‘The audience takes to the stage’

Charles Leadbeater (2007)

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SCHOOLING

SOCIAL LEARNING

age based cohorts

teacher motivated

system demand led

individually produced

broadcast

rsonalised

lly motivated

nd led

21st CENTURY NETWORKED COMMUNITIES

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From work by Gavin Dykes 2007

The Children's Plan

'By promoting diversity in a collaborative system we can ensure children, young people and parents are able to choose provision that reflects their particular needs.

Schools and other settings can use their increased freedoms to innovate and find new solutions to problems, which can then be shared with others to ensure all children benefit…'

The Bridge Academy: Lynette's Story

1

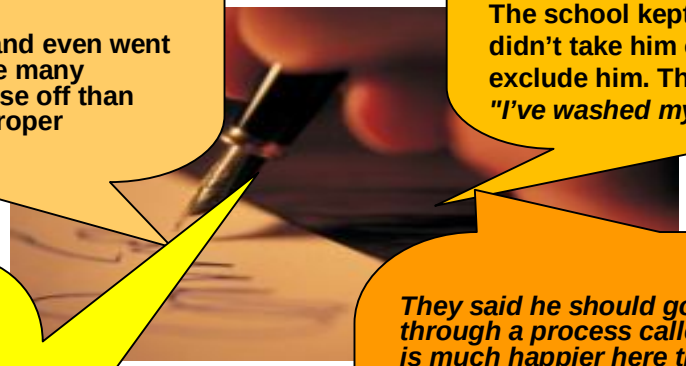
I first became worried about my son at primary school, and raised the alarm there. He was falling behind with reading and writing, and although he was described as below average by an SEN teacher, they felt there was no cause for concern.

I was sure he needed extra help and even went to my GP, but because there were many children who were viewed as worse off than him, nothing was done, and no proper assessment was made.

2

Within two weeks of starting secondary school, I was getting calls from teachers and he was spending more time in the corridor than he was in the classroom.

The school kept threatening me that if I didn't take him out they would permanently exclude him. The Head of Year even said: *"I've washed my hands of him".*



3

They said he should go to The Bridge Academy through a process called a managed move, and he is much happier here than in the mainstream.

Here he isn't pushed to the side because he has learning difficulties. Before, although the school was very close, he would complain of headaches and not attend regularly. By contrast, he has to catch two buses to get to The Bridge Academy, and his attendance is good.

He is so much more confident now, he doesn't have people on his back all the time and his reading level has gone up. He was not even at Level 3 and is now at Level 4/5 after eight months. The support of The Academy has made all the difference to him.

4

The Bridge Academy Online with a computer at home has been fantastic.

When he couldn't do his homework before, he wouldn't let me help him, he would tear it up. On the first day we had the kit we worked for five hours together working things out.

Now he wants to know everything, how to do this, how to do that, and it stops him going out on the street.

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Characteristics of a Personalised School

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Learning Feature	Past	Future
Where learning takes place	Mainly in schools	In schools (including Studio schools, learning villages and open campuses), cultural centres, businesses, homes, virtual centres and other places across the city
Who learns from	Teachers	Teachers, parents, other skilled adults, peers and social networks
Learning Mode	Instruction	Interaction, collaboration More learning by doing and discovery
When	In school terms and hours The lesson	All the time, in different periods that more suit people's individual learning
Assessment	End of the line Focus on cognitive skills	During learning for better learning More peer-to-peer evaluation and self-evaluation against learning plans More focus on non-cognitive skills
How	In classrooms, from books, whiteboards	More real world learning Schools as productive units
Funding	To schools and school boards	More to pupils, learning and networks
Standards/Measures	Top down	More bottom up targets and self-evaluation

Two suggestions from 21 Ideas for 21st Century Learning (Charles Leadbeater)

1. Children at risk of becoming NEET in Years 9, 10 and 11 should be given individual budgets and advisors to commission their own programmes, clearly linked to overall goals to get them qualifications than should lead to training, education or employment.

2. All children should be given their own smaller budgets to invest in their own learning as they grow up, to get used to becoming investors in their own learning. The school system should educate children to become real investors in learning. Budgets should be bottom sliced and portions given directly to children and families to form learning plans and buy services directly from schools and external suppliers.

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