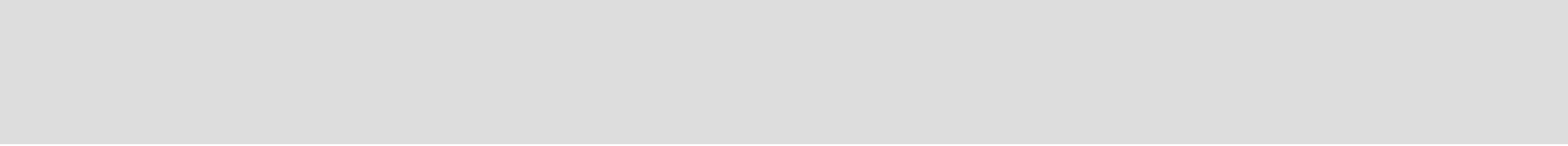


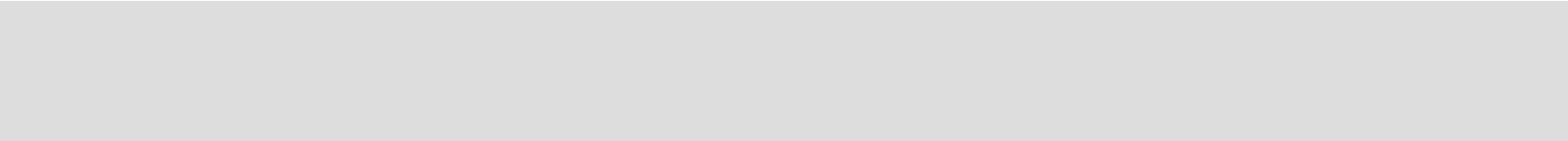
Learning from Extremes

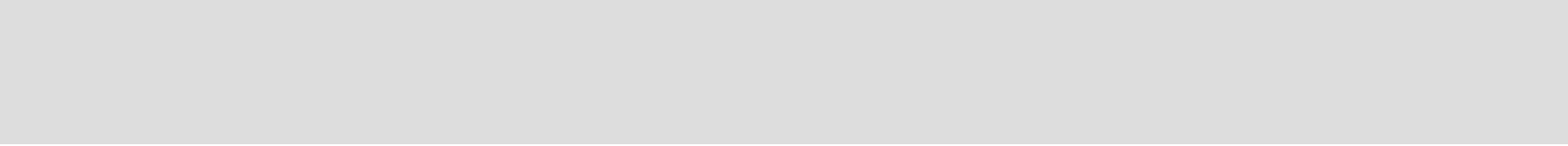
Kent Headteachers, November 2009

Charles Leadbeater

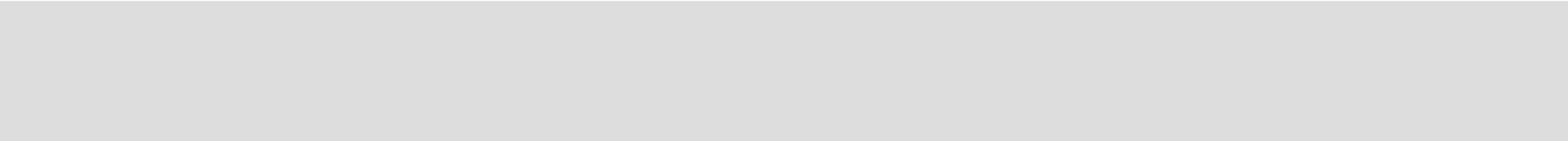


The question you ask largely determines
the answer you get





Your vantage point determines what you
can see...





Where can you see what education and
learning might become ?



Mapping education innovation

Location

Formal

Informal

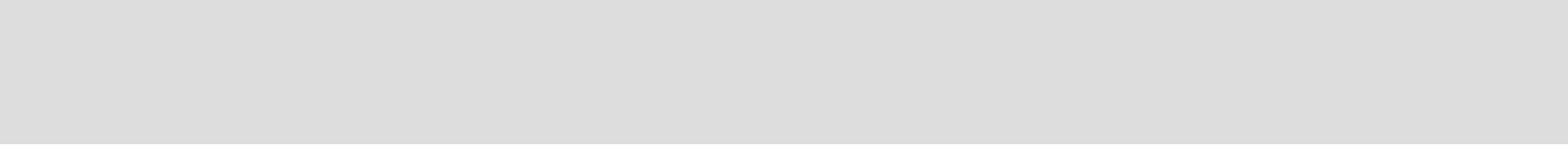
Innovation
Type

Sustaining

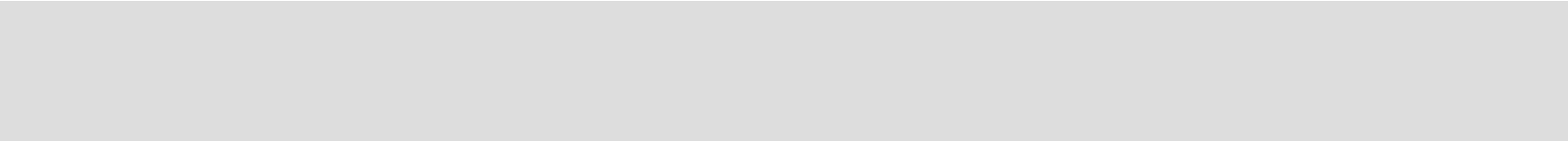
Disruptive

Mapping education innovation

		Location	
		Formal	Informal
Innovation Type	Sustaining	Improve	
	Disruptive		



Good people teaching, well trained, well
motivated and supported in the right
conditions





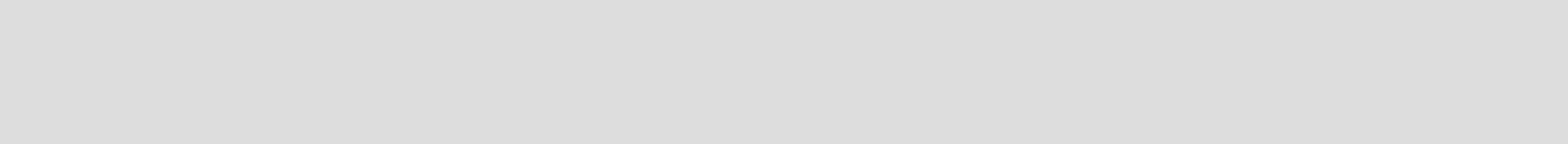
Order and calm: hard & soft power



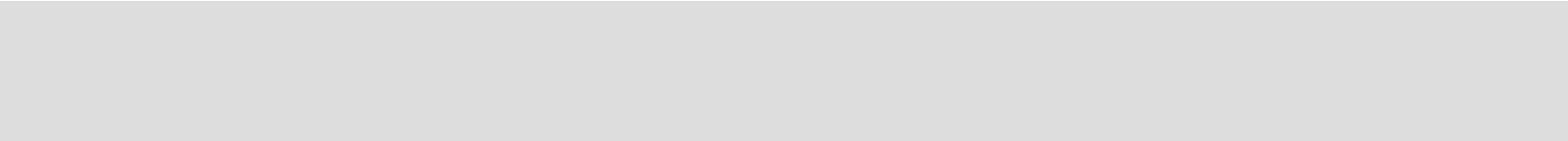


Relationships that build:





Care
Recognition
Motivation
Participation





But...

Performance plateau

Ingrained inequality

Hitting the target, missing the point





Improve is essential but not enough...



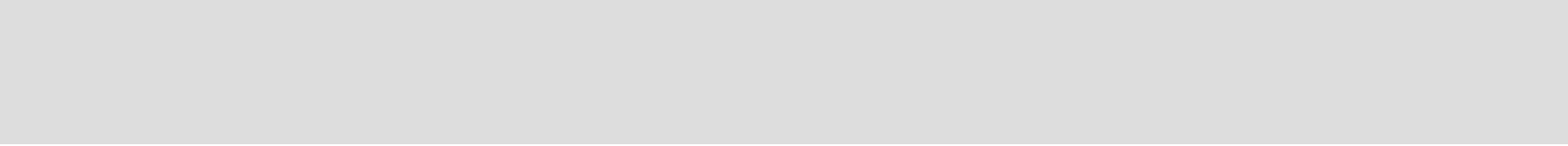
Mapping education innovation

		Location	
		Formal	Informal
Innovation Type	Sustaining		
	Disruptive	Reform	



Learning with and by not to and from

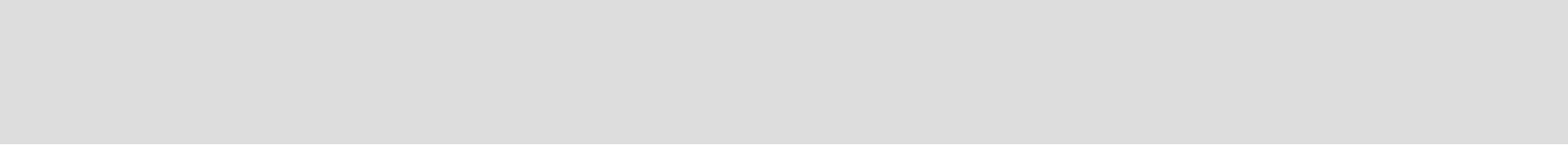




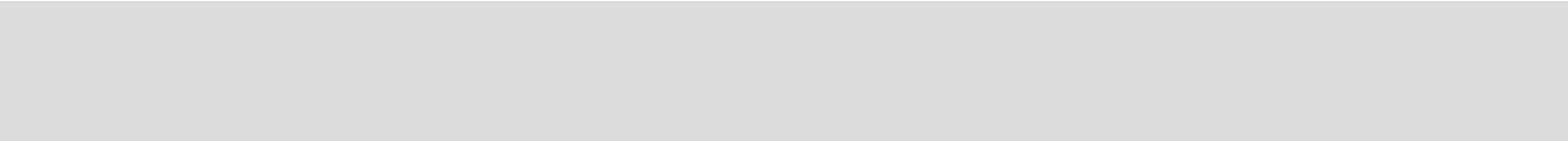
Personalised learning = learning with and by:

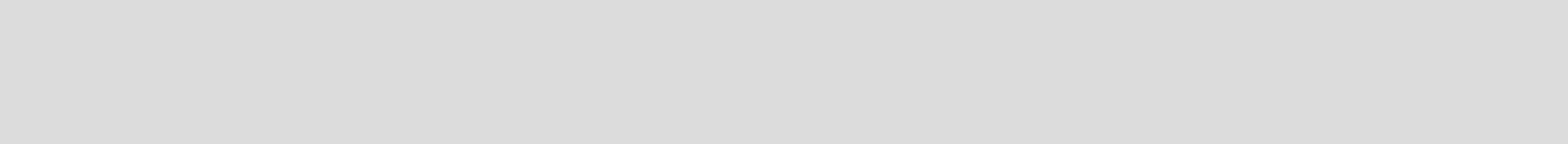
Place, Timing, Pace, Space



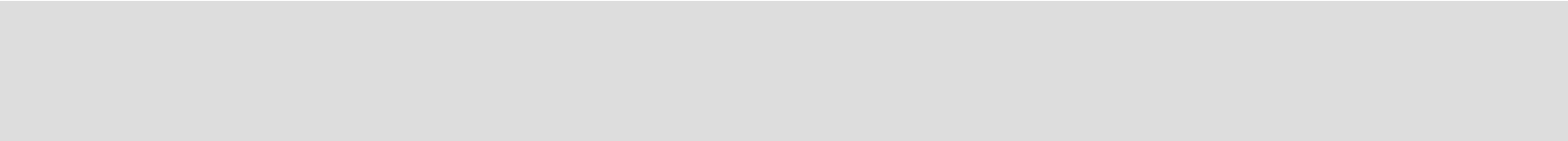


Big schools that feel small
Software leads hardware
Multiple forms of assessment
New teaching and leadership teams
Teachers as coaches





Pupils as protagonists
Problem/question oriented learning
Collaborative and real world
Self-reflective, motivated learning
Information literate, able communicators





But...

There are lots of obstacles and traps on
the journey from improve to reform





And...

Even that may not get all you need



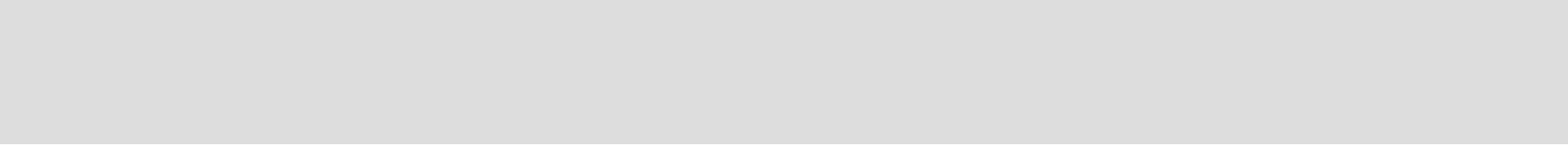
Mapping education innovation

		Location	
		Formal	Informal
Innovation Type	Sustaining		Supplement
	Disruptive		

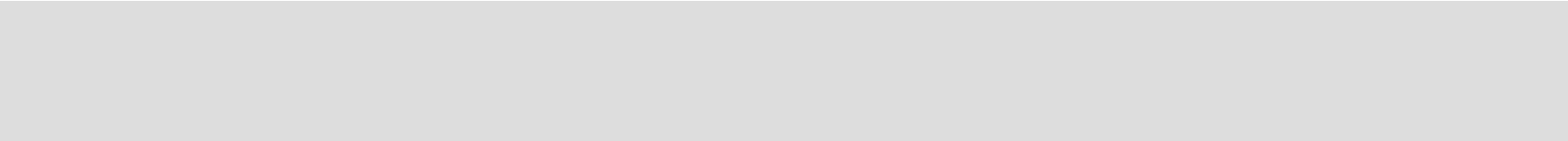


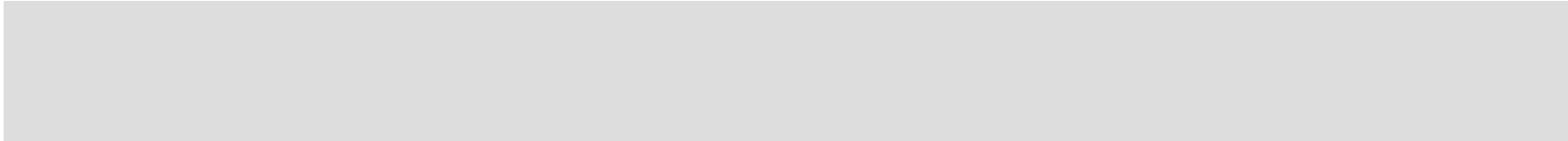
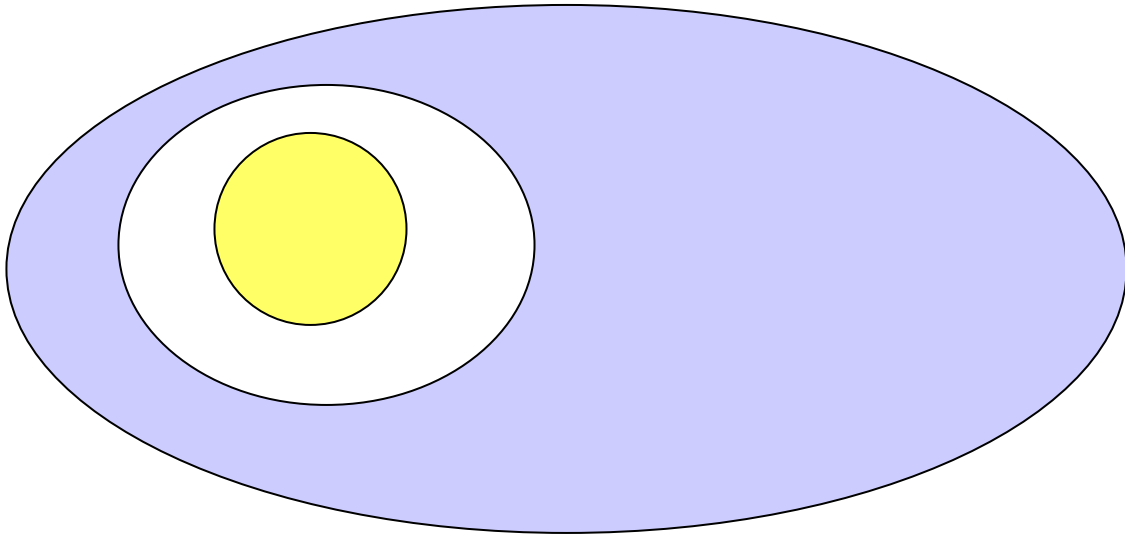
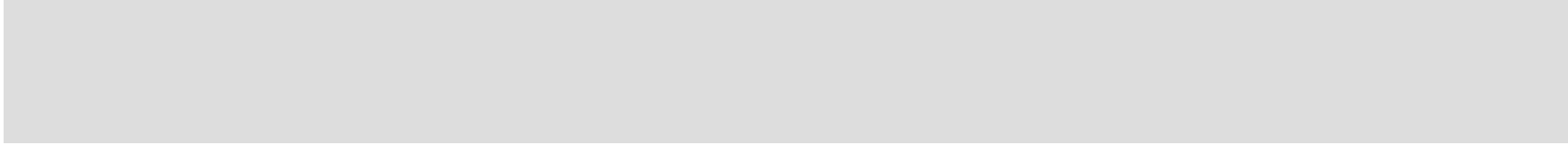
Social and emotional conditions

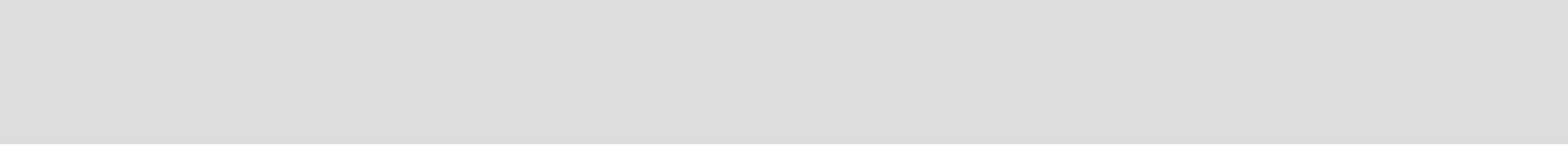




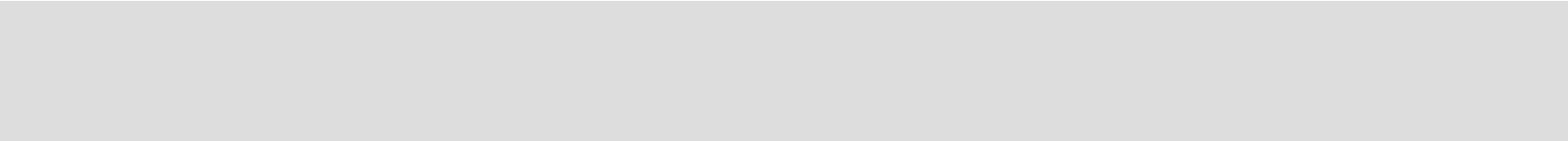
Relationships for learning at through
family and home, in community and
work

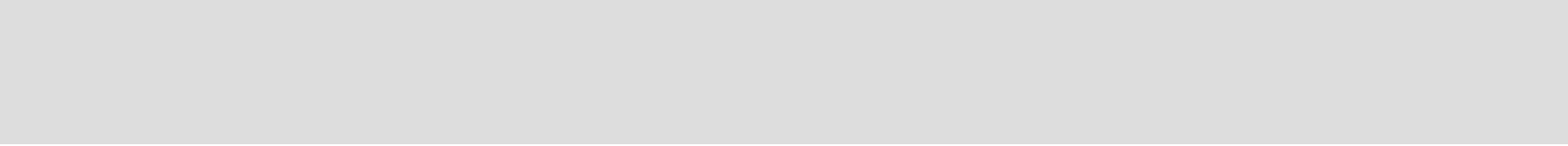




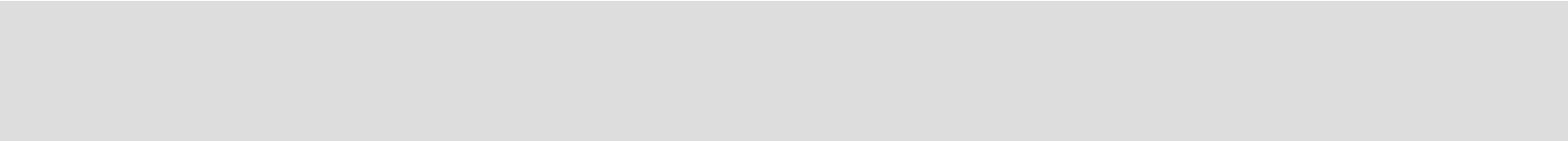


The white:
family and neighbourhood learning





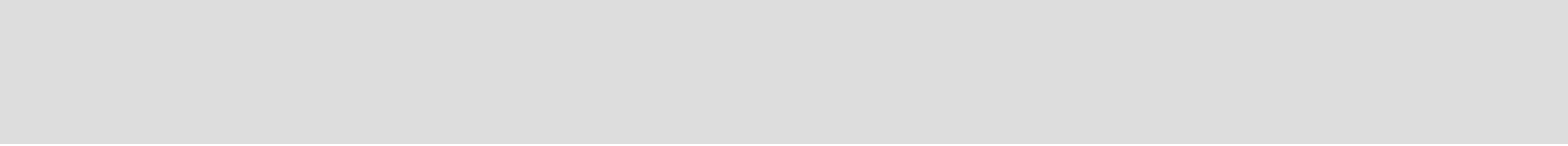
Parents more involved in school
Supporting learning at home
Minimising impact of family disruption



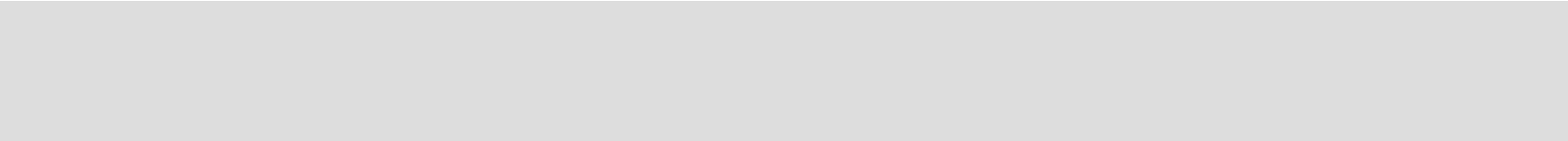


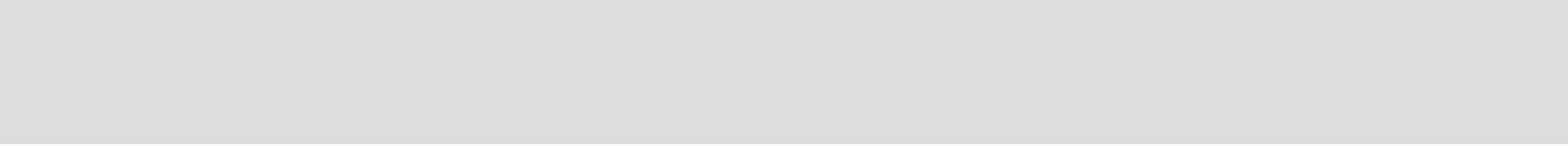
The plate:
environment, culture and economy



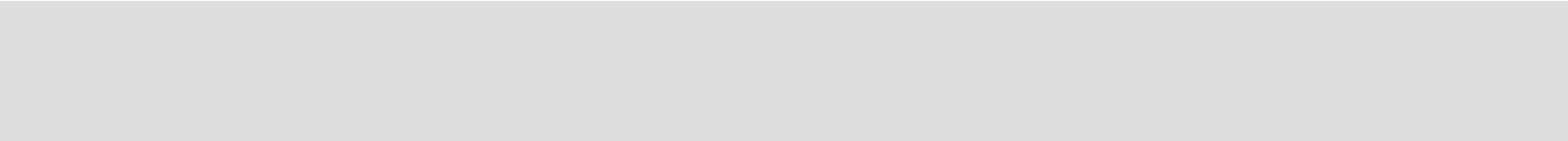


Aspiration and ambition
Cultural and economic change
Social contracts around schools





School draws in community resources
School resources available for community
Disperse the school in the community
Learning led cultural change





Challenges...

Where do you invest?

What people and skills do you need?

Mission drift?



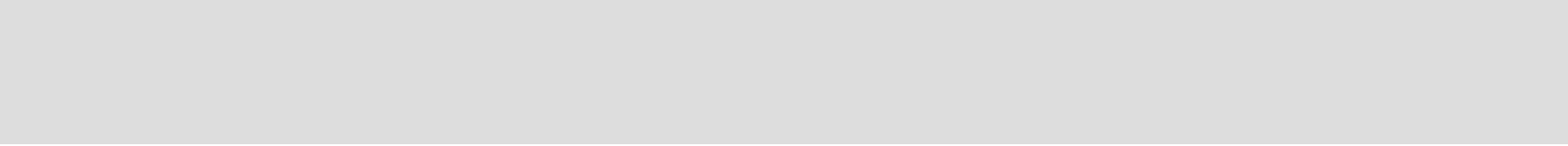
Mapping education innovation

		Location	
		Formal	Informal
Innovation Type	Sustaining		
	Disruptive		Transform

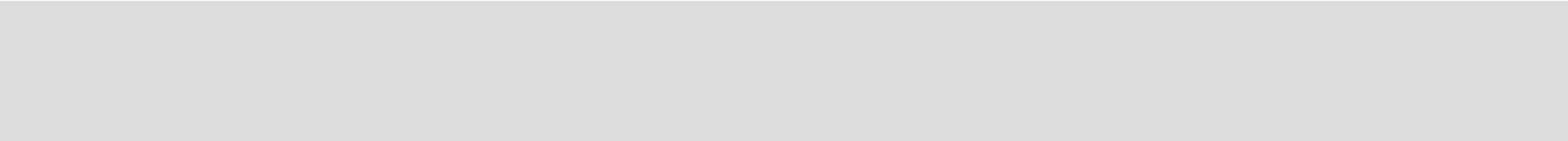


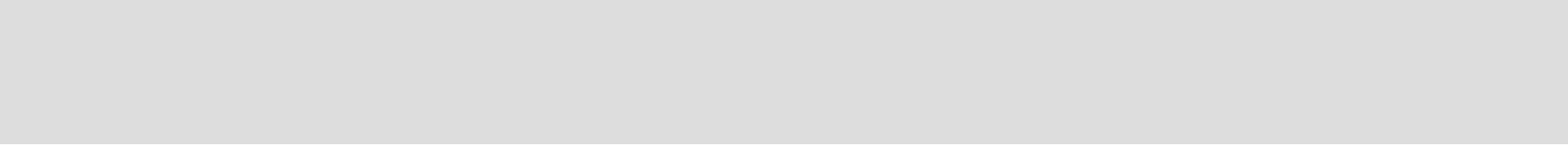
Entirely new ways to enable learning



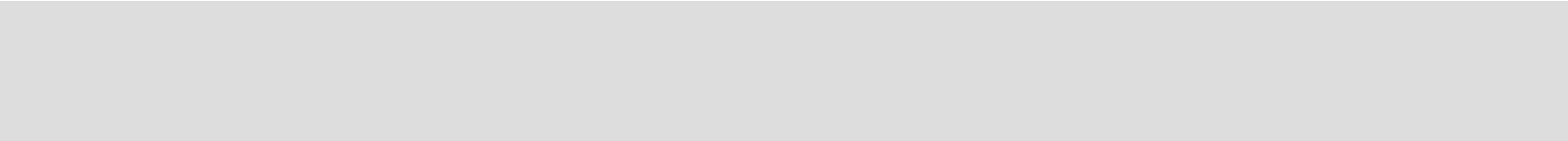


Cloud culture: ubiquitous participation,
connection, collaboration





Radical innovation usually comes from the
margins: social entrepreneurs and the
hardest to reach





Pull not push



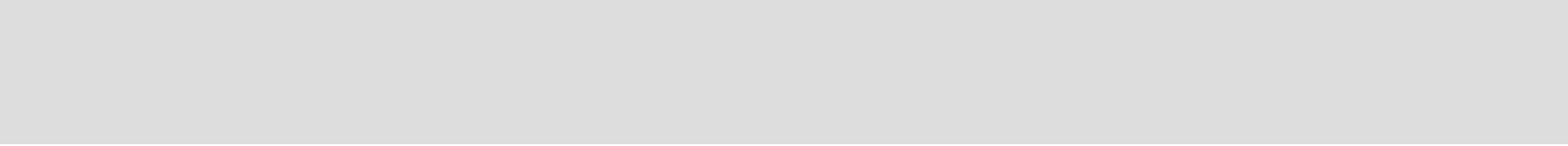
Motivation is key: extrinsic and intrinsic



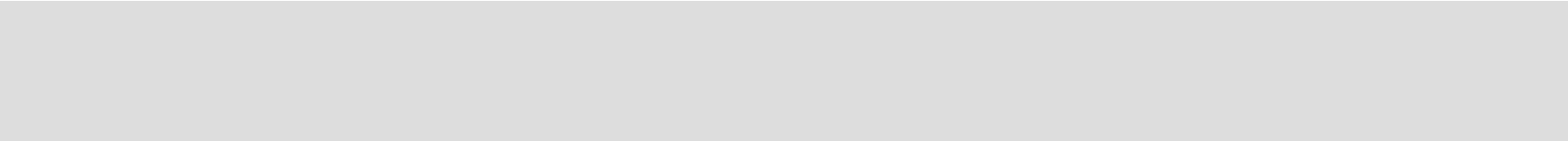


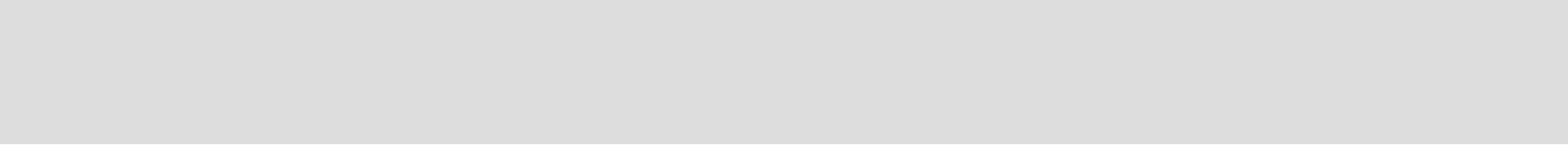
Learning through...



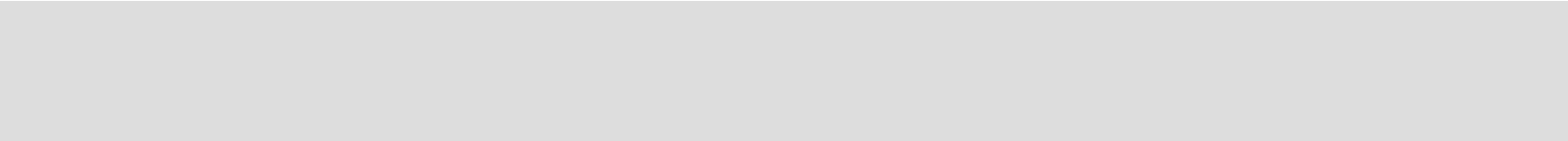


Different people, technologies, places for
learning

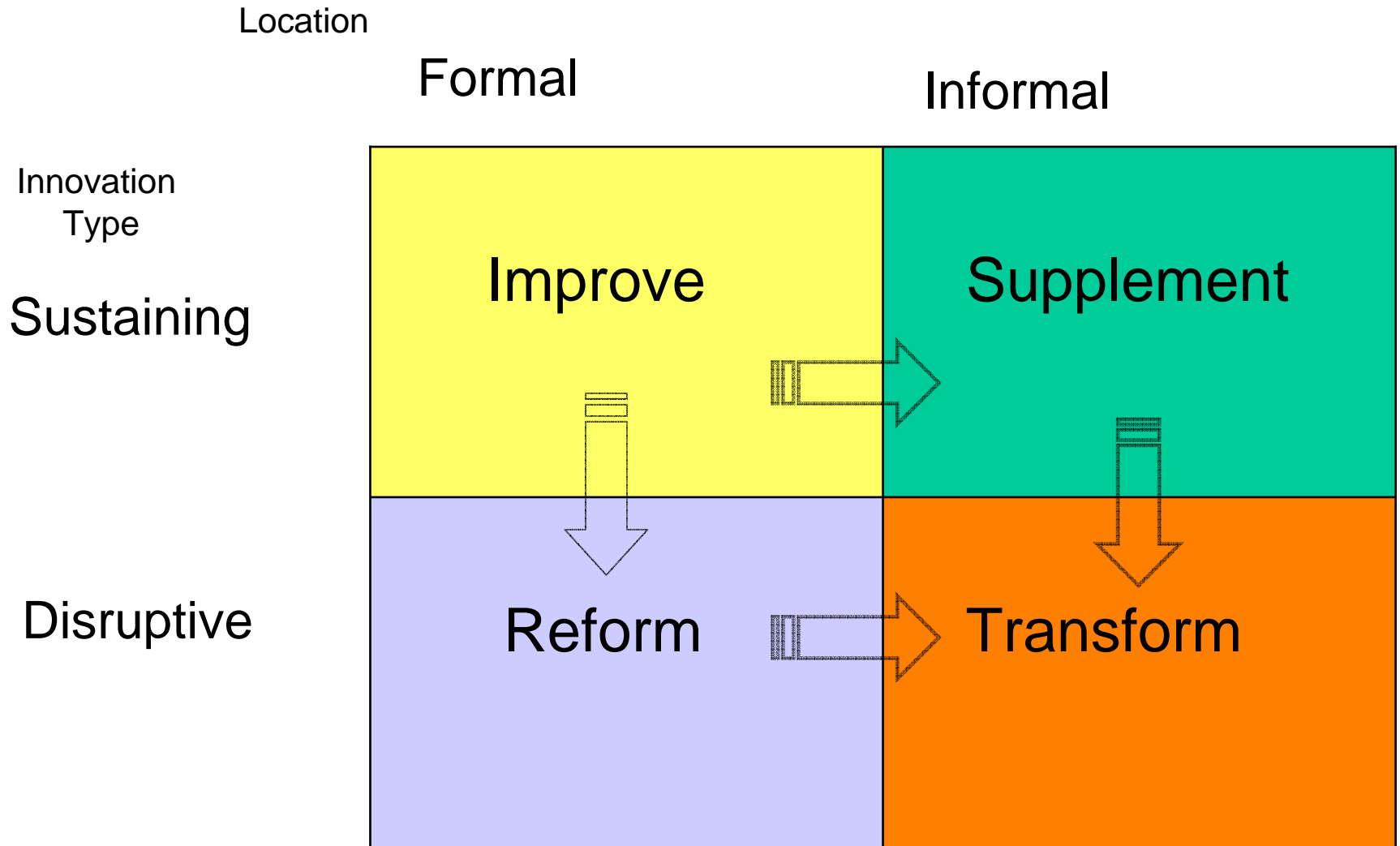




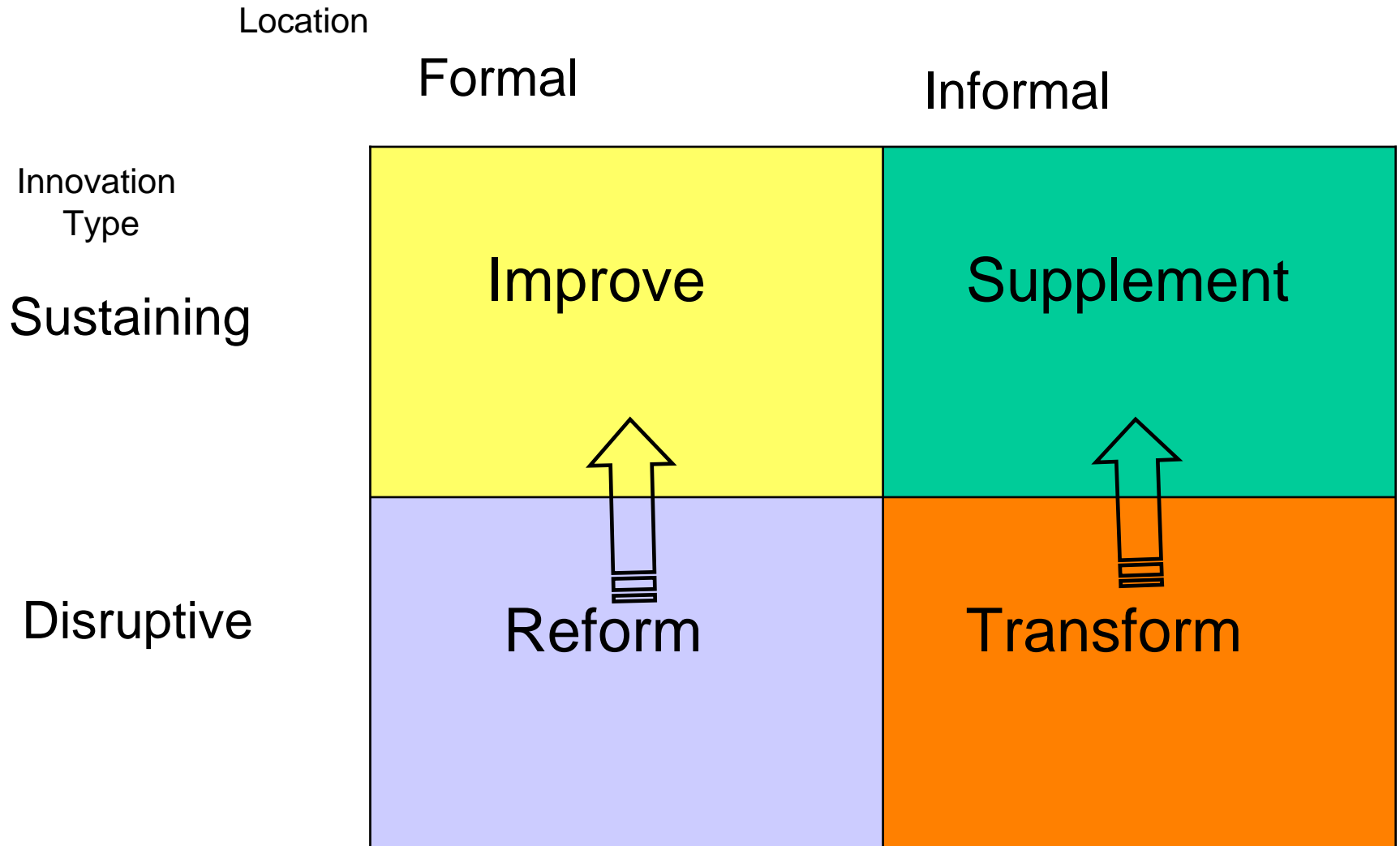
Learning as a productive, making, doing,
earning activity



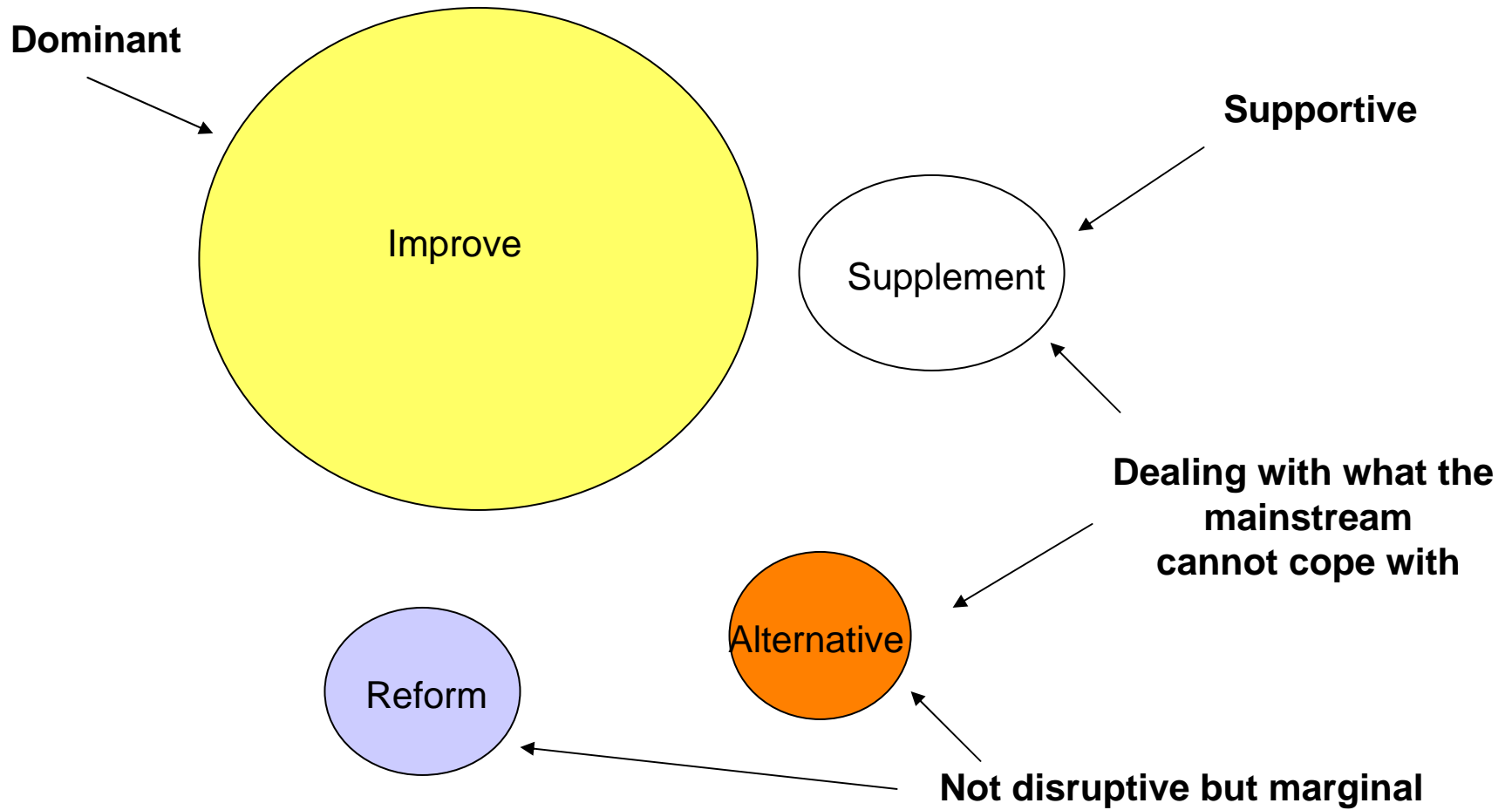
The long road to transformation



Disruption accelerates systemic innovation



Where do resources go?



Where should resources go?

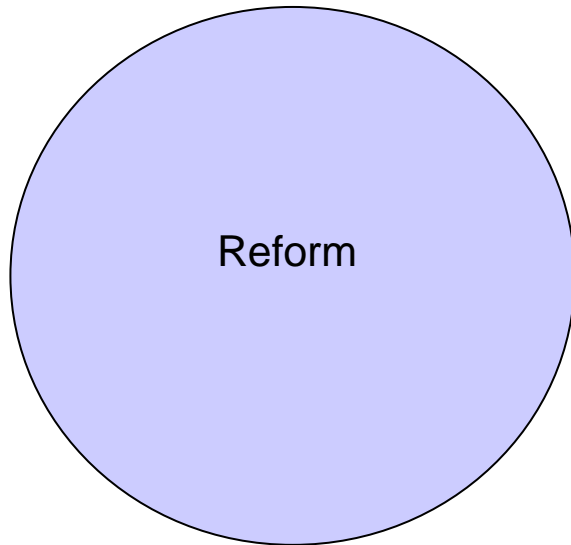
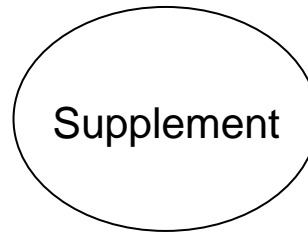
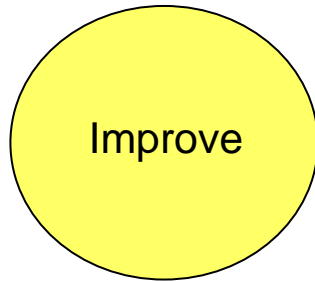
Improve

Reform

Supplement

Alternative

Where should resources go?



Where should resources go?

