A black and white photograph of Sir Ken Robinson, an older man with glasses, wearing a suit and tie. He is shown from the chest up, gesturing with both hands raised as if speaking. The background is a solid dark blue.

"Nobody has a clue what the world will look like in five years' time. And yet we're meant to be educating children for it."

Sir Ken Robinson

Goals For Presentation

- Better understand difference between 20th & 21st century learning.
- Better understand why important to strengthen 21st century learning in schools.
- Better understand what Asian benchmark schools are doing.
- Better understand current Gr. 8 21st century learning activity.
- Receive invitations to more learning opportunities.

20th Century Learning

21st Century Learning

Learning is time based.

Learning is outcome based.

Lessons focus on knowledge

Lessons focus on higher level

Passive Learning

Active Learning.

Individual work within 4 walls
of classroom.

Collaborative work with
classmates & outside school.

Teacher is center of attention

Student is center of attention.
Teacher is facilitator.

Little student choice in
learning.

Student choice important in
learning.

Curriculum based on
individual subjects.

Integrated and cross-subject
level curriculum.

Teacher is sole judge of
student work.

Multiple assessors, public
evaluation.

Nearly all work is done in print.

Work shown through
performances, projects, multi-
media

Reading, writing, math are the
primary literacies.

Multiple literacies including
creativity, communication,
critical thinking.

Sorting Activity

In your envelope, there are
ten examples of 20th C learning
and
ten examples of 21st C learning.

Task

Sort into appropriate columns.

20th Century Learning

21st Century Learning

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Reading, writing, and
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Skills including
creativity, communication,
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Sorting Activity

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and
ten examples of 21st C learning.

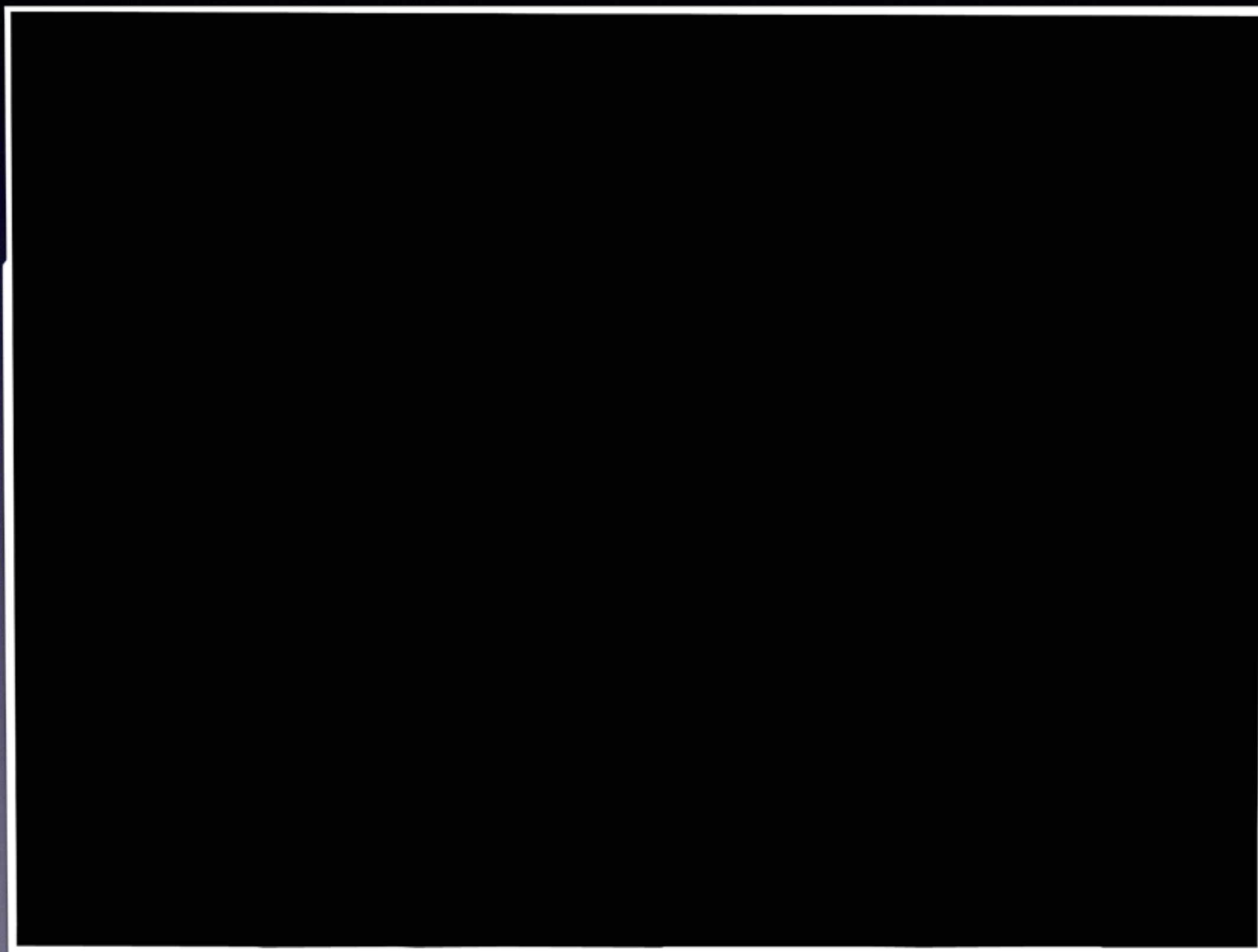
Task

Sort into appropriate columns.

We'll check for understanding
at end of presentation.

Changes in Teaching and Learning

Why?



February 20, 2014

Top Vietnamese party officials push innovation in schools

by Michael B. Horn

Share via [f](#) [t](#) [in](#) [e](#) [g+](#) [p](#)



HANOI – Even as the people in Vietnamese schools with whom I have met [complain about the restrictions on their ability to innovate](#) and create more student-centered education, top education officials in the Communist Party of Vietnam (CPV) are seeking to spark more innovation in Vietnam's schools to create a more use students.

Uganda's truant teachers targeted by pupil text-messaging scheme

SMS system aims to reduce absenteeism in a country where teachers fail to turn up for their classes 27% of the time

Amy Fallon in Kampala
theguardian.com, Friday 21 February 2014 11.45 GMT

[Jump to comments \(6\)](#)



Pupils at St Kizito Nattyole school with the mobile phone teacher absentee monitoring scheme. Photographed by Amy Fallon.

If the walls of the primary seven class of St Zirobwe town are anything to go by, the pupils know their knowledge.

World-Wide Interest

Shanghai schools invest in online teaching methods

Updated: 2014-02-24 03:29
By WANG HONGYI in Shanghai (China Daily)

[Comments](#) [Print](#) [Mail](#) [Large Medium Small](#)

As college students increasingly turn to free online courses, Chinese educators are seeking to implement the latest developments in online learning for primary, middle and high schools.

The development of the Massive Open Online Courses model in recent years has made higher education more accessible and effective for many adult learners.

Now, officials from the Shanghai Education Commission are working to establish an online study platform based on the MOOC model for primary and middle school students, to be

UAE » Education



Aaron Sams, an American education expert, tells his audience in Abu Dhabi that changing a more pupil-centred system in schools will not happen overnight but can be achieved. Fatima Al Marzooqi / The National

Children take centre stage in new Adec classroom learning model

Roberta Pennington

February 16, 2014 Updated: February 16, 2014 23:38:00

[e](#) [p](#) [t](#) [in](#) [g+](#) [p](#)

ABU DHABI // Out with the rote, in with the new classroom learning model. That was the central theme at a gathering of about 1,000 school leaders, teachers and principals on Sunday.

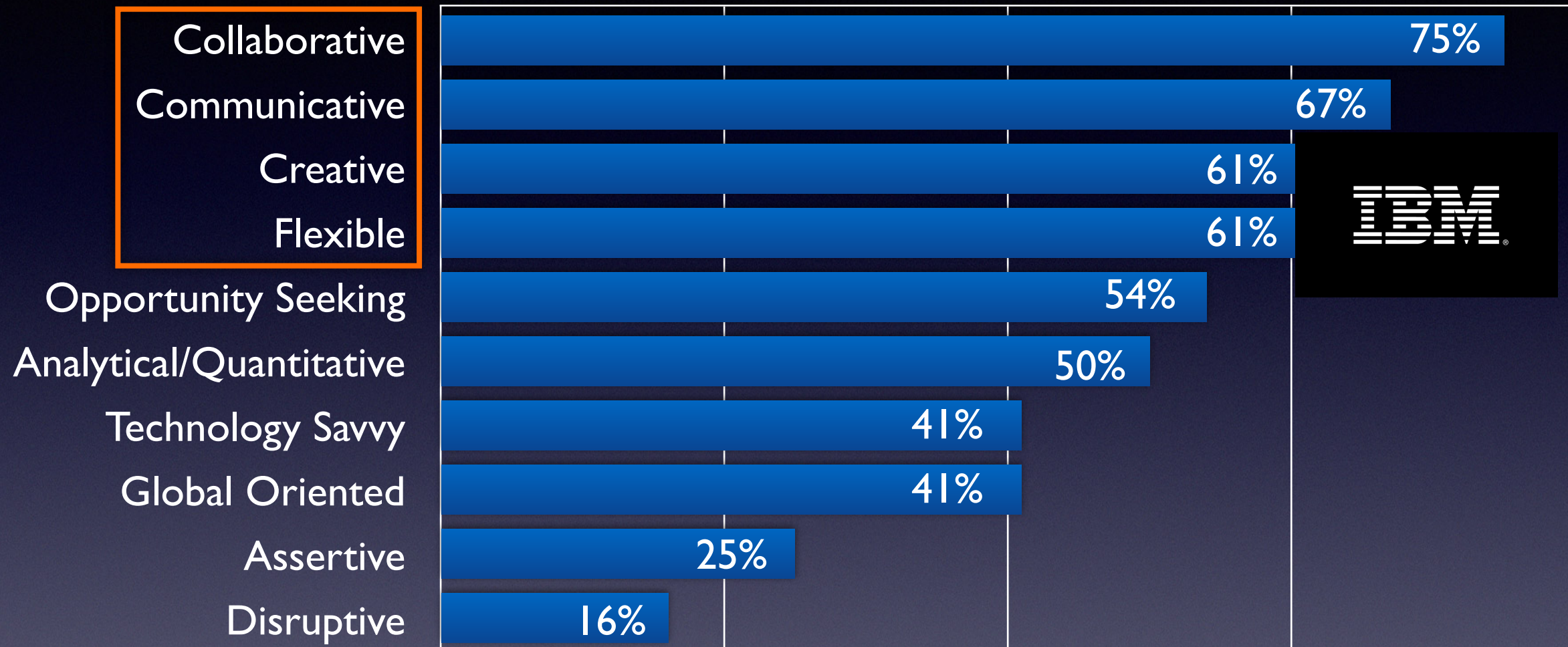
They were part of a day-long Abu Dhabi Education Council conference focused on inspiring leaders to transform the way children learn in the classroom from teacher-centric to pupil-focused.

Related

■ Abu Dhabi teachers get updated on curriculum

2012 IBM Global Chief Executive Study

Key Employee Success Factors



Embody creative leadership

CEOs now realize that creativity trumps other leadership characteristics. Creative leaders are comfortable with ambiguity and experimentation. To connect with and inspire a new generation, they lead and interact in entirely new ways.

they lead and interact in entirely new ways.
To connect with and inspire a new generation,
comfortable with ambiguity and experimentation.

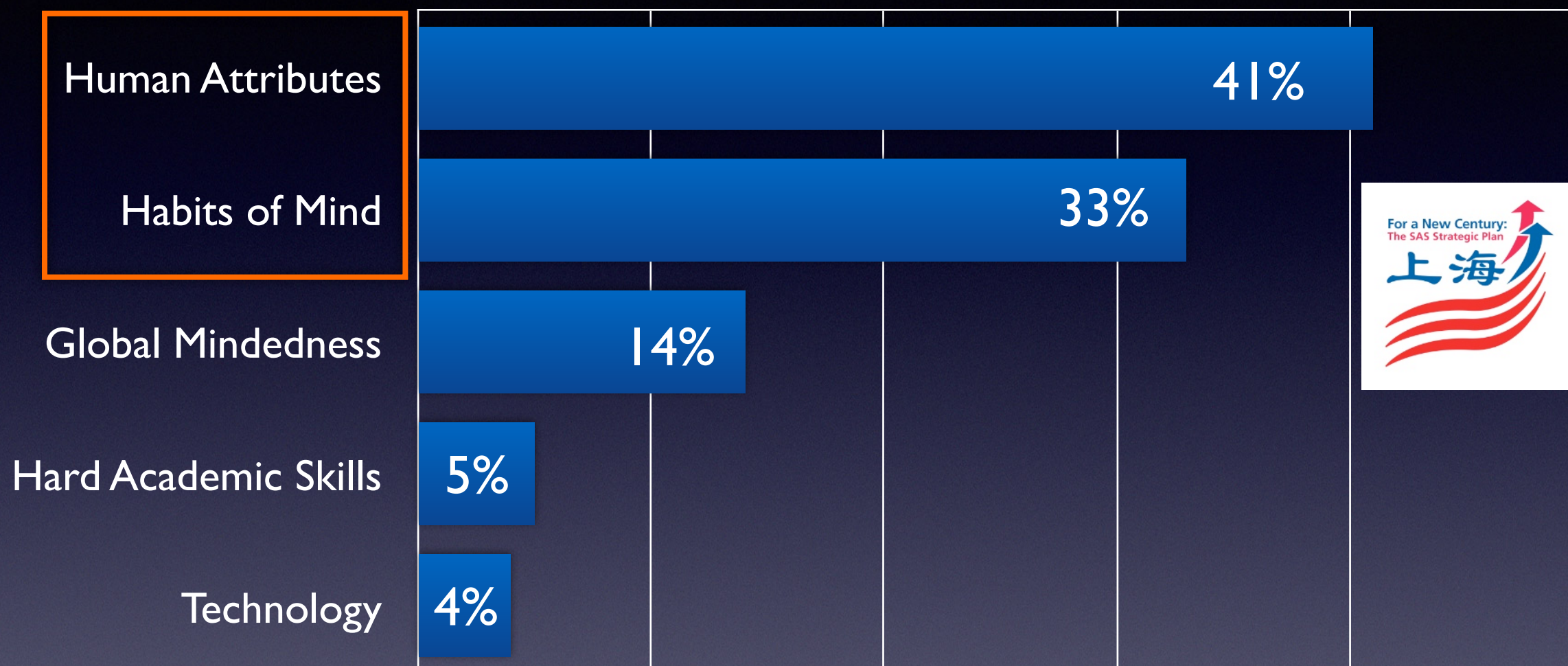
SAS STRATEGIC-PLANNING PROCESS

“World Café” Community Conversations

October 11–14, 2010

Summary of Responses

Desired Skills/Attitudes of SAS Graduate



41%: Human attributes including the ability to communicate, compassion, empathy, life balance, sociability and well-roundedness

33%: Habits of mind and personality including adaptability, creativity, critical thinking, innovation, intellectual curiosity and the EAGLES (the SAS educational objectives)

SAS STRATEGIC-PLANNING PROCESS

Student “World Café” Community Conversations

November 22-23, 2010

Summary of Responses

Question 1 (331 total responses)

What do you consider to be the most valuable skills and attitudes for an SAS student to develop?

- A. **79%:** Habits of mind and character including adaptability, creativity, critical thinking, innovation, intellectual curiosity and the EAGLES (the SAS educational objectives)
- B. **10%:** Hard academic skills and scholastic preparation for college and life
- C. **7%:** Global-mindedness including understanding of and tolerance for other cultures
- 4%:** Miscellaneous, or responses not pertinent to the question

SAS STRATEGIC-PLANNING PROCESS

“World Café” Community Conversations

October 11–14, 2010

Summary of Responses

Question 1 (909 total responses)

What are the skills and attitudes you would like to see in a graduate of SAS?

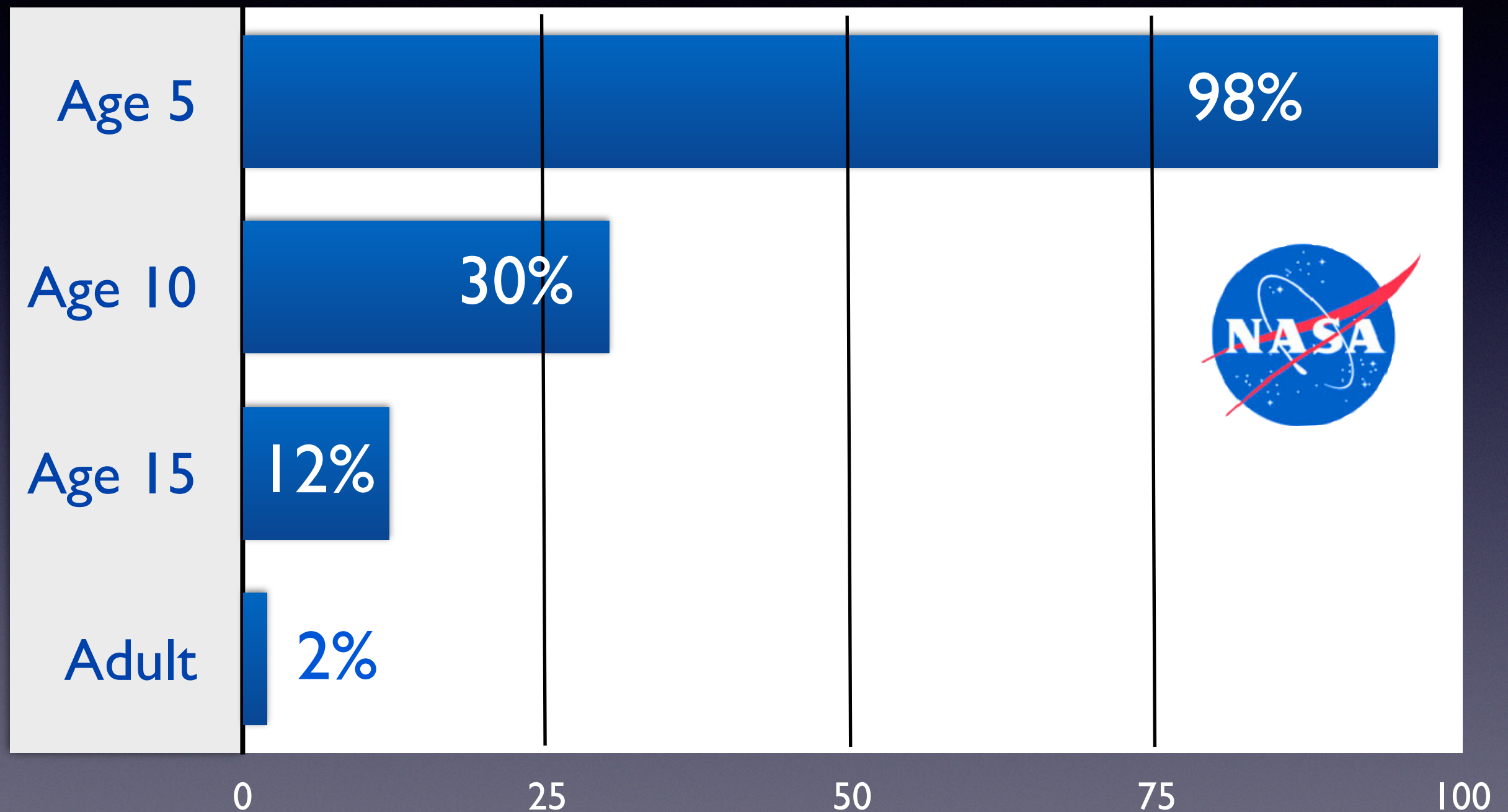
- A. **41%:** Human attributes including the ability to communicate, compassion, empathy, life balance, sociability and well-roundedness
- B. **33%:** Habits of mind and personality including adaptability, creativity, critical thinking, innovation, intellectual curiosity and the EAGLES (the SAS educational objectives)
- C. **14%:** Global-mindedness including understanding of and tolerance for other cultures
- D. **5%:** Hard academic skills and scholastic preparation for college and life
- E. **4%:** Embrace of technology and its effective and responsible use
- 3%:** Responses not pertinent to the question

"We see a lot of undergrads at Stanford
unable to collaborate and communicate."

Susie Wise - K12 Lab Network Director
Stanford d.school

So what is happening in schools?

NASA Longitudinal Creativity Study to select innovative engineers and scientists



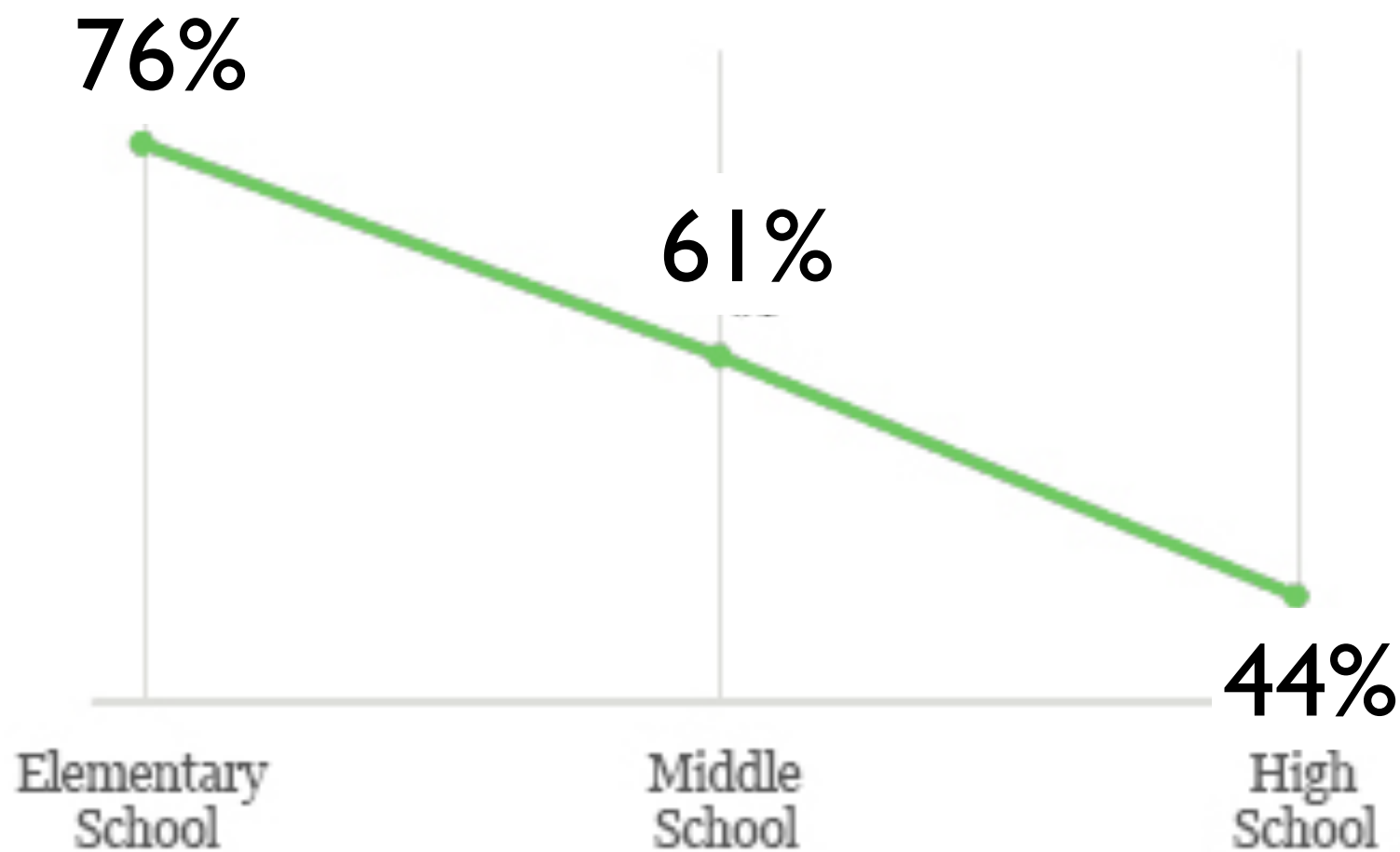
George Land, 1968

Student Engagement

The School Cliff: Students' Engagement Drops Over Time

The Gallup Student Poll

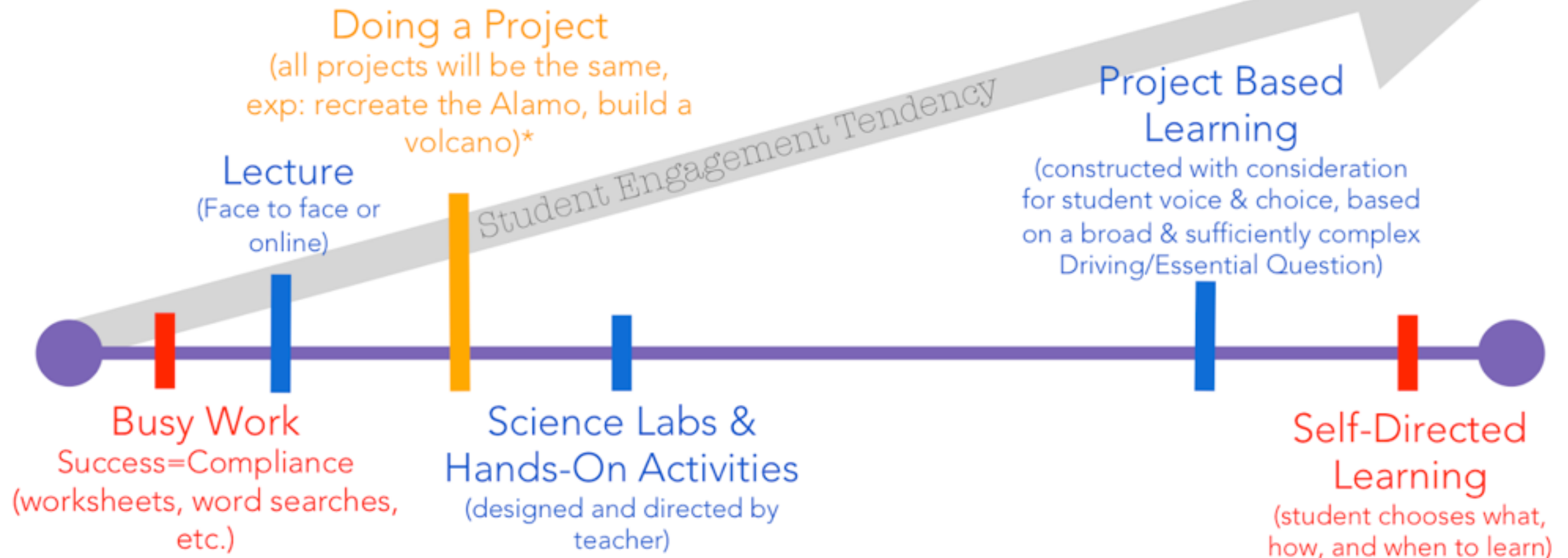
■ % Engaged



GALLUP®

500,000 participants - gr. 5-12

Student Choice Continuum



Based on Curriculum

*May or may not be specifically curriculum-based

What's Happening in Asian Benchmark Schools?

Futures Academy

Project Based Learning

WORKSHOP 1

Topic: Futures Academy Part 1: Talking the Talk

Title: Futures Academy Part 1: Talking the Talk

Description:

Why are 180 school days guiding our calendar? Why do we teach subject area content? Why do we educate children the same way as we did 100 years ago? The International School of Beijing and Robert Landau have challenged the "how" of education by designing a new concept from the ground up. The Futures Academy will use an experiential and project based learning approach, dedicated to making schools fit children and their passions, instead of the other way around. Areas discussed include the opportunities and challenges associated with innovation in international school settings, strategic thinking, and communicating to your community.

International School
Beijing

WORKSHOP 1

Topic: Futures Academy Part II: Walking the Walk

Title: Futures Academy Part II: Walking the Walk

Description:

We know education continues to change and we know we want to provide the best opportunities for our students, but how? Innovation may sound appealing in a Board meeting or parent focus groups, but then what? Two ISB principals, Paul Wood and Mark Hardeman, present the challenges of implementation including factors such as: scheduling, creating partnerships and networks, recruiting facilitators (teachers), assessing and reporting on student learning, and communicating to constituents.

What's Happening in Asian Benchmark Schools?

ISB Vision 2020

Andy Davies

Andy Davies is currently Head of School at t
are improving learning, international educa

International School
Bangkok

Graeme Scott

Assistant Head of School for Learning at International School Bangkok.

WORKSHOP 1

Topic: Broadening Horizons, Opening Doors ISB Vision 2020

Title: Broadening Horizons, Opening Doors ISB Vision 2020

Description:

Students have more educational choices and access to learning than ever before. At ISB we asked ourselves: how do we stay relevant and ensure the best learning possible in this constantly changing world? Learn how we are addressing these questions and shaping future learning opportunities for our students.

What's Happening in Asian Benchmark Schools?

Jakarta International School



Biography:

Tim Carr, having lived and learned in some interesting international schools, is now happily in residence in Jakarta.

Steve Druggan, from the booming town of Tidioute, PA, has spent most of his career in school leadership roles in Milan, Munich, and now Jakarta.

WORKSHOP 1

Topic: Futures Academies or Foundational Shifts?

Title: Futures Academies or Foundational Shifts?

Description:

With our myriad approaches to converting our schools for the future, let's talk about what's working well and how we might build on those successes. This session will depend on participants to share examples of initiatives that they've tried in order to make learning more contemporary. In so doing, maybe we can unearth some ideas that will help us all to collaboratively transform to meet our current and future students' learning needs.

JIS Website:
We must therefore convert our schools, perhaps fundamentally, to allow for new and appropriate methodologies of learning.

What's Happening in Asian Benchmark Schools?

Design Thinking

Singapore American School

WORKSHOP 1

Topic:

Title: Designing the School of the Future - The Singapore American School Journey

Description:

What would you do if you were given the opportunity to "re-invent" your school, challenging all of your assumptions about teaching, learning, 21st century skills, and the future? This workshop will tell the story of the SAS world-wide journey to reinvent our school. We will describe our research, development, and design process as well what we have learned from schools around the globe. The SAS reinvention project captures design thinking, R&D processes, change leadership, and learning for the future. Join the conversation about lessons from leaders that are risking it all to reinvent themselves. You won't want to miss it!!

R & D

Learning for the Future

What's Happening in Asian Benchmark Schools?

Laurie McLellan/ Ed Ladd



Nanjing International School

Biography:

Laurie McLellan, *Head of School, Nanjing International School.*

Laurie left Scotland in 1988 and has worked in leadership roles in schools in Colombia, Belgium, Vietnam, Sri Lanka and China. From time to time there is a new and exciting idea that impacts his thoughts and practice. Design Thinking is capturing his imagination at the moment.

Ed Ladd - Head of School , American School of Japan

American School In Japan

WORKSHOP 1

Topic: Design Thinking - ideas to action

Title: Design Thinking - ideas to action

Description:

Two schools on different pathways with a unifying goal. In the search to make learning more relevant to students Design Thinking has become a driver at two EARCOS schools. It is causing some great confusion to help us vision the future as it could be. We will share our challenging but enjoyable journeys so far.

Design Thinking

What's Happening in President Obama's School?

CHINA Fieldwork Semester

Sidwell
FRIENDS SCHOOL



THE PROGRAM

The Sidwell Friends School China Fieldwork Semester (CFS) is an intensive project-based student research program in Xizhou, Yunnan, for sixteen 11th or 12th grade students, American and Chinese, working together in a research "collaboratory" housed in a historic residential facility.

The CFS coursework in history, literature, science, language, and math will be credited by Sidwell Friends School.

CFS will be held annually during the spring semester. Students will arrive in China on January 22, 2014, in time for Spring Festival, and will return on May 22. The all-inclusive cost of the program is \$20,750, which covers all airfare, expenses, and a personal \$500 spending account for each student. For Sidwell students, SFS tuition and financial aid apply to cover nearly all program costs.

What's Happening in President Obama's School?

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Xizhou is our Microcampus location.



NATIONAL
ASSOCIATION OF
INDEPENDENT
SCHOOLS

The “Big Shifts” ... and Schools of the Future

Patrick F. Bassett, NAIS President
bassett@nais.org



Are We Ready for the Big Shifts?

(cf. [MacArthur Foundation](#), 21st. C. Learning)

The Big Shifts

- Knowing..... Doing
 - Teacher-centered..... Student-centered
 - The Individual..... The Team
 - Consumption of Info....Construction of Meaning
 - Schools.....Networks (online peers & experts)
 - Single Sourcing..... Crowd Sourcing
-
- High Stakes Testing..... High Value Demonstrations

My Research This Year:

Visits to 21st century learning schools
in California and Atlanta

EARCOS Leadership Conference

Strategic Planning Curriculum Committee

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Visits to 21st century learning schools
in California and Atlanta

EARCOS Leadership Conference

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2 Types of Learning Stand Out

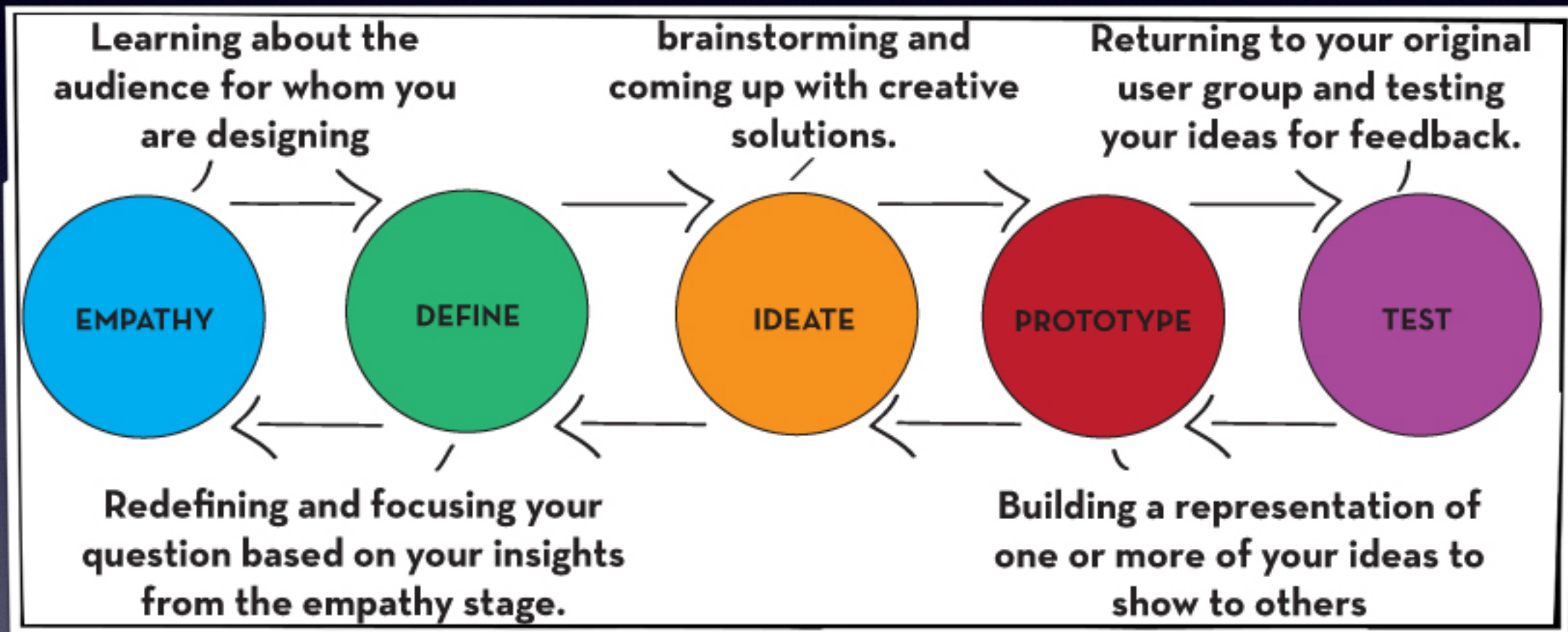
Design Thinking & Project-Based Learning

Design Thinking

Design Thinking

Solving Problems

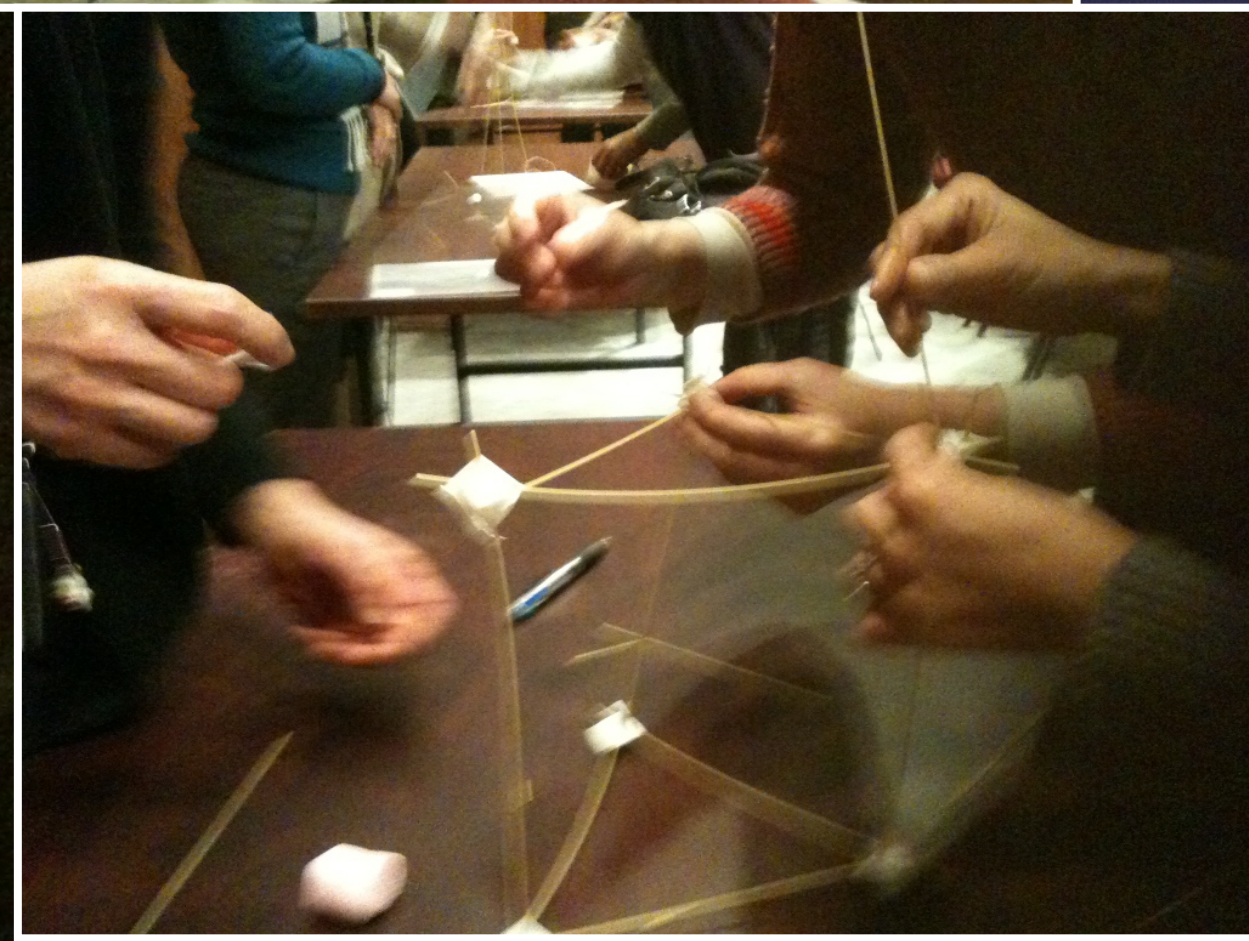
Design Thinking Process

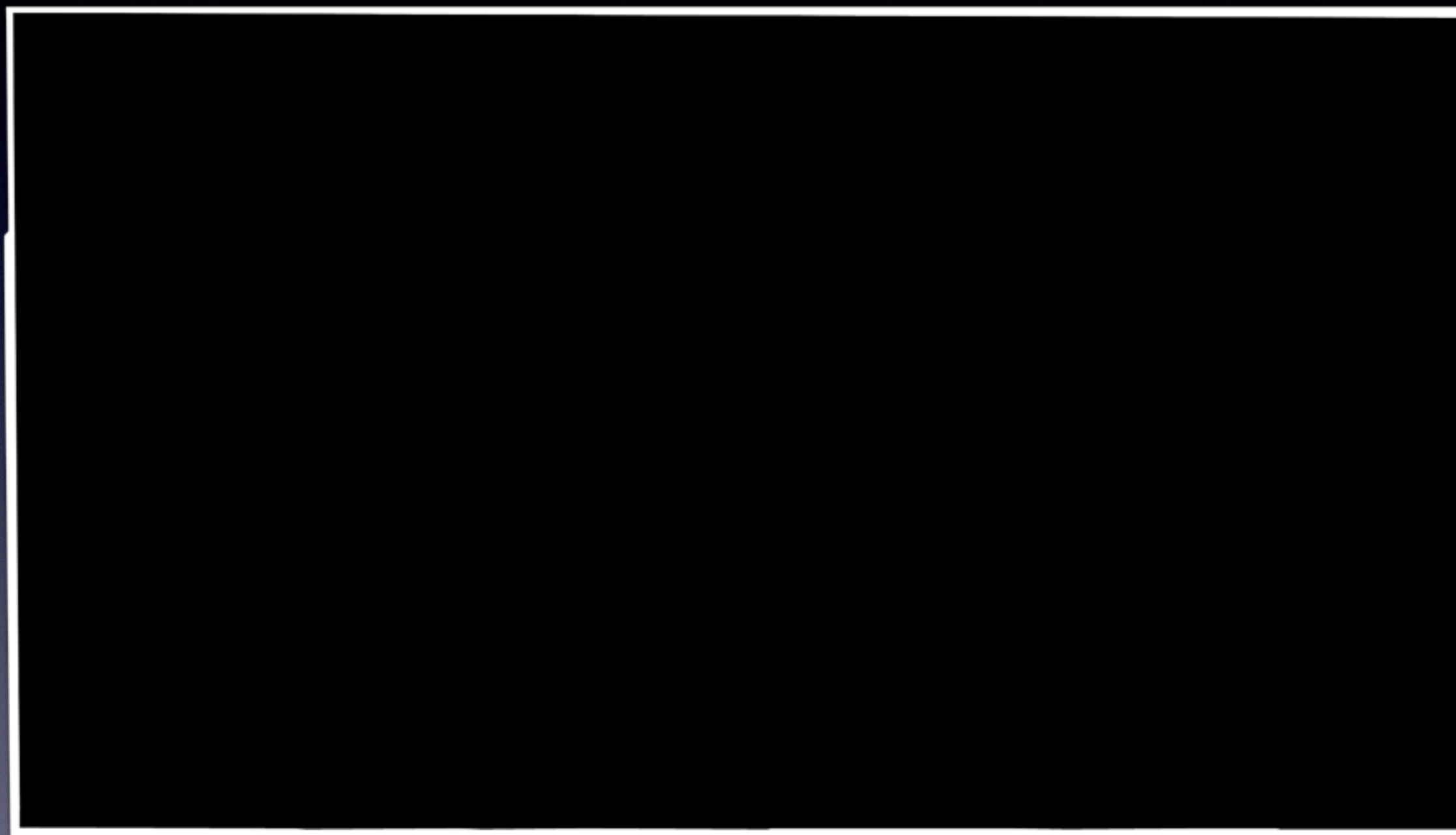


Marshmallow Challenge Instructions



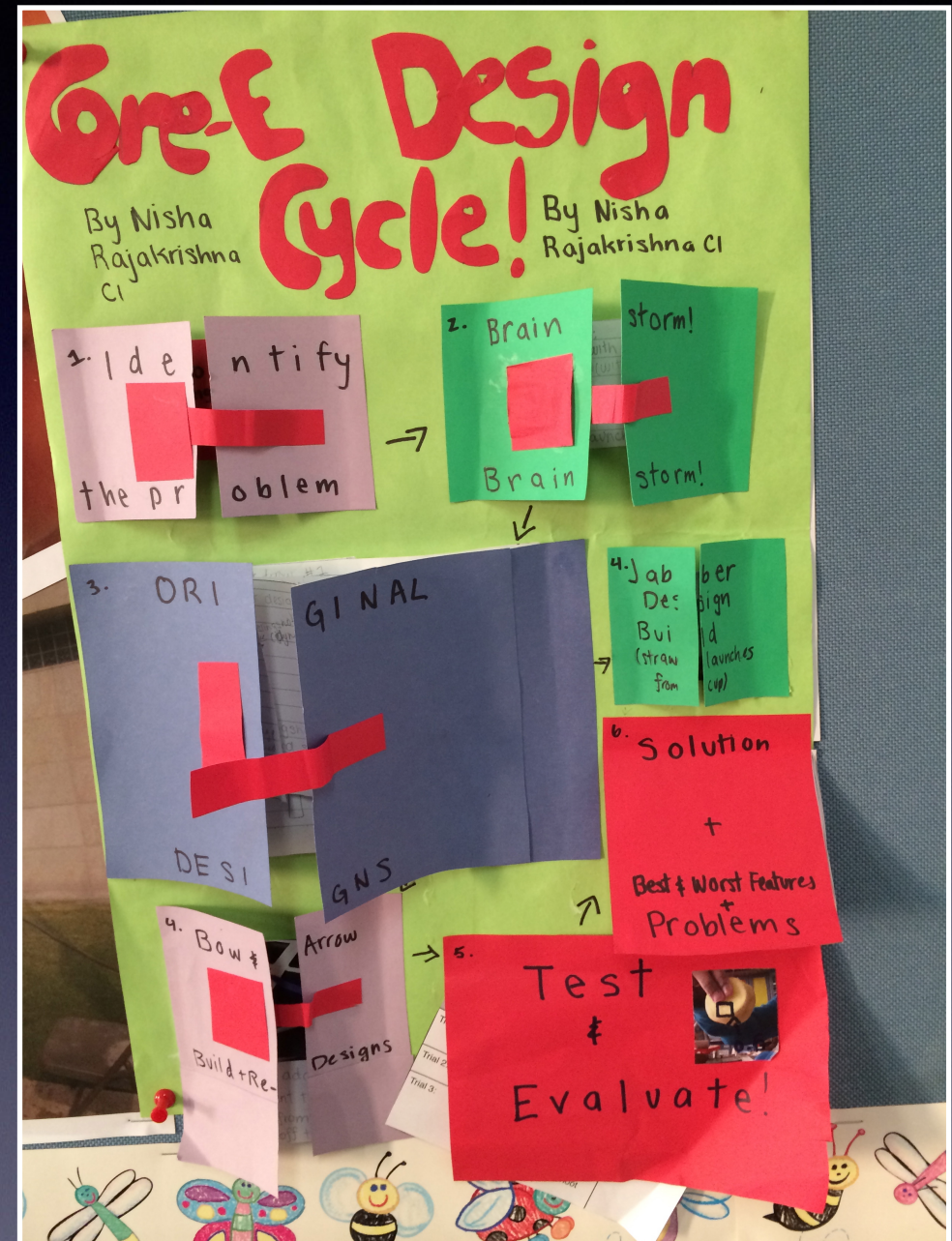
- 1. Build the Tallest Freestanding Structure:** The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.
- 2. The Entire Marshmallow Must be on Top:** The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- 3. Use as Much or as Little of the Kit:** The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.
- 4. Break up the Spaghetti, String or Tape:** Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- 5. The Challenge Lasts 18 minutes:** Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.





DT “Design A Wallet”
in gr. 8 Advisory.

DT Exploratory class.



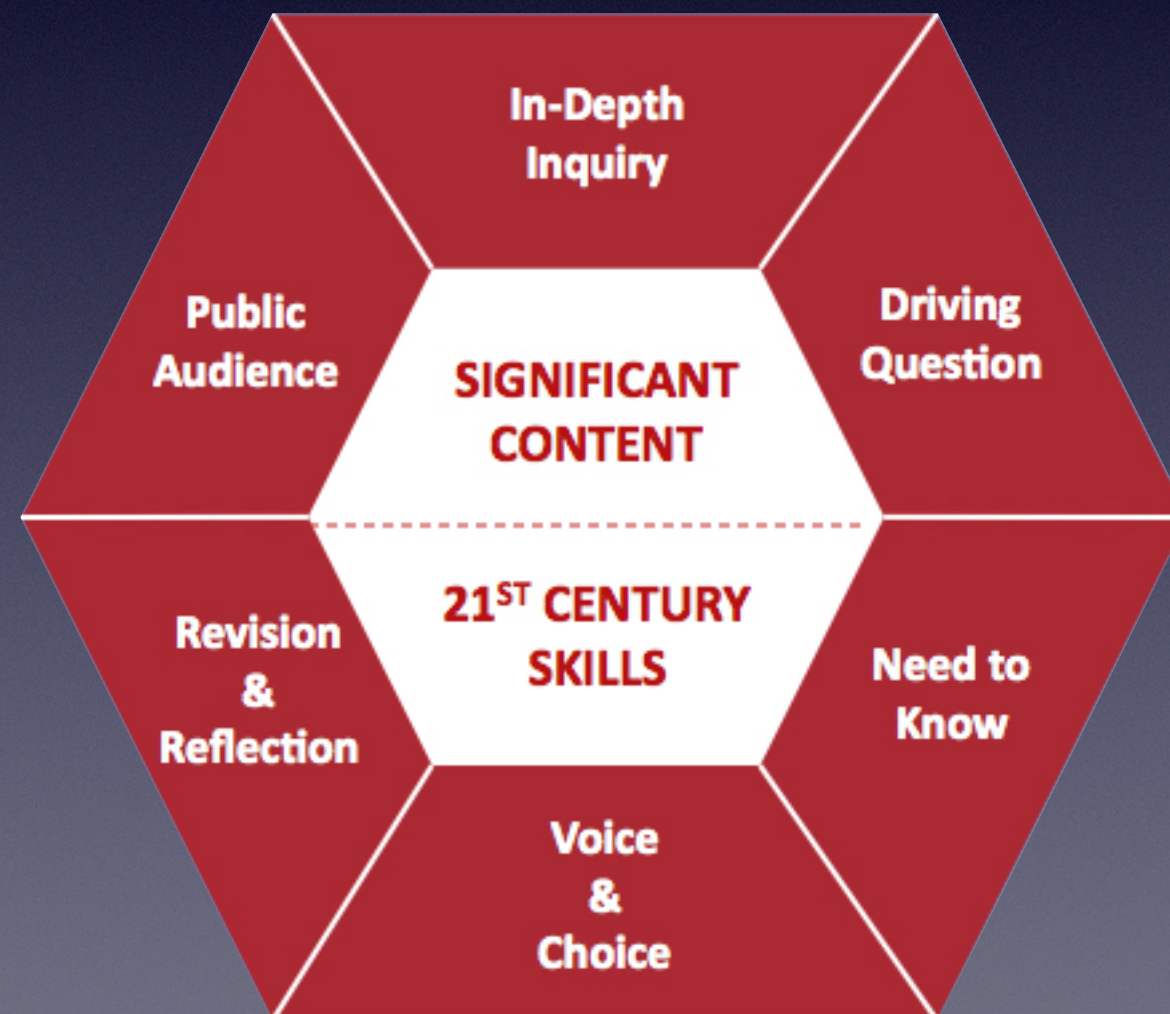
Project Based Learning

Solve Questions, Problems, Challenges

Project Based Learning Explained



In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.



Gr. 8 Integrated Project - Global Issues Summit

Monday this week, we begin a very exciting adventure: all grade 8 students will be members of integrated (Social Studies/Science; Red/Gold) "Expert Working Groups" preparing for a Global Issues Summit to be held March 21 right in our Grade 8 classrooms. Using the Problem Based Learning (PBL) model, students will develop understanding of the following global issues:

Ethical Application of Genomics

Promoting the Use of Environmentally Friendly Energy Sources

Measures to Protect Living Resources

Access to Water as a Human Right

For approximately 18 days, they will meet in working groups to develop their working knowledge and understanding in order to seek innovative, sustainable solutions to the issues.

March 20-21, they'll engage in a "High-level Meeting" (Global Issues Summit) representing different UN member nations to formally debate resolutions they prepare. This is sure to be a memorable learning experience. We will keep you posted!

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Sorting Activity

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Task

Sort into appropriate columns.

20th Century Learning

Learning is time based.

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Passive Learning.

Individual work within 4 walls of classroom.

Teacher is center of attention & provider of information.

Little student choice in learning.

Curriculum based on individual subjects.

Teacher is sole judge of student work.

Nearly all work is done in print.

Reading, writing, math are the primary literacies.

21st Century Learning

Learning is outcome based.

Lessons focus on higher level thinking skills.

Active Learning.

Collaborative work with classmates & outside school.

Student is center of attention. Teacher is facilitator.

Student choice important in learning.

Integrated and cross-subject level curriculum.

Multiple assessors, public audiences

Work shown through performances, projects, multi-media

Multiple literacies including creativity, communication, critical thinking.

What can I do at home to stimulate my child's
creative and innovative thinking?

MS Counselor Coffee
Thurs. Feb. 27
10:00 in HS A103

Topic:
Parent Partnerships

New Chinese Program
Wednesday, March 5 (Chinese)
Wednesday, March 12 (English)
9:00 - 10:00 in LMC

Presenter:
Dr. Suyi Wang

Science Curriculum Presentation
Thursday, March 6
8:15 - 9:00 in TBD

Topic:
Science in the 21st Century

Questions For Follow Up?

Please put on note card.