

THE THIRD SCHOOLS

Some Thoughts on our Next Public
Education

It is 2008...isn't it?

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 - “The desks are grouped in clusters, not in rows...”
 - “The kids have to talk, because talking is how they learn...”

Canadian Family, September 2008

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- The “leading edge” classroom
 - “The desks are grouped in clusters, not in rows...”
 - “The kids have to talk, because talking is how they learn...” Canadian Family, September 2008
 - “Taking back the schools”
 - Armed police officers are stationed inside some Toronto schools
 - “...a good first step...” The Globe and Mail, September 18,2008
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Tinkering toward utopia*

- Will no longer do
- It is time to:
 - Move beyond reform and restructuring
 - Move beyond a system designed to deliver schooling

*Cuban and Tyack

Tinkering toward utopia*

- Will no longer do
- It is time to:
 - Move beyond reform and restructuring
 - Move beyond a system designed to deliver schooling
- It is time to move to a system designed to support learning
- A new public education

*Cuban and Tyack

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- We cannot nurture the minds we need for the 21st century in a system with design assumptions going back to the 19th century
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- It is increasingly urgent that young people develop the deep and enduring capacity to take charge of their own learning in a way that leads to more mature, self-aware and socially integrated uses of the mind
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Our First Schools

- Rooted in the late 19th century
 - Cultural agreement about purpose
 - Crucibles of character
 - Producing workers and homemakers
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- Rooted in the late 19th century
 - Cultural agreement about purpose
 - Crucibles of character
 - Producing workers and homemakers
 - Enduring and widely shared images about how schools ought to work
 - Teacher in control – ethos of order and obedience
 - Pupils on task – silent and busy unless called upon
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Our Second Schools

- Emerged in the mid-20th century
 - Sputnik and flower power
 - Ongoing focus on reform
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Our Second Schools

- Emerged in the mid-20th century
 - Sputnik and flower power
 - Ongoing focus on reform
 - Struggle between two themes
 - Schools as learning communities and teacher empowerment
 - Scientific and business management
 - The struggle continues, but...
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Time is running out

- 20th century schools were a success story
 - Adapted to sweeping change
 - Responded to rising expectations
 - Remained reassuringly familiar
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Time is running out

- 20th century schools were a success story
 - Adapted to sweeping change
 - Responded to rising expectations
 - Remained reassuringly familiar
 - There were impacts on teachers
 - Constantly expanding role
 - Rising professional standards
 - Health and safety issues
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Time is running out

- ❑ We may have reached the limits of a system designed to deliver schooling
 - ❑ The era in which schooling worked is ending
 - ❑ Our schools are at risk of becoming stranded in the past
 - ❑ We are invited and have the opportunity to create something new
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Our Third Schools

- The timing is right
 - Both urgency and opportunity
 - Examples of signals
 - Learning increasingly seen as key to opportunity, prosperity and quality of living
 - Parents seeking active roles
 - More of our lives centred in the home
 - New tools to support learning
 - Disillusionment over reform
 - Schools becoming toxic to learning
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Our Third Schools

- We need to speed up their emergence
 - We have the opportunity to create our next public education
 - A 21st century learning project
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Our Third Schools – A Scenario

- Some key system design elements
 - A statement of the central outcomes of learning for each learner and that family
 - A statement of commitment addressing the role that family will play
 - A unique design and plan for learning based on the central outcomes
 - Specification of learning plan details – the strategies and tactics of learning
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Our Third Schools – A Scenario

- Strategies and tactics of learning address
 - Learning in the home
 - Learning in the community
 - Learning from mentors and coaches
 - Learning with information technology
 - Learning in groups and from instruction
 - Learning from context – deep maps
 - Multi-year learning – unifying themes
 - Blended in accordance with the learning outcomes and family commitments
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Our Third Schools – A Scenario

- A new career path – the Learnist
 - Family Learnist
 - Assigned to the family
 - Long-term relationship – voluntary
 - Helps develop the outcomes statement
 - Acts as a learning advocate
 - Supports the parents in their roles
 - Helps monitor achievement of outcomes
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Our Third Schools – A Scenario

- A new career path – the Learnist
 - Learning Design Learnist
 - Creates the learning plans
 - Works in a learning design studio
 - Works with the learner, the family and the family learnist
 - Blends the strategies and tactics
 - Integrates formal curriculum
 - Ensures accountability
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Our Third Schools – A Scenario

- A new career path – the Learnist
- Community Learnist
 - Develops sites for learning
 - Develops partnerships
 - Identifies mentors and coaches
 - Identifies and documents “funds of knowledge”
 - Addresses safety issues

Luis C. Moll

Our Third Schools – A Scenario

- ❑ Other learnist career paths are likely
 - ❑ There will be new opportunities for adult learners
 - ❑ There will be new approaches to governance and leadership
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Other Scenarios

- As the Third Schools emerge there will be other scenarios
 - Get the thinking and conversation started
 - Support courageous and innovative teachers and parents
 - Begin shifting our mindset from limitations to possibilities
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Other Scenarios

- We have the opportunity to ensure that every learner has the best possible chance to develop 21st century and not 19th or early 20th century uses of the mind
 - Let's get started
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Thank You

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