



Ugly title but...

By **creating** I mean recognising that we have the power to change schooling and how we do it. For the first time in decade or more YOU are the policy makers now and its in your gift to create schools which contribute not just to a narrow subject based curriculum but also to the life wide needs of young people as they develop and transform into succsssful learners, confident individuals and responsible citizens

Emphasis on **creative** as meaning making and doing, performing, acting, changing – not reproducing the known, absorbing and passively repeating. We spend much of our time on performance management and our meetings end with list of action points that require actors to act. We need to bring up our young to be performers, doers, actors whose actions make a difference to themselves and those around them

To be creative is to act in or on the world in ways that are original and significant

Emphasis on **schooling** rather than schools as a reminder that the stages of formal education are only a part of the ongoing processess of life long learning and we need to understand better how to make sure that each stage encourages the young to embrace and be prepared for the next whilst also ensuring that children fully experience each stage – primary for instance is just the primary it it where learner and other kinds of identity are fiirst formed and shaped.

Importance of education as an **active experience** in which young people engage and participate rather than merely attend and listen. The body as transport system

Learning how and why as well as where and when

When education fails to recognise that subject matter always exists as a matter of an active doing, involving the use of the body and the handling of material, the subject matter is isolated from the needs and purposes of the learner, and so becomes just a something to be memorised and reproduced upon demand (D&E 140)

The record of knowledge, independent of its place as an outcome of inquiry and as a resource in further inquiry, is taken to be knowledge. The mind of man is taken captive by the spoils of its prior victories; the spoils, not the weapons and the acts of waging the battle against the unknown, are used to fix the meaning of knowledge, of fact and truth. (D&E 141/2)

QCA framework for personal, learning and thinking skills..

Independent enquirers
Creative thinkers
Reflective learners
Team workers
Self managers
Effective participators

.....or for PLT roles and behaviors?

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These are not of course skills – they are role based behaviours which require contexts and relationships that teach children how to behave and interact as independent enquirers, creative thinkers etc. In rich tasks, integrated real world learning environments, students learn how to become.....

Again the focus is on developing a wider range of behaviors in our classrooms and emphasizing doing and disciplinarity rather than the solitary behaviors of acquiring knowledge passively to reproduce at some later date.

Mind the Gap

- By age three, being in poverty makes a difference equivalent to nine months' development in school readiness.
- At each stage of compulsory schooling, the poverty gap grows. In particular, there is a big jump early in secondary school, with poor children nearly two years behind by the age of 14.
- Children who do badly at primary school are less likely to improve at secondary school if they are poor. Children who are only slightly below average at primary school are more likely to be among the worst performers at secondary school if they are poor. (Child Poverty Action Group)

A student in a state school is as likely to go on to a leading university as a student from the independent sector who gets two grades lower at A level (Sutton Trust)

Relationships for learning

- The route to a more socially just, inclusive education system, one which engages, motivates and rewards all, is through a more personalised approach to learning. **Learning with, rather than learning from, should be the motto of the system going forward: learning through relationships not systems.**

(Charles Leadbeater *What Happens Next? 21 Ideas for 21st Century Education*)

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“The current offer is that education is schooling, a special activity that takes place in special places at special times, in a system where most of the goals and what children need to learn is set for them. Attainment against those standards leads to a system of grading, which has a huge bearing on life chances.

Relationships for learning would promote learning all over, all the time, in a wide variety of settings, from a wide range of people. Pupils would have more say and more choice over what they could learn, how, where and when, from teachers, other adults and their peers. Learning would be collaborative and experiential, encouraging self-evaluation and self-motivation as the norm.”

A rigid subject based system with short periods and frequent changes of space works against building high quality relationships. This system requires students to constantly shift, refocus, re-orientate, re-adjust to new groups and new teachers with different styles and expectations as well as to survive the journeys to and from one subject to another.

How can students build high quality relationships if they are never together long enough to build them? How can teachers build relationships with students unless they spend a significant and uninterrupted amount of time with them? How can students develop their social ability to work together on significant tasks unless they have the time to do so?

Ensemble based learning

- Our ever growing trust enables us to experiment, improvise and rework on the floor with an astonishing freedom and confidence. **This ensemble is a secure environment without ever being a comfort zone.** All of us are continually challenging ourselves and being inspired by those around us to reach new levels in all aspects of our work.
(Geoffrey Streatfeild; actor Histories Company RSC)

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How does this translate for us? How do we trust, experiment, improvise challenge, inspire!

We've never had more cause to realise the grave importance of our interdependence as humans and yet we seem ever more incapable of acting on that realisation with the same urgency that we all still give to the pursuit of self interest. Theatre does have a very important role because it is such a quintessentially collaborative art form. (Michael Boyd; artistic director RSC)

Soft skills and communication are often more highly valued by employers than hard skills

Skills most in demand from employers in descending order:

- Communication skills
- Team working skills
- Intellectual ability
- Confidence
- Literacy
- Numeracy
- Good Degree

Fair Access to the Professions Panel

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CAMPUS– LEARNING AND LIVING TOGETHER

THIS PICTURE – THE EASE OF BEING TOGETHER, NEGOTIATING, POSITION TAKING BUT NOT ARGUING

UNSELFCONSCIOUS BUT PURPOSEFUL BEING TOGETHER

LIFE SHAPING EXPERIENCES AND OPPORTUNITIES

LOOK ALSO AT THE ROOM! CLUTTERED, LIVED IN, FULL OF THE LEARNERS WHO USE IT AND THEIR IDEAS, TRACKS OF THEIR WORK, GOALS AND ASPIRATIONS, REMINDERS AND CAUTIONS, CELEBRATIONS AND HUMOUR

Fair access to the professions: 5 steps

Opportunities to gain practical experience of the Professions
Opportunities to develop crucial soft skills and wider capabilities

Both of these are happening the young people are taking on professional roles as bankers, doctors, lawyers and in so doing developing their soft skills

Education as experienced learning in the here and now

What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul; loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur.

The ideal of using the present simply to get ready for the future contradicts itself

(John Dewey *Experience and Education*)

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When preparation is made the controlling end, then the potentialities of the present are sacrificed to to a suppositious future. When this happens, the actual preparation for the future is missed or distorted.

PERSONALISED CURRICULUM

What is Authentic Achievement?

Meaningless schoolwork is a consequence of a number of factors but especially curriculum that emphasises superficial exposure to hundreds of isolated pieces of knowledge. The term *authentic achievement* thus stands for intellectual accomplishments that are worthwhile, significant and meaningful, such as those undertaken by successful adults: scientists, musicians, entrepreneurs, politicians (etc) *Newmann and Associates - Authentic Achievement*

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The kind of achievement required for students to earn school credits, grades and high scores on tests is often considered trivial, contrived, and meaningless by both students and adults, and the absence of meaning breeds low student engagement in school work

More time less content

Intellectual quality/relevance beyond school

LIVE - application of learning to real world experiences – Learning in Vocational Environments and HAVE objectives

Disciplines rather than subjects

5) Disciplinary and trans disciplinary learning

Year 3 RICH TASK: Endangered animal or plant

Students will show that they are able to prepare a plan and take some action to assist in the survival of an endangered animal or plant. They gather information about endangered species in Australia and in other countries and relate this to events occurring in their local area.

Year 9 RICH TASK: Biotechnology – Emerging issues and future trends

Students will show that they are able to debate a range of issues, including ethical and moral questions, to do with emerging scientific advances in biotechnology. They use their knowledge of living organisms to prepare summaries, arguments and counter-arguments to use in public forums. They make reasoned predictions and prepare a plan for a world conference to be held five years hence, taking account of purpose, themes, presenters and audiences.

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BUT not enough in the new world of work for students to be able to work in a disciplinary way on their own. As knowledge becomes increasingly specialist so too do specialists need to interact with other specialists. More often than not mathematicians will work in teams and more often than not real world tasks require people with different specialisms to work together on tasks which are bigger and more complex than single disciplines – so mathematicians need to be able to work together with scientists, artists perhaps, economists. Students need to learn how to bring different kinds of knowledge together in order to solve the problems that we have, this is Selzer and Bentley's message in last slide.

The curriculum needs to model this – not just in terms of integrated teaching and learning that stresses the inter-disciplinarity of the world but also in terms of rich and significant tasks that require team work and multidisciplinary approaches

Based on AA, and extensive research into productive pedagogies and now up and running in 20 clusters of schools in Queensland - NB takes up 25% of the curriculum.

Rich tasks: Complex, time intensive, social, multidisciplinary, cultural, meaningful contexts and significant impacts.

And leaders will need to create this space for you to work on rich tasks over time in an integrated way that also stresses relevance and real world learning for students – Workshop

IN THIS APPROACH CURRICULUM IS TASK LED. Teaching to the task instead of teaching to the test. TEAM DESIGN A SUBSTANTIVE AND RELEVANT TASK AND THEN PLAN WHAT NEEDS TO BE LEART AND PRCTICED IN ORDER TO SUCCESSFULLY COMPLETE THE TASK AND BY WHAT CRITERIA SUCCESS WILL MEASURED.

Examples of *Mantle of the Expert*:

Nursery: The teacher in the role of one of the three bears in 'Goldilocks' asks the pupils in role as 'security experts' to make the bears home 'secure' after the break in by Goldilocks.

KS1: The class in role as 'landscape gardeners' are asked by the teacher in role as the Head Teacher of a Special School, to create a garden for her pupils some of whom are visually impaired and some of whom use wheelchairs.

The pupils are asked to use their 'expert' knowledge to design a suitable landscape for the garden and suggest appropriate planting so that all of the pupils can get enjoyment and access the garden. The Head Teacher also wants her pupils to be involved in looking after the garden.

Enterprise - Client - Problem - Tension

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Examples of *Mantle of the Expert*:

Nursery: In this example: the **enterprise** is running a security business; the **client** is the bear whose home has been broken into and the **problem** is how to make the house secure. The **tension** comes from dealing with the bears' fears and helping the teacher in role as one of the bears not to over react and over do the security – particularly when the 'bear' suggests electric fences and barbed wire! In order to give advice the pupils ask their parents about security in their own homes and are given a tour of the school's own security devices and how they work. They are introduced to the concepts of locks, keys, alarms, fences and security lighting. In role, the pupils present a plan for the three bears' house and how to make it safe whilst also making it a 'home' – i.e. not too much like a prison or fortress!

KS1: In order for the landscape gardeners to present their plan to the Head Teacher, they must research: the needs of visually impaired and wheelchair bound children; which flowers and plants might offer textures and smells for visually impaired people; how to design the garden so that it is interesting and accessible for wheelchair users; how sounds and textures might be used; how to design and build paths and beds so that wheelchair users can do some gardening themselves.

In addition to this work, pupils will also have to consider the maths of the project – how big the space is, how big beds and other features will be, how many plants will be needed etc. They may also look in science at why plants have scents and which insects, like butterflies, might be attracted by certain plants. From a technology perspective they might also consider how to install a watering system on a timer so that the garden users don't have to struggle with hosepipes and watering cans, or they might invent their own self-watering system using collected rain water.

Life long and life wide learning; Pedagogy, Creativity and Desire

“At first Anna Jones is anxious. She realises creative thinkers and risk-taking problem-solvers will do better in today's world than those who just passively accumulate knowledge.

But asking her to teach history, geography and PSHE through drama three years into a career as an RE specialist - to help her students develop these skills? That is another matter”.

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NECESSARY RISK BUT ALSO RECLAIMING OUR DESIRE TO BE TEACHERS WHO MAKE A DIFFERENCE TO THE LIVES AS MUCH AS THE EXAM RESULTS OF THOSE WHO LEARN WITH US.

LEADERSHIP AND ETHOS – RISK-FAILURE, TRAINING RE-INVENTING

Does this sequence of lessons HAVE what it takes?

Creative teaching joins up multiple objectives:

Humanising: ethical and moral development; team work; developing personal and social responsibility

Academic/Artistic: subject relevant concepts, procedures and knowledge

Vocational: using and applying practical skills and procedures to real tasks and developing practical expertise

Evaluatory: developing skills of self and peer assessment and the necessary communication and reflective skills

NB Multiple objectives have multiple effects and are not simply tied to attainment in a particular subject. You need multiple ways of measuring the impact

Move back the desks!

The good old days? (2)

More Freedom!

We have before us a Teachers' Association pamphlet which threatens, among other things, "To place a child in an atmosphere where there are no restrictions, where he can move freely about in the classroom, where the teacher is essentially a passive agent and where there is no punishment" (Punch 1912)

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Rigorous creativity as Matthew Millburn calls it -NOT REINVENTING TOPIC WORK AND ALL ITS ISSUES. CHOICES ARE GUIDED AND RESPONSIBLE - AUDIT/ASSESSMENT/INTERVENTION - TUTORS WHO REALLY KNOW KIDS AND THEIR STRENGTHS AND NEEDS BACK TO BACK TOGETHER AND FACING A DIVERSE RANGE OF LEARNING CONTEXTS IN WHICH TO ASSESS POTENTIAL AND OBSTACLES – REAL PERSONALISATION NOT JUST PAPER EXERCISE

look at previous slide again these are socially responsible and purposeful young people but they are active and using space in a different way – ICELANDIC DRAWING_ TRANSPORT SYSTEM FOR THE BRAIN

The Problem

- how to organise group work effectively,
- how to lead discussion,
- how to use questioning skills,
- how to balance multiple objectives (HAVE)
- how to encourage boys and girls to work together,
- how to negotiate behaviour in open spaces like the school hall,
- how to expect and allow learners to take responsibility for their own learning and assessment,
- how to integrate subjects meaningfully, how to find a broader range of assessment tools than the traditional test.

Necessary to all drama work but if transferred to the rest of learning – Shenton example – problems were not caused by drama but by basic pedagogy

Seven years ago, somewhere in Leicester.....

My Hero

by Attic K. Yr. 6 (10 yo)

My hero is Mohammed Atta

He is like a lion

I want to be a Muslim brother like him

I want to see the destruction of all Christians

And when I grow up I want Islam to rule the

world like him. Submitted in class, Leicester

11/11/01

I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being - Oscar Wilde

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A class of year 6 pupils were working on the theme 'My Hero'.

NC requirements rather than human requirements

Cordelia's Portion

The school has developed a particularly strong drama programme that has been used very effectively to raise the pupils' self-esteem, improve behaviour and raise the quality of pupils work in English. This has resulted in a significant drop in exclusions and recorded racist incidents. Pupils are confident, behave well and get on well with one another.

[\(OfSTED Inspection Report 02/08\)](#)

Features of Open Space Learning

- Flexible and less hierarchical use of space (circle)
- Activity based
- Social and collaborative
- Discovery and inquiry
- Knowledge is provisional, problematic and 'unfinished'
- Often real world based – experiential learning
- Cognitive but also affective, physical, interactive
- Disciplinary and Trans-disciplinary
- Multiple learning styles
- Multiple objectives and effects (meta-cognitive, interpersonal, social intelligence)

We are the change that we seek

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'The Graduate Pledge: a transformational, inter-institutional change proposal King's College London, with the University of Warwick'

Experiencing working in an interdisciplinary / interprofessional context, by engaging in assessed work that relates to a "real world" problem and draws on teaching and learning based in more than one discipline or profession, and that has been prepared for by access to appropriate teaching and resources. A range of outward-facing "universal" modules will be a central feature offering interdisciplinary perspectives on contemporary themes that will be engaging for learners, exemplifying the bridge between academic endeavour and "real world" applications