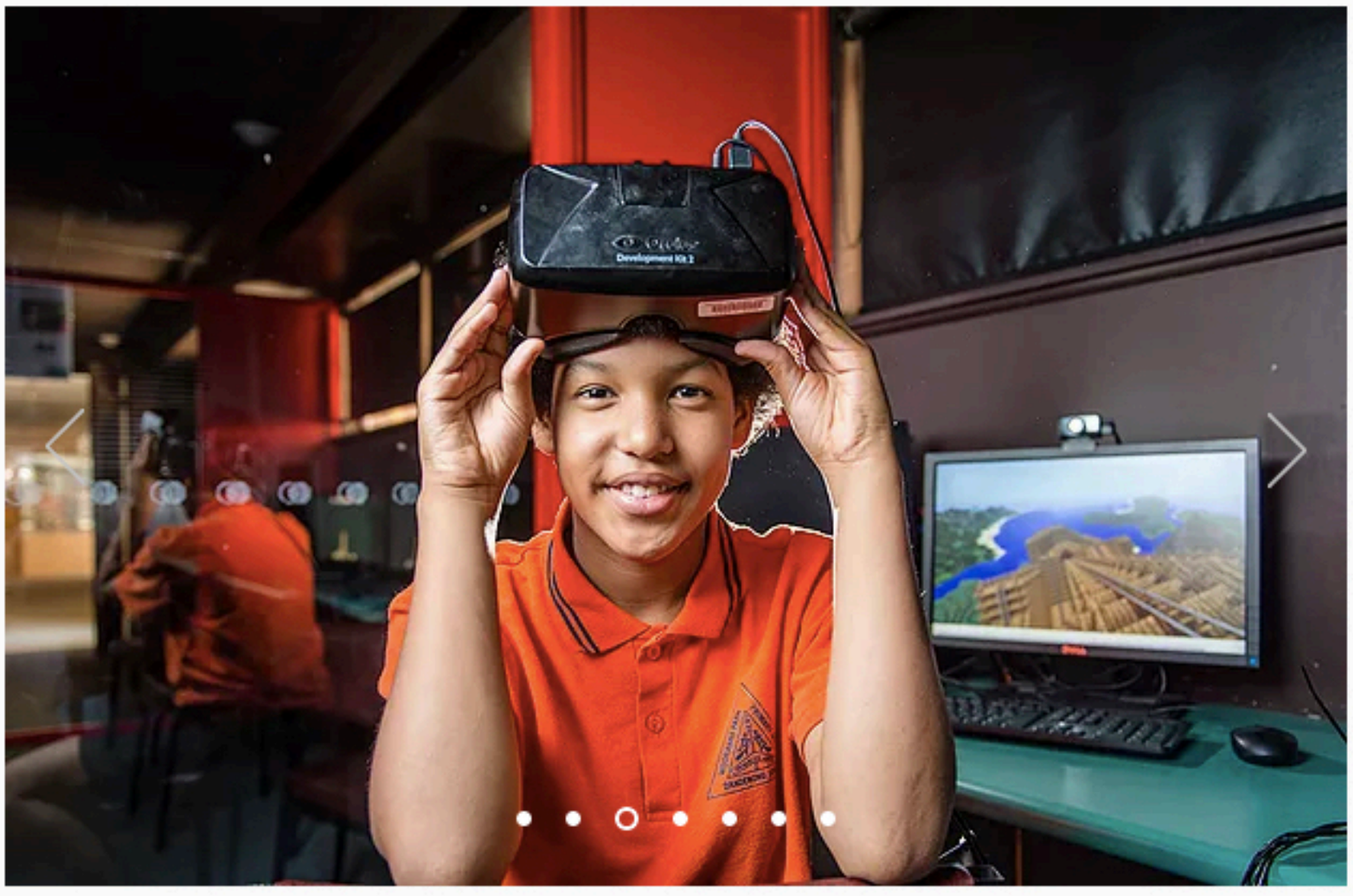


Welcome to Wooranna Park Primary School

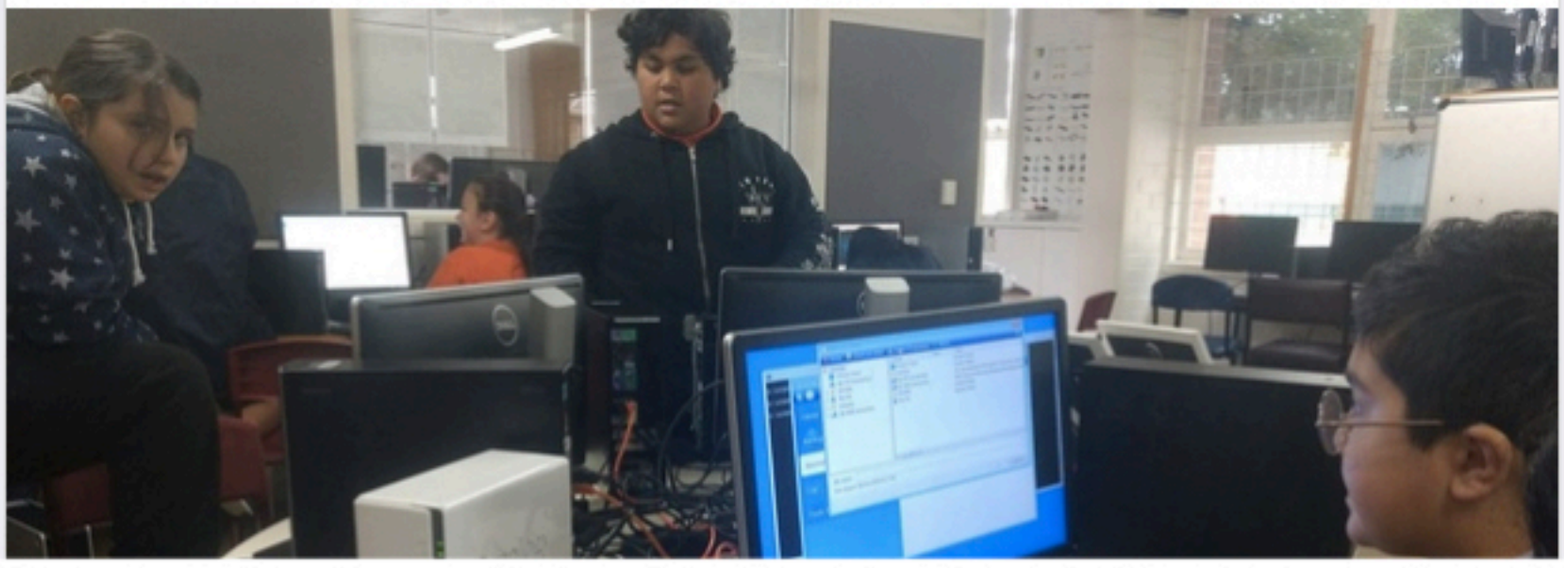
"Wooranna Park Primary School endeavours to create a learning environment for students that prepares them to live in a rapidly changing world, caters for their personal needs and passions, and excites their thirst for learning." - Ray Trotter, Principal.

We invite you to learn more about Wooranna Park, and why we think it is one of the most amazing schools in Australia.

One Aussie primary school teaches cryptocurrency- and the world is paying attention

By Sarah Duggan
Published September 15, 2017

It's not only parents and special guests that have been perusing the Wooranna Park Primary School grounds of late.



Global:

WORLD ECONOMIC FORUM

Agenda Initiatives Reports Events About

TopLink

Global Agenda

To play is to learn. Time to step back and let kids be kids

Play is crucial to building skills – and yet children have less and less time for it in the modern world

Image: Frank McKenna/Unplash

25 Jan 2018

This article is part of the **World Economic Forum Annual Meeting**

John Goodwin

New Zealand:

NEW ZEALAND / EDUCATION

National standards ditched by government

9:57 am on 13 December 2017

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John Gerritsen, Education Correspondent
@RNZeducation john.gerritsen@radionz.co.nz

This year's achievement rates in the national standards in reading, writing and maths will remain a mystery after the government began the process of ditching the standards.

British Columbia:

BRITISH COLUMBIA **BC's New Curriculum**

English Français

HOME | CORE COMPETENCIES | CURRICULUM | ASSESSMENT | GRADUATION

New Curriculum

Nouveaux programmes d'études | ਨਵਾਂ ਪਾਠਕ੍ਰਮ | 新教学大纲 | New Curriculum

The world is changing. Parents want their kids ready to succeed. So do teachers. So do we.

That's why it's critical that we modernize our education system (designed in the last century), so students can succeed in the 21st Century.

California:

One Valley School District's Unorthodox Educational Approach: No More Grades

By JEFFREY HESS • AUG 25, 2015

PROGRAM
Valley Public Radio News

PROGRAM
Valley Edition

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As students head back for another year of school, one small district in the valley is on the cutting edge of education. The Lindsay School district has eliminated grades and grade levels. School leaders say the scheme has transformed education.

Kansas:

Kansas schools may no longer group students by grade level as part of plan to remake education system

Photo by Peter Hancock. Enlarge photo.

Kansas Education Commissioner Randy Watson presents the latest student performance data to the Kansas State Board of Education on Tuesday.

Email Print Facebook Tweet Comments (19)

By Peter Hancock
October 18, 2017

TOPEKA — Kansas public school officials are launching a project to overhaul the way education is delivered in the state through a project that they say is so ambitious, they are likening it to the NASA moon missions of the 1960s.

Kansas:

Kansas schools may no longer group students by grade level as part of plan to remake education system

"We have a 10-year journey, as we talked about this morning. It's a serious journey. We're trying by 2026 to totally redesign K-12 education for all 286 school districts."

Photo by Peter Hancock. Enlarge photo.

Kansas Education Commissioner Randy Watson presents the latest student performance data to the Kansas State Board of Education on Tuesday.

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Colorado:

CareerWise Colorado
Tomorrow's Talent Today
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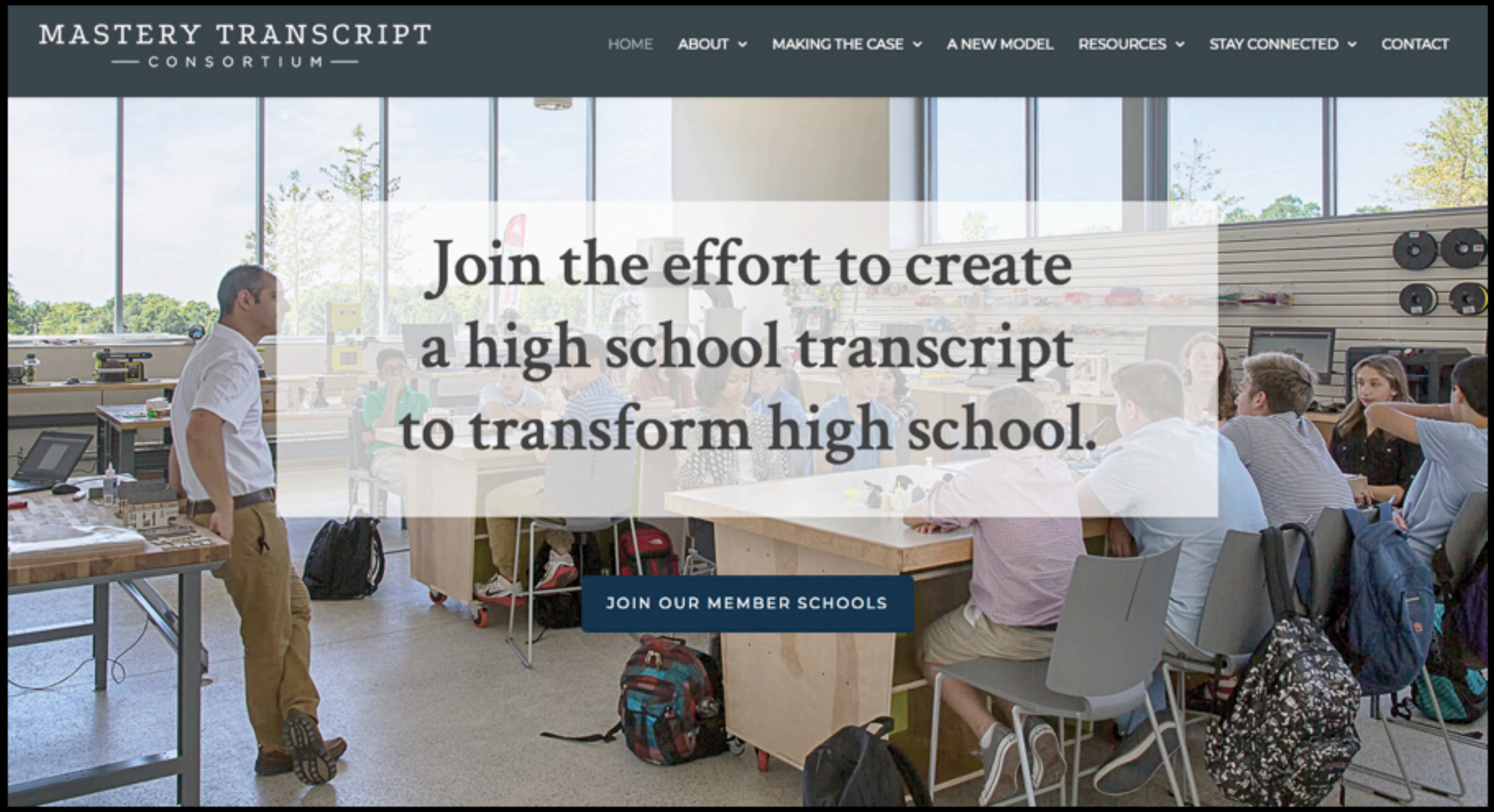
Tomorrow's Talent Today
CareerWise is shaping Colorado's workforce through innovative, business-led youth apprenticeships.

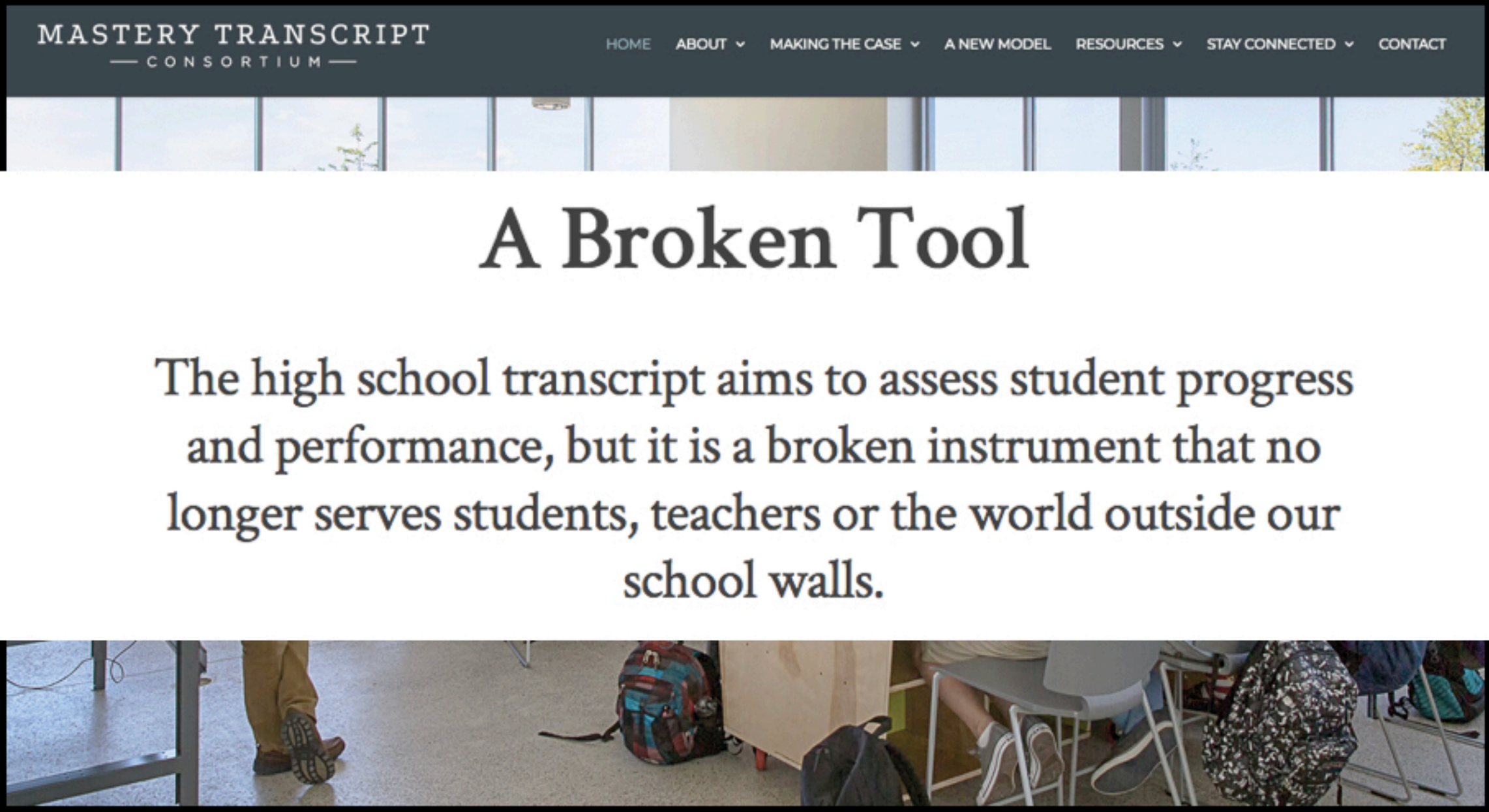
Colorado:

CareerWise Colorado
Tomorrow's Talent Today
BUSINESSES STUDENTS EDUCATORS ABOUT MARKETPLACE NEWS BLOG NEW COMMUNITIES STUDENT MOTIVIS LOGIN
"We must rethink education, employing innovative and collaborative solutions."
CareerWise is shaping Colorado's workforce through innovative, business-led youth apprenticeships.

United States:



United States:



"There is zero research in the world that supports letter grading. **None**. It has never existed...Other than a terrible idea that has been corrupted, it's fine."

~Scott Looney
Hawken School
Mastery.org

To “reimagine” schools,
we have to ask and answer more
fundamental questions:

What is learning?

What is learning?
What are the greatest potentials of children?

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What are the greatest potentials of children?
What are our deepest commitments to children?

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(Are we keeping those commitments?)

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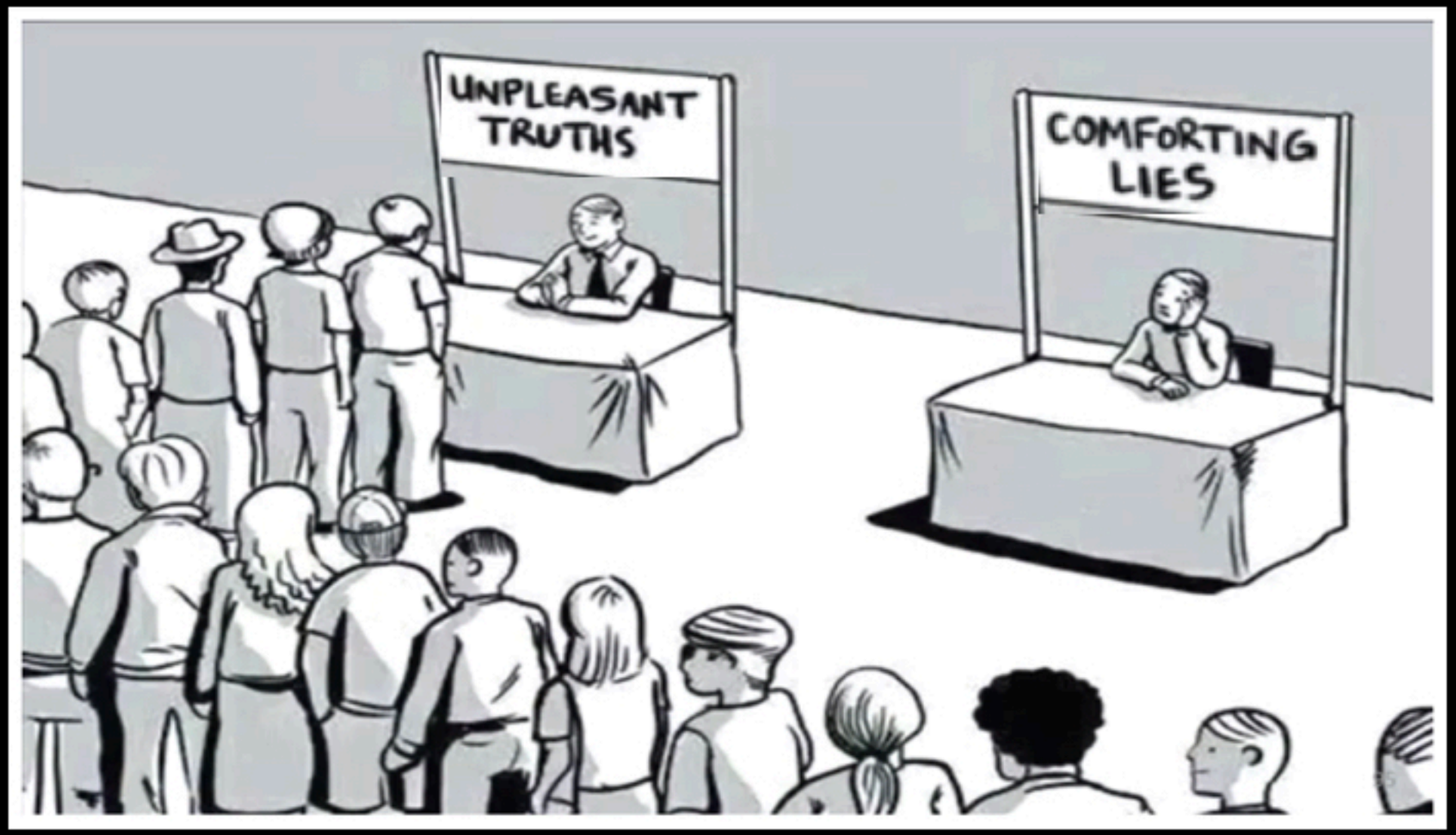
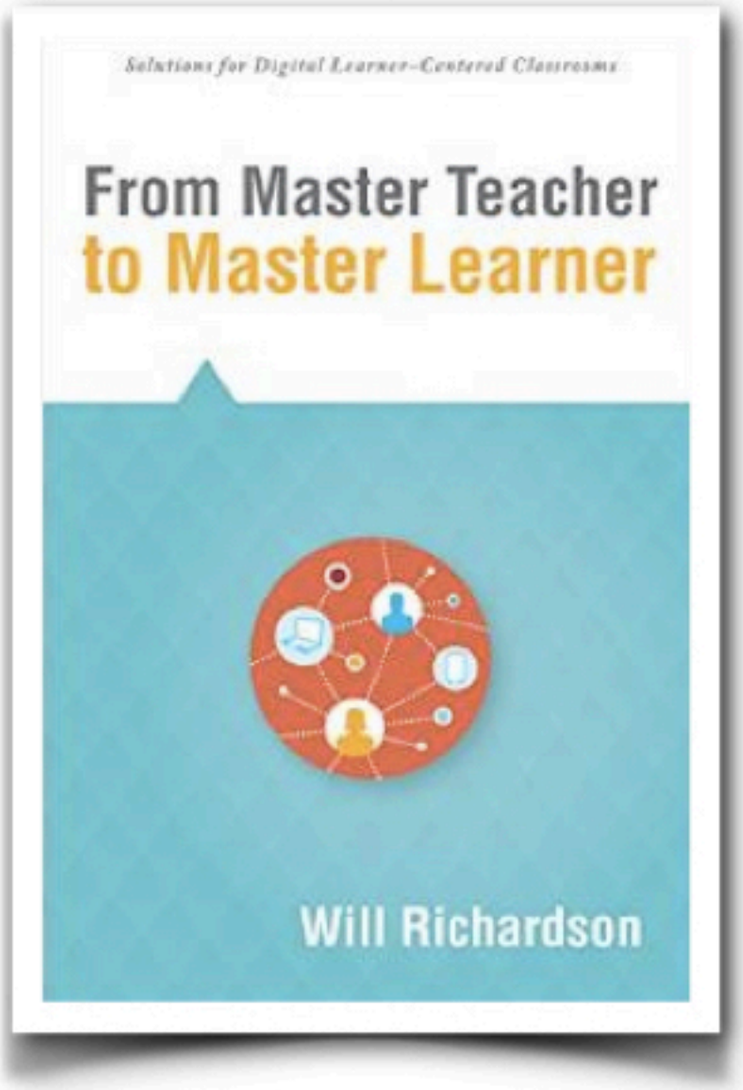
What are our deepest commitments to children?
(Are we keeping those commitments?)
What is the value of school in the modern world?

What is learning?
What are the greatest potentials of children?
What are our deepest commitments to children?
(Are we keeping those commitments?)
What is the value of school in the modern world?
What are our "unpleasant truths"?



And, we need to **embrace** our "unpleasant truths."



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