

21st Century Collaboration

21st CENTURY COLLABORATION

The Role of Governance

- Ensuring clarity of vision, ethos and strategic direction
- Holding leadership to account
- Overseeing financial performance

The Golden Circle

WHAT

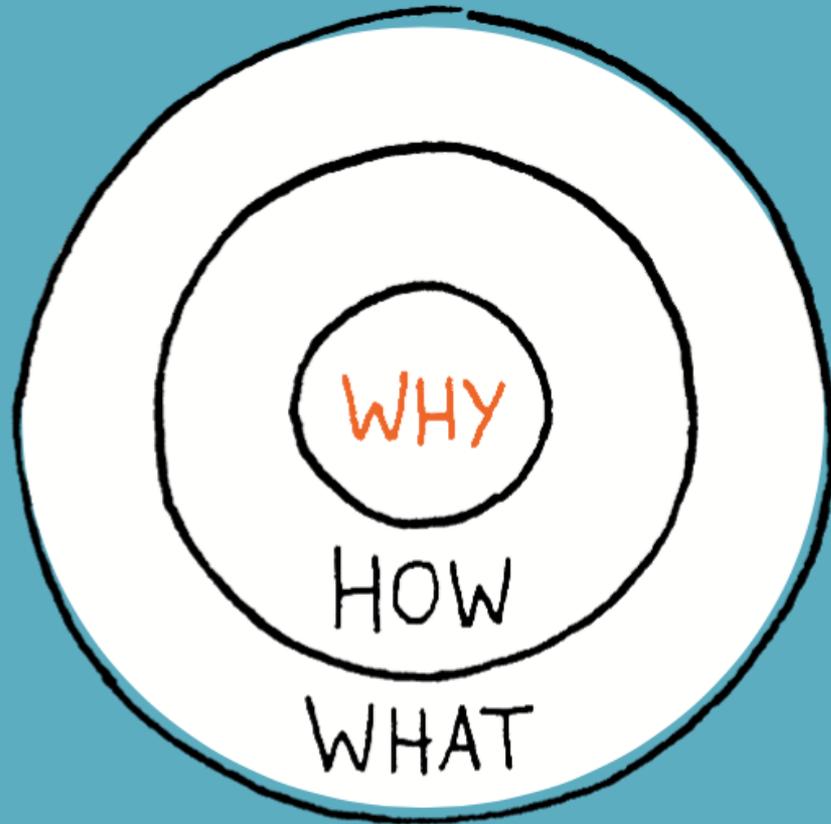
Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

HOW

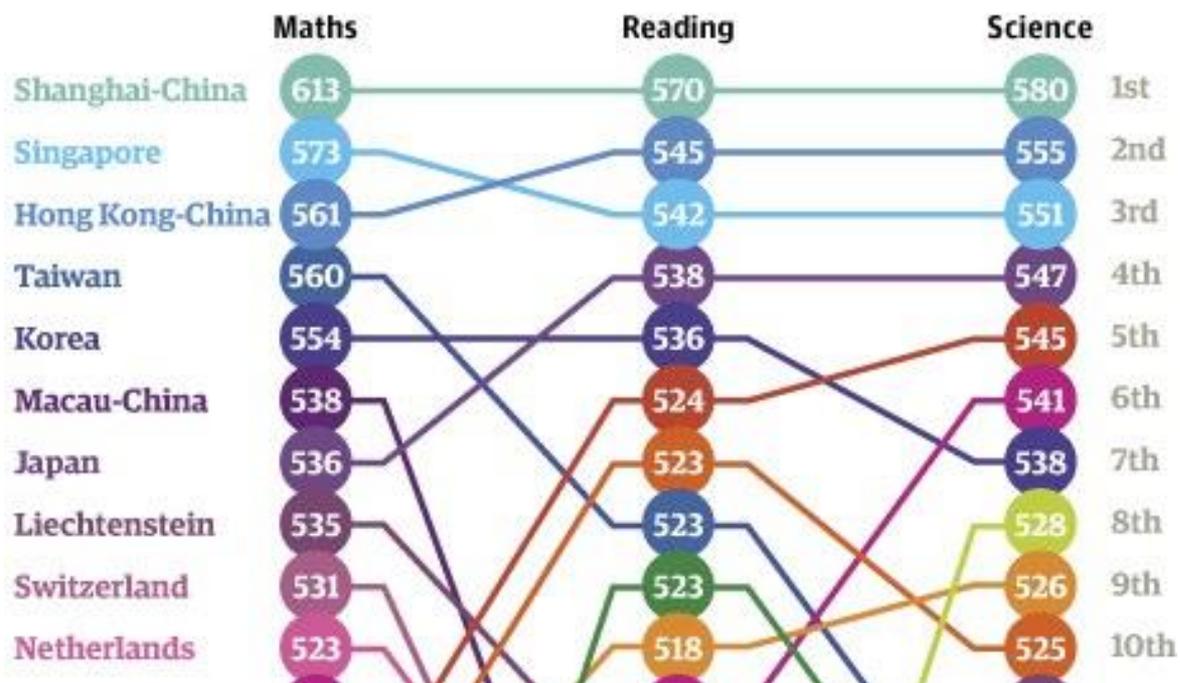
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.







Why Pisa may be bad for you?



20% Global Population

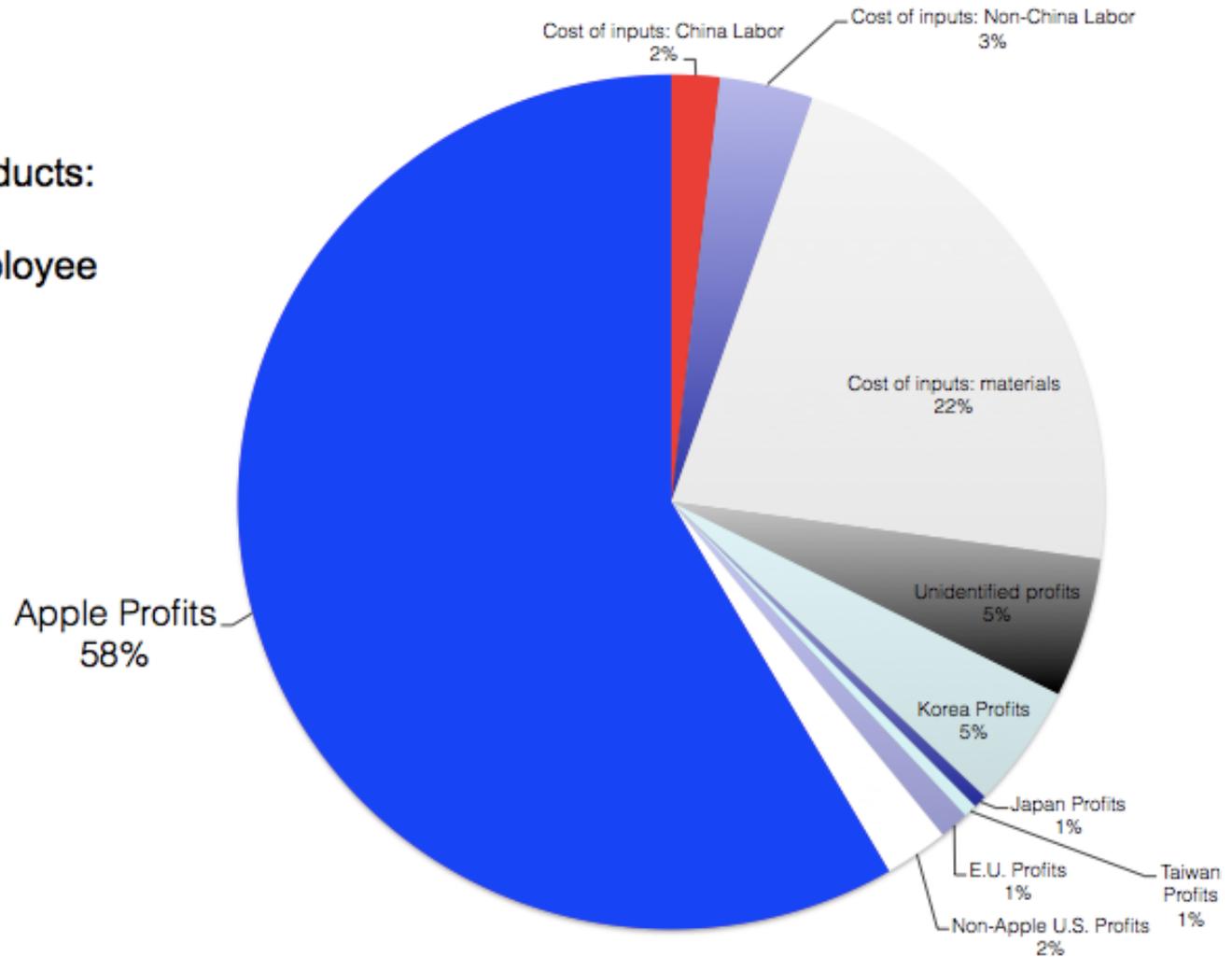
9% Global GDP

1% Global Patents



Distribution of Value for iPhone 2010

Apple Employees:
43,000 US, 20,000 overseas
People working on Apple Products:
700,000
Apple profit: 400,000 per employee



Individual differences
Multiple intelligences

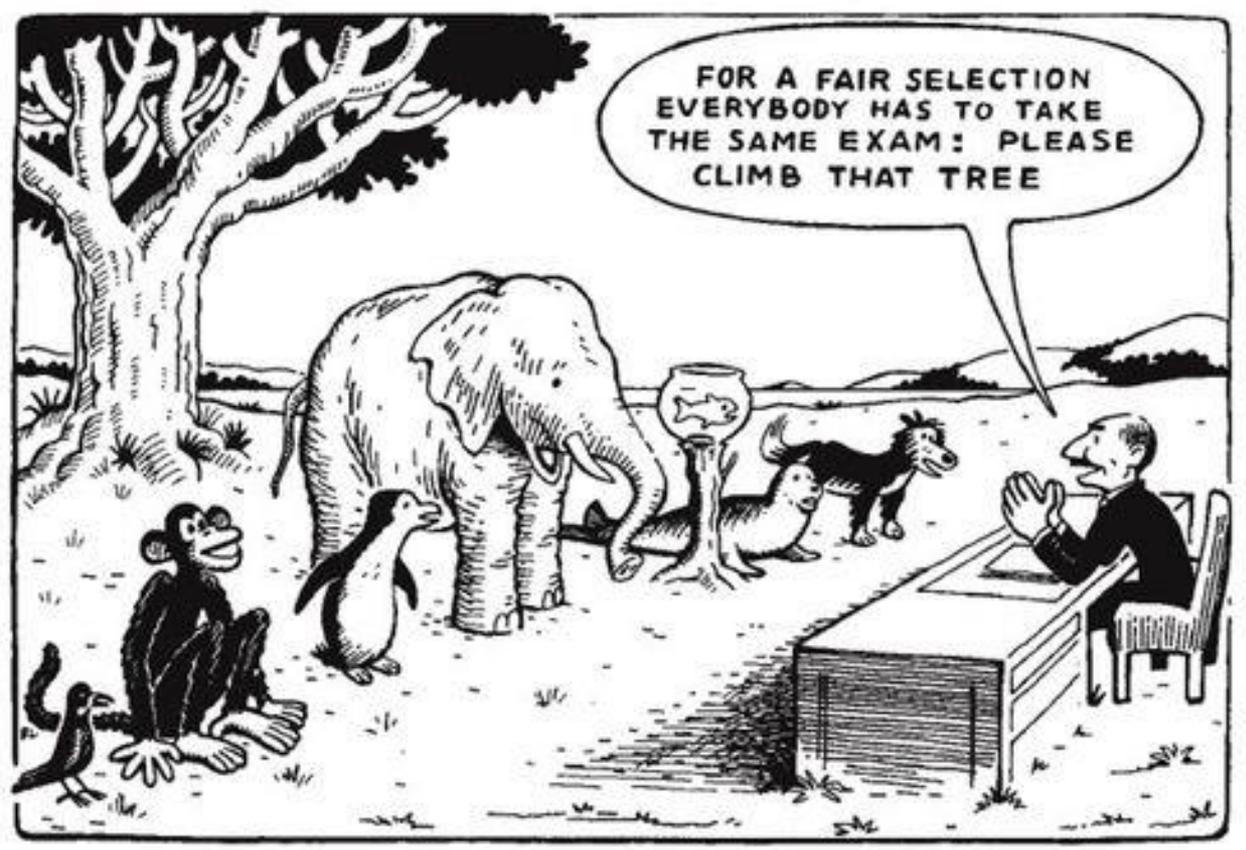
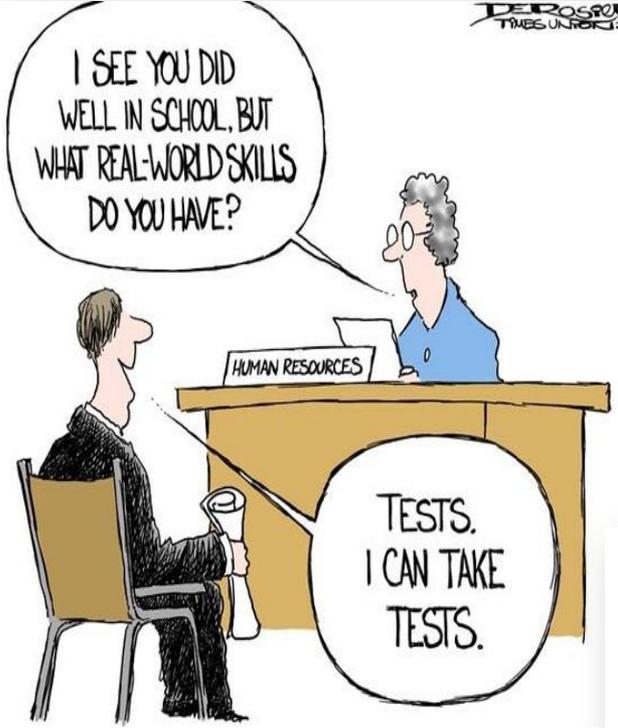
Cultural diversity

Curiosity, passion, creativity

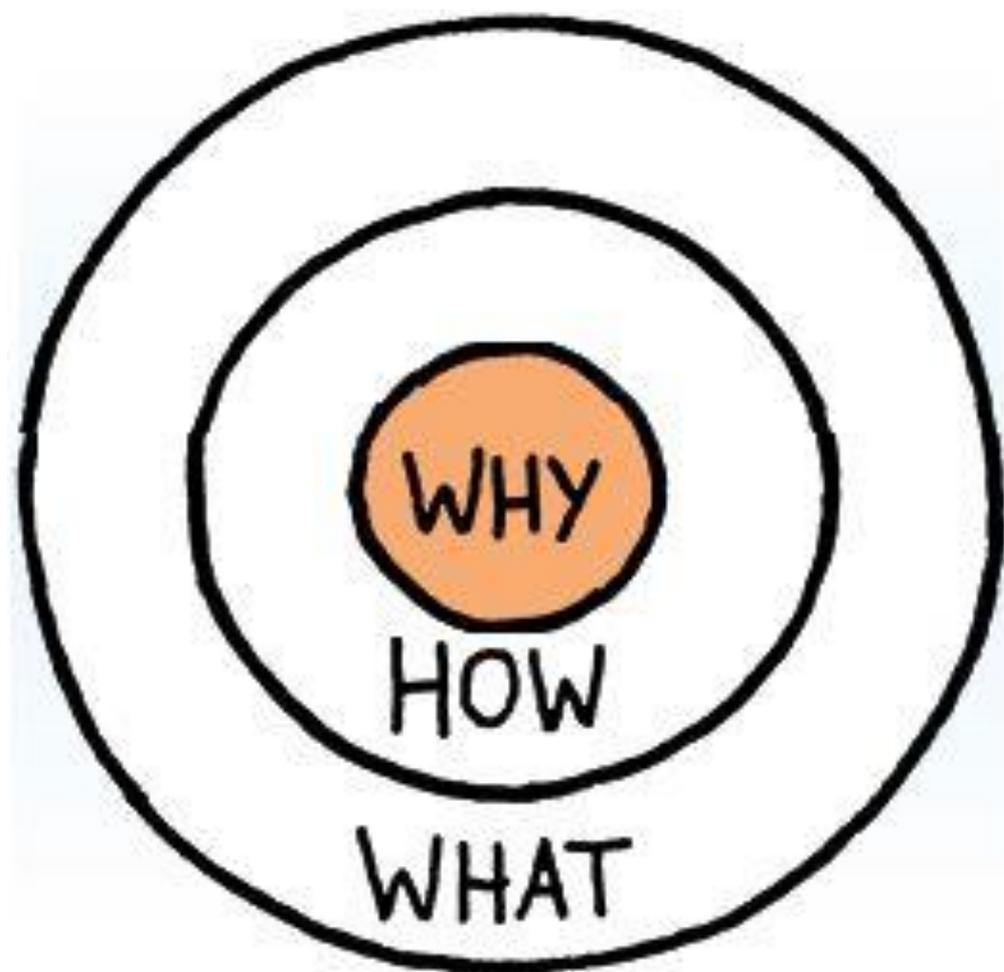
Schooling

Employable
skills

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graph LR; A[Individual differences  
Multiple intelligences  
Cultural diversity  
Curiosity, passion, creativity] --> B[Schooling]; B --> C[Employable skills];
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21st Century Learning

'If we are to prepare successfully for the 21st Century we shall have to do more than just improve literacy and numeracy skills.'

Excellence in Schools DfEE 1997

Changes in technology, society, and the nature of work have been significant in the last few decades and the pace of change is set to continue.

This necessitates a curriculum that is responsive to change. ie a curriculum that is flexible enough to adapt and be tailored to meet changing needs.

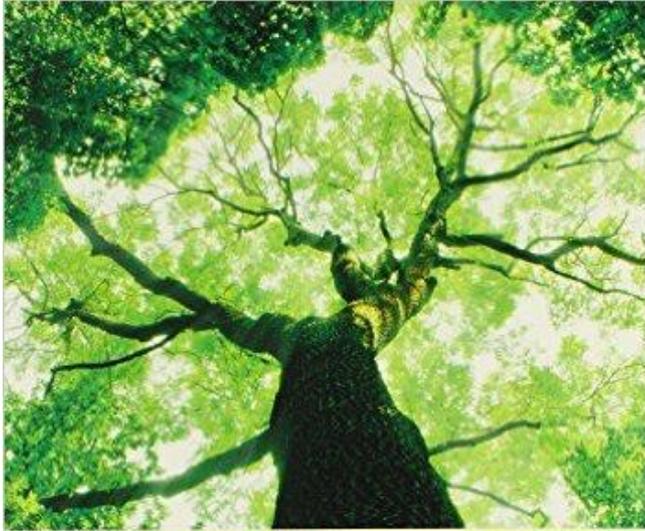
QCA Statement 2006

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum 2014

KEY FINDINGS

- By far the most important factor employers weigh up when recruiting school and college leavers is their attitude to work (89%) followed by their aptitude for work (66%); these rank well ahead of formal qualifications (23%)
- The school system is starting to put more emphasis on personal development, and this trend needs to be taken further
- School and college is not equipping all young people with what they need to succeed: around half of businesses are not satisfied with school leavers' work experience (56%) or their skills in communication (50%), analysis (50%) and self-management (48%)
- Many also report room for improvement in essential capabilities such as business and customer awareness (69%), literacy and use of English (32%), basic numeracy (29%), and teamworking (26%)
- In the time up to age 14 businesses want to see schools helping young people develop general awareness of work through engagement with business (42%) and better careers advice (38%)
- There should be a focus in this phase on developing pupils' core skills such as communication skills (38%), self-management (37%) and literacy and numeracy (35%)
- For the 14-19 age group, employers believe a top priority for schools and colleges should be developing awareness of working life with support from businesses (42%) as well as improving the quality of careers advice (42%)
- There should also be emphasis on helping young people develop their self-management and personal behaviour (36%) and giving them more opportunities for work experience (24%)
- The foreign languages most commonly mentioned as in demand among businesses are the major EU languages of French (50%), German (47%) and Spanish (30%)
- When recruiting school and college leavers, the great majority of businesses either value academic and vocational qualifications without a particular preference between them (45%) or prefer recruits to hold a mix of both academic and vocational qualifications (27%).



An Aims-based Curriculum
The significance of human flourishing
for schools

Michael J. Reiss and John White



- to lead a life that is personally flourishing,
- to help others to do so, too.

Exhibit 19 Characteristics, values and habits that last a lifetime

The system should encourage young people to be	This means helping to instil the following attributes	Pupils will, for example:
Determined	Grit, resilience, tenacity	<ul style="list-style-type: none"> • Finish tasks started and understand the value of work • Learn to take positives from failure experienced • Work independently and be solutions focused
	Self-control	<ul style="list-style-type: none"> • Pay attention and resist distractions • Remember and follow directions • Get to work right away rather than procrastinating • Remain calm even when criticised • Allow others to speak without interruption
	Curiosity	<ul style="list-style-type: none"> • Be eager to explore new things • Ask and answer questions to deepen understanding
Optimistic	Enthusiasm and zest	<ul style="list-style-type: none"> • Actively participate • Show enthusiasm • Invigorate others
	Gratitude	<ul style="list-style-type: none"> • Recognise and show appreciation for others • Recognise and show appreciation for their own opportunities
	Confidence and ambition	<ul style="list-style-type: none"> • Be willing to try new experiences and meet new people • Pursue dreams and goals
	Creativity	<ul style="list-style-type: none"> • Identify and develop new ideas
Emotionally intelligent	Humility	<ul style="list-style-type: none"> • Find solutions during conflicts with others
	Respect and good manners	<ul style="list-style-type: none"> • Demonstrate respect for feelings of others • Know when and how to include others • Be polite to adults and peers
	Sensitivity to global concerns	<ul style="list-style-type: none"> • Be aware of pressing global issues, and contribute to leading society internationally

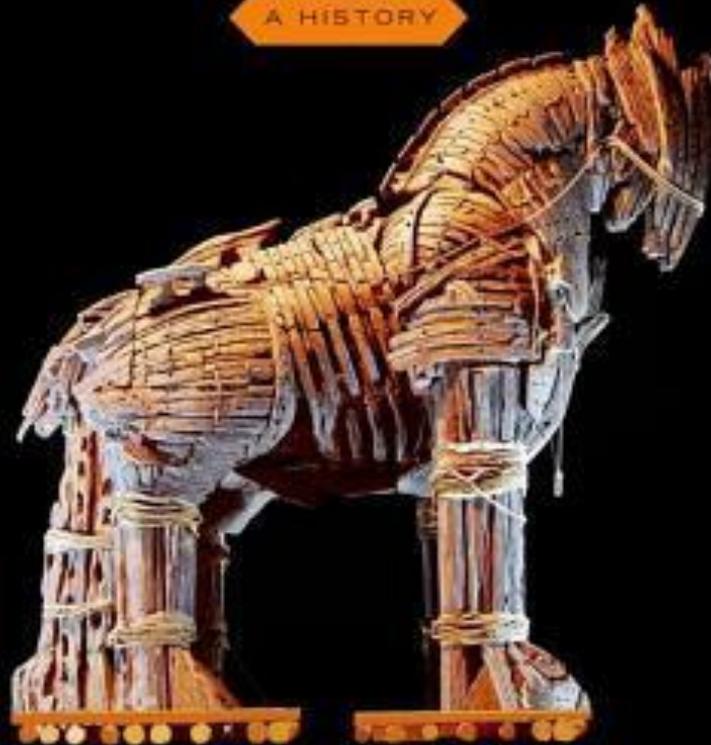
Singapore's Desired Outcomes for Education

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself (sic), is discerning in judgment, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who takes responsibility for his (sic)own learning, who questions, reflects and perseveres in the pursuit of learning;
- an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and,
- a **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him (sic).

This is the important bit...

Strategy

A HISTORY



Lawrence Freedman

Technological Change



Cultural Change



Economic Change



Environmental Change



- What are, for your school, the **Desired Outcomes of Education**?
- What kinds of **teaching and learning**, in your school, with your students, will deliver your desired outcomes of education?
- What kinds of **collaborations** will lead to the kind of learning that is needed?

‘In times of change *Learners* will inherit the Earth while the *Learned* will find themselves beautifully equipped to deal with a world that no longer exists.’

Eric Hoffer

‘If we teach **today** as we taught **yesterday**, we rob our children of **tomorrow**.’

John Dewey