The Beauchamp Papers 3

Identity and Learning
Part One

Preparing young people to shape a future we cannot imagine

Lynn Davies Andrew Hobbs Bernie Trilling

Identity and Learning: Part 1

Preparing young people to shape a future we cannot imagine

The Third Beauchamp Paper

Lynn Davies, Andrew Hobbs and Bernie Trilling

We are particularly grateful to the following who have contributed their insights, expertise, time and commitment to help shape this publication and the thinking behind it:

- The heads, staff and students of the five research schools
- Mark Bennison
- Malcolm Groves
- Hugh Howe

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Finding your way round this publication

This publication is made up of two volumes. This is Part 1.

Part 2 sets out in detail the findings of the research undertaken by Schools of Tomorrow.

Part 1 is organised in five chapters. Although each can be read independently, they do follow a sequence of thought and development. The five chapters follow a brief recap of the origins and development of this series of Beauchamp Papers.

Chapter 1 Lynn Davies explores the issues around idenity in the modern world, the part that schools have to play, and opens up a discussion about the relevance of ideas and models from complexity theory in understanding the implications for schools.

Chapter 2 - Bernie Trilling describes progress made in America in gaining a much deeper understanding of learning and what it means for schools in the 21st century.

Chapter 3 - offers a cameo of a school successfully developing a culture of learning, and recognising the part identity plays in that

Chapter 4 Andrew Hobbs summarises the research undertaken by Schools of Tomorrow to understand how staff and students in English schools see these issues. The research findings are described in full in Part Two.

Chapter 5 - This final chapter sets out Schools of Tomorrow's plans to take forward these ideas and thinking across 2014-15.

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Towards a new Understanding of Outstanding Schools

Malcolm Groves and John West-Burnham

Growing Engagement: re-imagining relationships between schools, families and communities

Janet Goodall, Ralph Tabberer, Richard Gerver

Schools of Tomorrow, growing out of the work of its predecessor The Beauchamp Group, launched its first publication *'Towards a new understanding of outstanding schools'* at the RSA in October 2013.

In it, Professor John West-Burnham puts forward four evidence-based moral propositions to guide the development of the outstanding school of tomorrow.

Proposition 1

The outstanding school of tomorrow is one in which every child is entitled to a holistic educational experience which is rooted in personal well-being, delivered on the basis of equity and responsive to the personal needs of every learner.

Proposition 2

Tomorrow's outstanding school recognises that, to secure equity, it has to engage with the factors that are most significant and influential in determining educational success and enhanced life chances. This means that it is actively engaged in securing positive outcomes in terms of family life, community, poverty and social class, according to its context.

Proposition 3

Learning is a social experience rooted in family, community and school that is outstanding in the extent to which it is both personalized and rooted in authentic social relationships.

Proposition 4

Leadership for the school of tomorrow has to be seen in terms of collective capacity rather than personal, hierarchical status. Leadership is a resource to be developed as and when it is needed irrespective of age, status, or formal role. Equally, leadership needs to be seen in terms of a community rather than an organisation, and in terms of collaborative relationships.

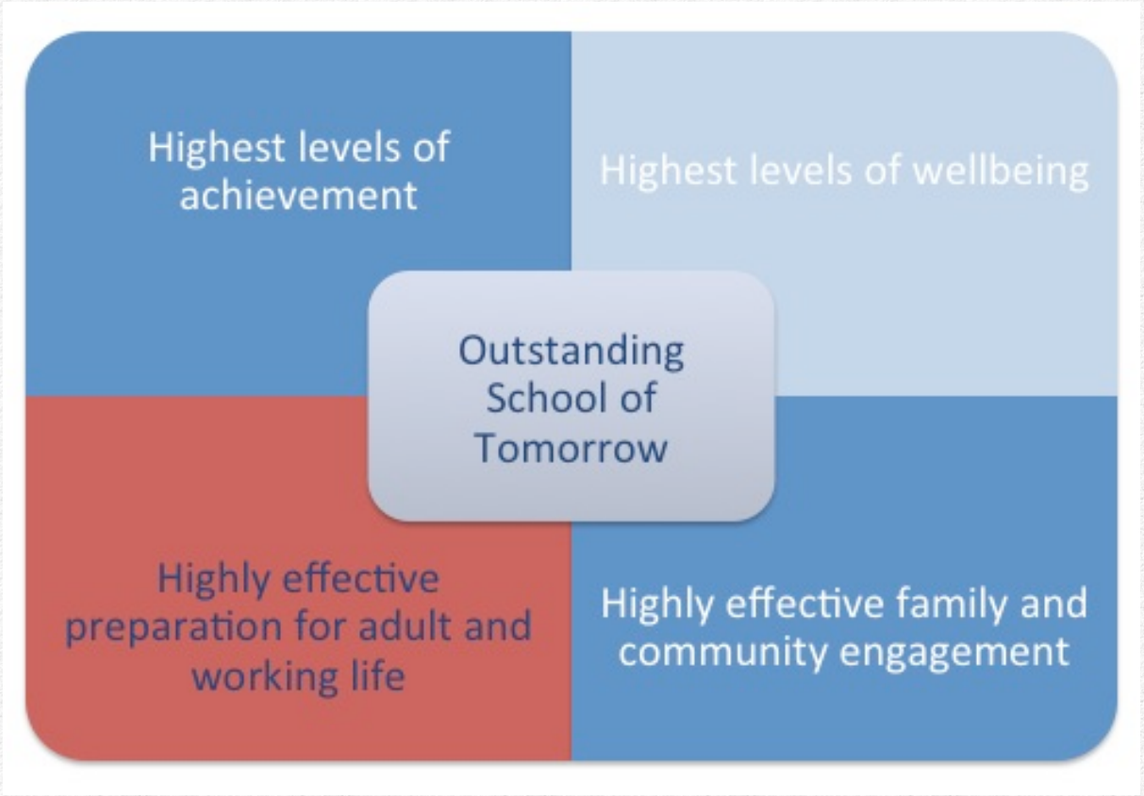
Starting from this essentially moral values-base, Schools of Tomorrow believes truly outstanding schools offer much more than consistently high levels of achievement. They also lie at the heart of their communities.

As a new organisation founded by and for school leaders, we are gathering evidence of how this is being achieved by school leaders in practice and beginning to define how this can be validated rigorously. It has also been important for us to find ways to involve students in this work, with eight schools acting as learner hubs for student-led research and development.

The emerging SoTo Framework identifies four fundamentals of equal importance if a school of tomorrow is to be of the highest quality, and thus beyond outstanding. It is able to secure at the same time:

- Highest levels of achievement and progress for all;
- Highest levels of well-being for all;
- Highly effective preparation for adult and working life.
- Highly effective family and community engagement;

If this Framework is to provide a basis for redefining what we mean by an outstanding school, then it is essential to think about these four fundamentals as inter-related and inter-connected – not as separate parts, but constituent elements that will demonstrate themselves in different ways at different times and in different contexts. Outstanding in one community context may appear very different to another, but the outcomes for all children and young people will be defined in terms of preparation for the future, not a limited measure of some of the things they have achieved (or not achieved) at points of time in the past.



Recognising that, our next publications each consider one element of this Framework in turn, whilst drawing out the common threads and linkage between them.

The second Beauchamp Paper addressed the need for new thinking in relation to family and community engagement.

This two-part publication picks up themes related to preparation for future life. It uses the themes of identity and learning to examine this, and has been informed by a programme of interviews with staff and students in 5 schools, carried out by Schools of Tomorrow during 2013 and 2014.

The Complexity of Identity

Lynn Davies

Lynn Davies is Emeritus Professor of International Education in the Centre for International Education and Research (CIER) at the University of Birmingham, UK. Her major interests are in the linked areas of education and conflict, democracy, human rights and equity.

Introduction

Every context is different with a complex web of interactions and relationships within local communities, which extend and operate globally. If schools are to engage as part of their local and global networks and provide an education that extends learning beyond the classroom and the present, then we require an understanding of social systems and relationships that relates to the reality of the world, rather than a model that implies influence and control but is ineffectual.

In this article, Lynn Davies explores complexity theory and applies it to education to increase our understanding of what can appear as chaotic, random events. Applying complexity theory to the management of change, she identifies a number of ideas and approaches for schools to consider and adopt to be more effective in defining goals and negotiating shared paths with others (natural allies and uneasy bed-fellows) towards achieving these ends.

Throughout the article, Lynn draws upon her expertise in conflict studies and peace education, recognising the tensions and differences within all communities, societies and globally that can easily result in conflict and violence. Schools engaging with communities require an understanding of the local tensions and potential conflicts, how they relate globally and have the skills to initiate and manage critical discourse. Young people also need to be equipped in understanding the reasons for conflict and provided with critical thinking and conflict resolution skills. Lynn offers a grounded appraisal of what schools can and should aim to achieve and some of key components for this task.

Complexity and adaptation as a starting point

Complex adaptive systems (CASs), such as in the social sphere or socio-economic systems, share characteristics that enable evolutionary change and survival.

- The complexity of interactions in a system means that change is non-linear, in the sense that there is no simple cause and effect which takes the same shape in different contexts. This is why so many school effectiveness studies are doomed to failure, in trying to import 'best practice' across wildly differing contexts.
- A key feature of a CAS is that it is self-organising, with no apparent leader.
- It learns from 'mistakes', but recognises and capitalises on them without the need for a director.
- In complex systems, seemingly random events can create huge change and spark unpredictable evolutionary shifts. In conflict terms, we know how rumours can become amplified, so that others who have lived together peacefully become fatally constructed as enemies and objects of hate. There can also be bifurcation and polarisation, as we know well in education terms – that successful schools become more successful, that failing students slide down into more failure, as agents interpret and position themselves and others in the system.
- There is structure - 'rules' - in a CAS, but there is also organisation in the sense of having 'agents' with flexibility and creativity.

All this has profound implications for how we consider change as well as how we consider conflict. 'Chaos' has been conceptualised as extremely complex information, rather than as an absence of order.

Education, conflict and cohesion: Is the best that we can do to 'do no harm'?

There is now substantive recognition of the highly complex role that education plays in conflict and social discord. Schools can contribute to conflict by ethnic or religious segregation, through the normalisation of violence, through unequal outcomes which lead to frustration and tension, through extreme nationalism, and through teaching passive acceptance of (malevolent) authority. On the positive side, we think that education can promote stability through providing livelihoods and resilience, by enhancing communication and language skills, by teaching conflict resolution, and by giving predispositions to challenge injustice.

One snag is that schools can do all these things simultaneously – and a 'positive' initiative, say in multicultural education, can backfire to become a negative one, as stereotypes are amplified.

The second problem relates to how far education is powerful or powerless in the wider society or economy. Numeracy education does not stop financial crises ranging from bank meltdowns to MPs' expenses. Drug education does not stop the massive international drug cartels on which whole economies rely. Learning about landmine safety does not stop people laying landmines. No amount of curriculum tweaking would have stopped the crisis in Syria.

The third problem is that because societies have designed 'schooling' to occur mainly at the initial stages of people's lives, the intricate webs of interactions that occur afterwards mean that long term effects are almost impossible to predict, let alone control.

A key question is therefore of ambition. Is the best that we can do in education to '*do no harm*'?

Hindrances to change

The failures of attempts to create change in and through education can usefully be understood with a complexity analysis.

The first error is the assumption that change is linear, that there are simple solutions. We all have theories of change, that an input at one point will create positive outcomes at the next, and that a chain of events will occur. These theories often relate to our analysis of the cause of conflict. For example, if we think that conflict relates to prejudice, then learning about 'the other' will mean greater acceptance, which will mean better community cohesion, which will mean less likelihood of manipulation by religious or ethnic leaders, which will mean resistance to supporting conflict or violence. If we think that conflict is caused by unemployed youth, then vocational education will lead to better jobs which will ease frustration, which will mean less likelihood of blaming other groups for lack of opportunities. If we think that conflict is caused by grievance about minority status, then mother tongue teaching and cultural inclusion into curriculum will promote esteem and security of marginalised groups and less likelihood of opposition. The list of such linear pathways is extensive. The problem is that they do not always intersect in policy strategies, even within one organisation. Input-output models do not work in social terms, as too many messy contextual factors and power interests

intervene. The ‘attribution gap’ is too huge. Even if conflict were to decrease and communities become more cohesive, it is almost impossible to trace this back to something that happened in education. This is not to say that we should not make attempts to improve the way people live together, but that much has to be done on hope rather than evidence in terms of sustainable impact.

A second hindrance to change is what is termed ‘lock-in’ or path dependence. Systems can exhibit features which prevent them evolving to better forms. In social systems, these include everything from fundamentalist religious ideology to gendered inequality to acceptance that beating children is the best way to create disciplined peaceful people. Any society exhibits myriad examples of ‘the way we do things’, where culture becomes entombed or concretized and where histories appear to dictate particular trajectories. Such brakes on adaptability have resonance in our attempts at change. Our task in thinking about points of intervention is how we deal with such frozen, locked-in features of our social world, narratives and historical memories.

A third hindrance can be the assumption that leadership is the key target. What we now know, not just from neuroscience, but from studies of criminal and terrorist networks, is that successful networks do not necessarily have leaders as such. Decapitating a leader simply shifts power somewhere else. We can learn a great deal both from criminal as well as from progressive social movements in terms of how networks form and take on power, how they morph and respond to their environment. While we do want to look at how school principals can be instrumental in school change, the question is whether their individual school producing more ‘successful’ students simply means other schools producing fewer, given the rationed nature of educational success. How people in a school (including students) operate in wider, overlapping networks of activity, agency and power becomes the unit of analysis.

A fourth hindrance is the contemporary securitisation agenda applied to schools and universities. This creates climates of fear and suspicion, rather than transparency and trust. A current example in 2014 is the so-called ‘Trojan Horse’ affair, where there are accusations of Islamists infiltrating governing bodies in Birmingham and covertly introducing Muslim practices into state schools. The appointment of a counter-terror officer to lead the review only adds to the sense of victimisation among Muslims, that they are once more being targeted as potential terrorists. Having recovered from the imposition of security cameras in mainly Muslim areas, those in Birmingham working on community cohesion are deeply worried about this ‘moral panic’ and think it will drive progress in community relations backwards.

Yet the final hindrance emerges, which is the dilemma around identity and 'culture'. This relates to the uneasy position of countries like UK as pseudo-secular states. On the one hand are the heavy-handed approaches to Islam mentioned above; on the other hand is a reluctance to criticise religion, elevating it above other ideological positions as somehow immune from critique. Cultural respect has become transmogrified into cultural acceptance – regardless of whether practices or messages are harmful. Only now is FGM really being prosecuted. In my book *Unsafe Gods: Security, secularism and schooling* (2014), I make the case for dynamic secularism in governance, one which accepts and protects religions but does not insulate them from public debate nor give them any special place in the workings of government. Religions must compete in the marketplace with any other ideological or community groupings, and be subject to the same strictures on rights and freedoms. A complexity approach would also acknowledge hybrid identities – that any religious adherence may be part of a whole raft of other allegiances, or not be strong at all. As one imam said to me wryly at a counter-terror conference, *'It's a well kept secret, but not all Muslims go to the mosque'*.

In education, the reluctance to tackle the issue of conflict within and between communities is a hindrance to the learning of how to address it. Multicultural approaches which imply all Muslims are the same ignore distinctions of Sunni, Shia, Wahabi or Salafi, and which may be present even within the same street. These identities may not be divisive or even identities at all, but it is crucial for schools to acknowledge that there may be more diversity within a religion or minority culture than between religions or cultures.

The next step is to try to analyse the real causes for lack of community cohesion: these will not in the main be theological disputes, but will relate to real or perceived grievances about discrimination, employment, housing, or opportunities for mobility. In severely conflict-affected states, these grievances can be manipulated by religious or ethnic leaders into identity divides, as happened in Bosnia & Herzegovina and Rwanda. In Sri Lanka, it was convenient for the government to cast the war between Tamils and Sinhalese as one of ethnic intolerance rather than about imbalances of power and representation. In such contexts, there is reluctance to have students in schools learn about recent conflicts, as this is seen to continue or even inflame old animosities – to towards others or towards the government.

In UK, however, discussions and debates about community in the relatively safe space of the classroom can be a productive force for mutual understanding. We found from our study in England of the needs of learners and teachers in global citizenship, conducted in the context of the Iraq war, that children are desperate to learn about war - the causes, why we really invaded, or why people are violent - but felt short-

changed by teachers and schools reluctant to discuss it (Davies et al. 2004). Those schools that did engage in debate, or even take part in the marches, were able to provide students with some understandings, as well as instil a sense of agency in trying to participate, and to interrupt the processes of continued hostility.

Change means taking risks. It also means finding common cause across boundaries, thereby at that moment making the boundaries less important.

Complexity mind-sets and intervention

In contrast to linear, hierarchical assumptions about change, using a complexity mind-set permits a different way of contemplating intervention. Six interlinked features can be identified here.

1. First, there is being **comfortable with experimentation**, seeing 'mistakes' or apparent failures simply as information, not as disasters, and being content with divergence from the original plan. There needs to be turbulence for creativity to emerge. This means being relaxed about having only short-term goals, about using constant revisions, and about the means to achieve these goals established in partnership with the participants, not pre-decided.

2. Second is the need for **multiple connectivity and multiple-way consultation vertically and horizontally**, so that the maximum information channels are opened and responses gauged through a variety of feedback loops. Do we know enough about local multipliers and their networks? What are the co-systems surrounding education? Can we understand the varied influences, including nepotism and corruption, rather than just deploring them?

3. Third is a stress on **horizontalism** rather than top-down leadership, learning from how social movements and protests work, and especially from how social media work. Students and teachers have to be recognised as 'activists' or agents within these types of social change, creating and recreating the links, not as recipients. Democracy these days is about retweeting, not referendums.

4. Fourth is the need for **political organisation, networking and creating alliances.** Sometimes these need to be with uncomfortable partners, as has been found in Afghanistan with the Taliban. A 'principled pragmatism' is called for. Networking also provides greater understanding of 'the opposition' and their motivations. A problem is always that the 'enemy' of progressive change in or through education does not always remain the same, or can be internally

contradictory. Who knows what a Secretary of State will support next? It calls for constant vigilance.

5. Fifth is the search for **combinations and pivotal points for change that can be amplified**. If this seems opportunistic, it is because it is. A constructivist approach – as in starting where the child is – entails starting where the opposition is. In Afghanistan, one does not even begin discussing human rights with the Taliban. One does not even start with education. Instead one starts with how they want to qualify their doctors or their engineers or their midwives. I talk later of starting where young radicals in Britain are, rather than where you want them to be, amplifying not denying their citizen role.

6. Finally, there is the need to **unfreeze compartmentalised ice-trays** such as segregated schools, or to identify and release locked in mentalities surrounding the use of violence or revenge. Schools are often vengeful places, full of punishments rather than restorative justice. Even if corporal punishment is banned, there are other ways that symbolic violence is inflicted. It is not surprising that cycles of bullying perpetuate.

Conditions and contexts, not grand goals

Much is made about shared vision in education. The implication is of a long distance horizon. Yet a CAS does not have an end goal, a Utopian vision of where experiments lead. It simply creates or builds on turbulence in the system, getting to 'the edge of chaos' to 'emerge' into a better order. A CAS is also not moral as such – it simply learns from what works. But in social terms we do need to impose certain of our values on activity, nor can we have complete open-endedness or unpredictability. Complexity insights remain pointers, particularly useful in explaining failure of policy and enabling caution about embarking on expensive pathways which become solidified like lava flows. Yet they do hint at some basic principles in change processes.

Education cannot single-handedly engage in social transformation. However, it is not without power and potential. This means rather than starting with an end-goal –social mobility, cohesion, peace' - you start with establishing an educational context which has 'rules' which match your values and where experience tells us can lead to the shifts that we desire. An example of such rules would be human rights – traditionally better seen as a process than as a goal – whereby students, teachers, parents, the community, and administrators all learn and apply the basic tenets of mutuality, respect and

dignity. UNICEF's Rights Respecting Schools in UK show the success of such ground rules.

The nice thing about rights is that (unlike sacred texts) they are not a blueprint, they are themselves revisable and discussable, with constant tensions between, say, minority rights to cultural expression and rights relating to gender equality, or between rights of freedom of expression and rights to dignity and freedom from abuse. Such tensions between absolute rights and contingent rights make them very suitable for a complexity approach, as well as the fact that they apply to absolutely everyone, and not just to those who are part of the 'rules' of a particular religion or culture.

Education can also release 'lock-in' and frozen accidents. This can be risky, as can be seen with efforts to improve girls' education in countries such as Pakistan or Afghanistan, but providing girls' education can shift community attitudes as well as providing avenues for girls themselves. Galvanising the community around the provision of schooling is a classic example of amplification, as parents themselves gain political and resistance skills. Work on education and extremism will point up the importance of enabling students to live with ambiguity, to have reasonable doubt, not to see the world and others in polarised terms. There is experimentation in UK with various methods to bring this debate safely into the classroom – for example, theatre, film making, or inviting visiting speakers from opposing communities. It is unpredictable where the discussion will go, but the idea is to dislodge prejudicial views - whether held by students, teachers or the community.

There is often debate about whether to start with institutions and hope these will change people, or start with people and hope they will shift the institutions. A complexity approach would resolve this by focussing more on the creation of opportunities and spaces, physical and mental, in which people can try things out, whether different methods or being different themselves.

A current example is the project on 'shared schools' in Northern Ireland. Segregated schools, it is admitted, have contributed to sectarian tension. Fully integrated schools have never really taken off, as they also haven't in Sri Lanka, for a variety of reasons. The shared schools project brings students and teachers together across Protestant and Catholic schools for certain classes – and there are now 3000 of such classes. Central aspects of the project fit nicely with a complexity approach. They are to leave borders where they are but make them less important - as in Europe. (This is the opposite to multiculturalism which privileges difference.) Teachers are experimenting with new arrangements, whether practical logistics around transport or ways to share teaching. The idea is to move from 'best practice' to 'next practice', building up new solutions. Teachers have been trained in network analysis and

in being part of a network. There is a philosophy of being tolerant of failure, trying things, saying it doesn't matter if they don't work (Duffy and Gallagher 2012). The view is that the future is there to be made – maybe this will be towards more integration, maybe it will just stay with this degree of sharing.

Bureaucracies thrive on predictability, so the project more or less ignores the officials. The idea of change recognises the Pareto principle of the 80:20 rule: for many events, 80% of the effects come from 20% of the people, or, put another way, 20% of the people can effect big change. Another principle is a different version of the contact hypothesis, known as the 'strength of weak ties': that we learn more from acquaintances than friends. Common identities sound nice but they can create stagnation: one needs to link up with people who think differently, so that boundaries become porous or weak.

As well as values and encounters, education provides skills. Employment skills may provide an avenue to stability, but of course this depends on job availability. For a society to emerge from fragility, the key skills for students are learning to be change agents themselves. These skills may indeed be the personal ones for self-promotion, for getting and holding jobs, but such skills can be linked to a political articulateness which can be harnessed for wider ends. These are the proficiencies in negotiation, debate and lobbying as well as the skills and habits of political organisation.

With social media, this is less boring now than in the days of mass leafleting, stuffing envelopes and knocking on doors, but has the same principles of engaging in the basic work to reach people. Students are increasingly using media such as Facebook and Twitter, but the question is, does their creation of change mostly relate to their self-profile or circle of friends, not necessarily to wider social change?

Current research indicates otherwise. A recent report from Demos (Birdwell and Bani 2014) rejects the notion that young people in UK today are apathetic, selfish and narcissistic. Instead the research shows today's teenagers characterised by their tolerance, compassion and motivation to tackle social issues. Teachers are overwhelmingly positive about them, describing teenagers as 'caring', 'enthusiastic' and 'hard working'. They are volunteering more, both formally and informally. They are also behaving more responsibly over alcohol and drugs than generations of teenagers over the past 15 years.

> "*Our research suggests that teenagers are motivated to make a difference in their community but the tools they use and the approach they take is different from those of previous generations. They do not rely on politicians and others to solve the world's problems, but instead roll up their sleeves and power up their laptop and smartphone to get things done through crowd-sourced collaboration.*

> *They value bottom-up social action and social enterprise over top-down politics. As digital natives, they are accustomed to speed and responsiveness and desire a politics that engages them at the same pace. If given the right opportunities and support, today's teenagers might just transform our notions and expectations of active citizenship"*. (Demos 2014:14)

It is not just speed but the global reach. Yet a particular risk emerges with the new communications technologies. This is a war of networks, not a clash of civilisations. Militant Islamic movements and young citizens alike are encouraged by the ease of communications provided by and via the internet. Lindsay Pearlman (2012) describes how Al-Shabaab (AS) launched its Twitter account on Dec 7th 2011 under the name HSM Press Office (Harakat Al Shabaab al Mujahideen). (Al Shabaab claimed responsibility for the Westgate Mall attack in Kenya, saying it was retributive justice). The Press Office employs Twitter for three usages – intra-movement coordination, information creation or verification, and ideological engagement. There is a daily update on engagements and actions; and there is the release of stories. A crucial point is that nearly every tweet is written in English, increasing global interconnectivity. Most followers live outside Somalia.

Although Al Shabaab's primary objective is to establish sharia rule in Somalia, it also aims to motivate and shape worldwide debate on jihadism and Islam. Technology's evolution has made 'winning hearts and minds' a priority for social movements around the globe, the Islamic world included. Islam is portrayed as endangered and Muslins enjoined to defend their religion against perceived extinction. Jihad is thus obligatory. It legitimates martyrdom, controversial in the Islamic community. It is a sign of the times that dead militants receive prayers in tweets that Allah will accept their sacrifice and have mercy on their souls. Another crucial point is that the AS is framed as more successful in protecting the population, offering better security from violence. Education is also emphasised – its chosen social service. AS claims that it has established three universities, 550 madrassas and 250 primary and secondary schools. It is a cunning and heady mix of violence and security, conservatism and modernity.

Can schools intervene in this global chatter? The primary duty seems to be encouraging skills of critical analysis of messages over the social media, extending analysis of newspapers and radio/TV to whatever the current form of digital communication is. We go back to the 'rules' from which emergence is able to happen. A rights-based approach might help protect against cyber bullying at the personal level but also can foster a sense of injustice regarding global lack of rights – whether for

refugees, girls, women subject to domestic violence – so that networked protest movements can be started or joined.

But this leads to the perennial dilemma surrounding a complexity approach, of what sort of 'edge of chaos' we envisage in school and society. What if the sense of injustice leads to extremist or radical views, whether far-right, religion or animal rights?

A recent article on radicalisation among young people in the Netherlands (van San et al 2103) raises the question of whether adherence to extreme ideals by young people is always and by definition something to be condemned. Rather than disqualifying their views, the pedagogical approach is to listen to them and provide alternative perspectives, all the time not trivialising or denying the stance. 'It is important not to lose sight of the fact that we are dealing with potentially critical citizens who can help shape our democracy' (p288). The starting point is that the development of ideals is in itself a normal and necessary part of identity formation during adolescence. This brings with it that discussing and debating ideals should become part of the normal educational duties at home and school.

Public fears and public rejection of extremism may stand in the way of such an approach and contribute to 'ideals getting adrift'. Adolescents often search in vain within their primary social environment for an audience willing to listen to their critique of present-day society and their ideas about change. On the internet they can find like-minded people, but this is hidden from educators, and becomes selective, avoiding the existence of alternative views. With Bartlett and Birdwell (2010), van San et al. argue that in a democracy, adolescents with strong ideals should be treated first and foremost as citizens with an interest in politics.

Conclusion

Change for a school is about providing the enabling arena from which current and future agents can effect change in their society. The complex adaptive school is one that takes risks, the risks of a multiplicity of views being aired, of government and religion being equally open to critique, of students engaging in 'pavement politics'.

But it also, like a broader CAS, uses constant feedback loops to test the impact of experimentation. This includes monitoring of what changes in students' (or teachers') personal identities are taking place, and the source of these changes.

Such a school engages as well in curriculum evaluation – for example, the 2014 Demos report reveals that the experience in Canada, and more recently in Scotland – where social action has been integrated into the curriculum suggests that this can lead to high levels of engagement, with both young people and teachers recognising the benefits. The feedback also is that teachers too want and need support, to engage in wider community networks, to learn from external organisations that specialise in delivering social action.

Complexity thinking underscores the new horizontalism in teaching and learning. Change that leads to social emergence will almost certainly not come from the top.

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Roadmaps to deeper learning

Bernie Trilling

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This chapter is an extract from his new book ‘Deeper Learning: Beyond 21st Century Skills’, published by Solution Tree Press, reprinted with permission.

“The future ain’t what it used to be”.

Yogi Berra

“The future is already here – it’s just not very evenly distributed”.

William Gibson

A “different” future, both confounding and full of hope, is already appearing:

- With a button click, shiny screens stored in pockets and on laps and desktops become instant portals to vast libraries and storerooms of media-packed information, knowledge and online learning – and distracting advertising, enticing entertainment and persuasion masquerading as facts.

- Live news clips and round-the-clock, up-to-the-minute developments from every global corner flash on our digital panels and widescreens, keeping us instantly and perpetually informed – as streams of gripping images transfix our attention, leaving little room for reflection or deep analysis.

- With a screen tap we instantly connect with friends, helpers and experts from nearly anywhere, mingling and learning together, exploring and sharing insights and possible solutions to common concerns and issues – as well as droves of gossip, crowds of celebrity chatter, and flocks of clever tweets from a vast, globally public, social media network.

So what may be true of the future in the quotes above may also be said for education in the 21st century: "*Learning ain't what it used to be"* and *"It's not very evenly distributed".*

Learning in everyday classrooms, schools, districts and education systems is gradually catching up with the historic changes and challenges of life in our times – including technology's promises and perils.

For learners and educators alike, it is truly an exciting, confounding and hopeful time, as we all innovate our way through a rather bumpy transition toward a renewed learning landscape – one that may eventually empower all students for success in learning, in work, and in building a better world.

> "*You can always count on the Americans to do the right thing . . . after they've tried everything else"*.
>
> Attributed to Winston Churchill

Fortunately in the U.S. (and in part from witnessing the results of "everything else" attempted in education reform), a large number of classrooms, schools and school networks have been hard at work repaving student pathways to modern success.

Over the years they have been developing similar sets of learning practices, principles and school cultures that all seem to fit together, forming an integral "ecosystem" for deeper, more compelling and meaningful learning for all students*.

The ongoing implementation of the U.S. Common Core State Standards and their assessments is adding further motivational fuel for a shift towards this way of learning – from shallower memorization and recall to deeper understanding and creative applications of knowledge – a shift these Deeper Learning schools instituted early on in their history. It turns out that "Common Core and More" is what many of these school networks have been doing and refining for a long time.

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There are currently 10 school networks and over 500 schools in the Hewlett-supported Deeper Learning Network.

In the pages that follow, the common elements of the Deeper Learning methods and models practiced among these forward thinking schools are identified, then shown how they might fit together in an overall ecosystem learning model, and how student work and Deeper Learning outcomes may be evaluated based on this model.

Sketches of what some high-level “roadmaps” to Deeper Learning look like from organizations and experts steeped in the intricacies of educational transformation are examined, and a detailed case profile of one pioneering school district currently transforming into a 21st Century Deeper Learning district is presented to give a real-life, practical grounding to these change theories. Based on the collective transformational experiences of the Deeper Learning Networks, and anchored in a transformational cycle model, a Roadmap to Deeper Learning is then proposed; how the navigational guides in this map may help steer other schools and districts along their transformation journeys (hopefully making it a little smoother and more enjoyable) is then explored.

What do Deeper Learning Schools Have in Common?

In 2010, the Hewlett Foundation initiated an informal study of eight networks of schools* representing over 400 schools in 38 states, that were leaders in developing the competencies identified to be the most important for student success in the 21st century: critical thinking and problem solving, effective communications, productive collaboration, and the ability to learn how to learn, all applied to rigorous academic content.

The study first looked at each school network’s guiding principles – the core values and goals for an education they firmly believe (and have convincing evidence) can regularly produce high levels of student success. A Wordle – a graphic representation of the most common words – of all these education principles revealed some preliminary insight.

A focus on “students” and “learning” at the center; “real world,” “authentic,” “projects,” “relationships,” and “interests”; and “global,” “connected” learning leading to “success” are just a few of the standout common terms used to explain their learning approaches.

Figure 1: Deeper Learning Principles Wordle – from Hewlett report findings researched by Bernie Trilling

A more comprehensive analysis of shared principles and practices based on surveys and interviews of network leaders, as well as multiple visits and conversations with teachers and students in these schools, uncovered twelve common sets of practices, which together formed what appeared to be a coherent, self-reinforcing learning system:

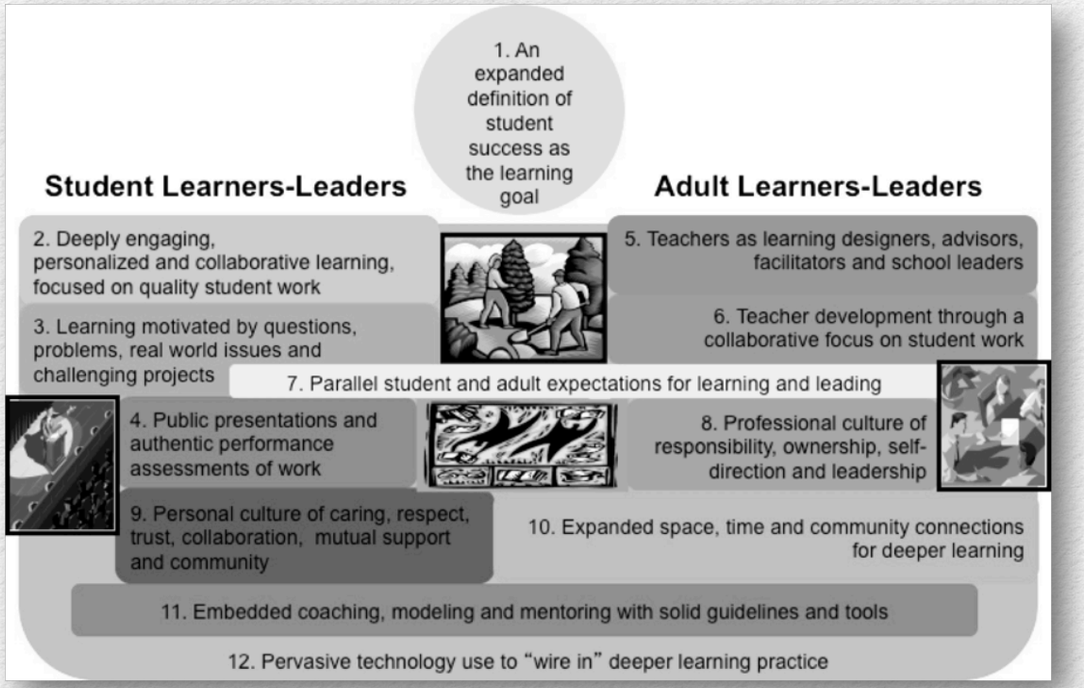

Figure 2: Deeper Learning "Ecosystem" – from Hewlett report findings researched by Bernie Trilling

These twelve common sets of practices were distilled down to six common themes:

1. **School Culture** – for both students and educators, a professional culture of high expectations, responsibility, ownership and self-direction; along with a highly personal culture of caring, respect, trust, cooperation, community and a common commitment to helping each other succeed.

2. **Learning** – active, deeply engaging, personalized, and collaborative approaches to learning motivated by relevant questions and problems, developed through deep inquiry, problem-solving, and issue-based evidence gathering; and the design of both rigorous and creative solutions and answers to real-world concerns in challenging projects, all with a focus on high-quality student work, refined through reflection, supportive feedback, iteration, and continuous improvement.

3. **Teaching** – teachers as learning designers, model learners, mentors, guides, advisors, resource facilitators, project managers and leaders; expertly applying and modeling the same methods and skills their students are developing.

4. **Assessment** – student work evaluated through public presentations, demonstrations and exhibitions; by a variety of regular, authentic, performance-based assessments incorporated into everyday learning activities, and through reflective writing, feedback and revision.

5. **Development** – both teacher and student development focused on continually improving the quality of each person's work and their ability to reflect on and articulate their learning progress; through portfolio presentations, collaborative evaluations, guidance, coaching, modeling, mentoring and leadership.

6. **Learning Tools** – pervasive access and use of technology and a variety of other learning resources including opportunities to learn in communities, real and virtual, beyond school; all in support of Deeper Learning practices and outcomes.

Recent research supported by the Raikes Foundation on the critical importance of motivational and social/emotional factors for success in school* – often called student "mindsets" – has led the Hewlett Foundation to add an additional set of student outcomes to its core list of desired Deeper Learning competencies, calling them "academic mindsets".

Seven key mindsets and learning strategies having a significant positive effect on student performance (measured by course grades) were identified from a thorough review of the related research. These seven factors can be grouped into three types of character qualities or student agency factors, which are all learnable and improvable through learning practices and a school culture that actively promotes them:

- **Personal Character Qualities**
  - Growth mindset: "*I can learn*."
  - Self-efficacy and confidence: "*I can do this*."
  - Purpose and relevance: "*This is important to me*."
- **Performance Character Qualities**
  - Goal setting and managing: "*I can reach my goals*."
  - Reflection and metacognition: "*I know myself and what I need to do.*"
- **Social Character Qualities**
  - Social belonging: "*I belong here*."
  - Social capital: "*I can get the help I need*."

Current research on how these student agency factors are learned in both Deeper Learning classrooms and in other network schools with a focus on high levels of student achievement indicate that certain learning practices promote positive improvements in specific character qualities. Three of these learning practices (highlighted below) promote all seven factors – suggesting that these powerful learning strategies, if done well, can dramatically boost the development of all agency factors, and can lead to deeper and wider learning achievements for all students:

Practices	Growth Mindset	Self-Efficacy	Relevance, Purpose	Social Belonging	Goal Setting, Managing	Meta-cognition	Social Capital
Project-Based Learning	✔	✔	✔	✔	✔	✔	✔
Encouraging a Growth Mindset	✔	✔					
Relevant, Personalized Instruction			✔		✔		
Alternative Grading Policies	✔	✔			✔		
Advisory Programs	✔	✔	✔	✔	✔	✔	✔
Community Meetings	✔	✔		✔			
Interdisciplinary Teams			✔	✔			
One-to-One Access to Technology		✔	✔	✔			
Character Education	✔	✔	✔				
Common Intellectual Mission	✔	✔	✔	✔	✔		✔
School-wide 21st Century Learning Goals			✔		✔	✔	
Reflection Protocols				✔		✔	
Restoration Room		✔		✔	✔		
Community Partnerships & Presentations of Work	✔	✔	✔	✔	✔	✔	✔

Figure 3: Student Agency Factors and Practices – from Fancsali, et al. Student agency practices

Schools that use project-based learning approaches, where students take increasing ownership of their learning goals and roles and work in teams to create learning products which they proudly present to the public, sharing the twists, turns and final results of their learning explorations; schools that reach out beyond their walls in community partnerships, working on real-world issues and service projects in internships, apprenticeships and mentored work experiences guided by working professionals with practical expertise in their fields; and schools that have strong advisory programs, where students belong to an ongoing "family" of support with at least one consistent adult advisor plus a trustworthy group of caring students; these are the schools that are genuinely engaging and motivating students to achieve beyond their expectations, cultivating the grit and self-direction to persist and persevere through the many challenges of high school, post-secondary education, and on to securing productive and creative work, building resilient families, and engaging in local community life as active local and global citizens.

By assembling all the common components that make up this Deeper Learning ecosystem – the core competencies of essential skills, rigorous content understandings, the mindsets and learning strategies that positively motivate student achievement, plus the Deeper Learning practices that best build the capabilities most valued in today's world – a "prism" model of 21st Century Deeper Learning can be constructed*:

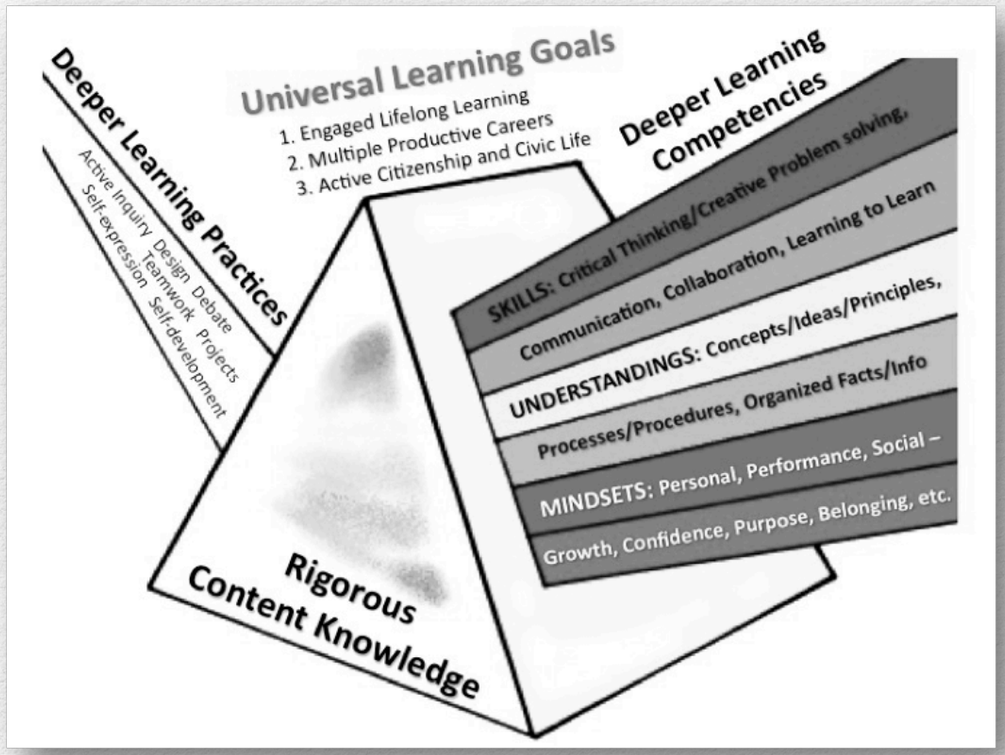

Figure 4: A Proposed Deeper Learning "Prism" Model – based on National Academy of Sciences research: from Pellegrino, J. & Hilton, M. L. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century

Washington, DC: National Research Council.

In this model, under the banner of three broad universal goals, the "sunlight" of common Deeper Learning practices illuminates the many-hued "prism body" of rigorous content knowledge, producing a "rainbow" of increasing competencies – the Skills, Understandings and Mindsets (the learning "SUM") needed for 21st century success. These Deeper Learning competency outcomes include:

- **Essential Skills**

  - Critical Thinking – critical/creative problem solving and systems thinking

  - Communication – oral, written, and media literacy

  - Collaboration – teamwork and leadership

  - Learning to Learn – reflecting on and applying appropriate learning strategies

- **Rigorous Understandings in a variety of content knowledge areas**

  - Organized facts in well-structured knowledge schemes

  - Core concepts, ideas and principles

  - Core procedures and processes

- **Motivational Mindsets**

  - Personal Qualities: growth mindset, self-efficacy/ confidence, purpose/relevance

  - Performance Qualities: goal setting/managing, reflection/ metacognition

  - Social Qualities: social belonging, social capital

But how can we know that Deeper Learning is really happening – that these skills, understandings and mindsets are really developing, with increasing ability and expertise, in students?

It seems that traditional multiple choice and short answer testing may not be up to the task of authentically evaluating these applied skills, deeper understandings and motivational character qualities.

How Can We Evaluate Deeper Learning?

With this foundational "prism" model as a guide, evaluations of the work students create in their learning programs can be devised to help gauge the levels of Deeper Learning achieved – a basic student work evaluation checklist, for instance, that would prompt reviewers to look for evidence of Deeper Learning competencies exhibited in the student work and to see how learning practices helped lead to deeper understandings and enhanced skills.

A wide spectrum of other more rigorous evaluation methods, both summative (at the end of learning units) and formative (during learning activities), are being used to measure student gains in many of the desired Deeper Learning outcomes, with further refinements and new evaluation tools and rubrics now under development.

There are numerous examples of schools and districts creating their local versions of evaluative rubrics to measure 21st century Deeper Learning competencies. Having teachers and administrators design and develop their own rubrics builds strong ownership and commitment to implementing and sustaining Deeper Learning practices.

Efforts underway like the DLSAS and EdLeader21's Master Rubrics initiatives to create wide-scale comparable evaluation rubrics, allowing students from different districts and states to be evaluated on similar criteria, are a sign of movement toward a broader system of assessments and a maturing Deeper Learning movement, gathering ever-wider support for 21st century student competencies and more sustainable implementations of Deeper Learning approaches.

So how does a school, or an entire school district, prompted by the new demands of the Common Core standards, go from traditional to deep? What are the steps, stages and phases they must undergo to transform all the interlocked parts of a deep-rooted, resistant-to-change system?

How do schools and districts transform themselves into Deeper Learning systems?

> *"In education we have just about reached the end of squeezing good out of an outdated school system. The current system is too costly, too ineffective, and as any kid will tell you, deadly boring. This can be changed and it will turn out to be easier than we think – easier because the new alternatives are incredibly less expensive and immensely more engaging".*
>
> Michael Fullan

Transforming traditional education systems into 21st Century Deeper Learning ones can seem like a challenge more daunting than ending world hunger, stopping climate change, and achieving world peace, all at the same time.

In the U.S. alone this challenge involves 130,000 public and private preK-12 schools in 50 different state-run education systems, managed by 13,600 school districts, all shifting over to new and expanded educational goals, and inspiring over 3.8 million teachers to bring deeper teaching and learning practices to over 55 million students!*

Work done by the EdLeader21 organization and its professional learning community of over 100 pioneering U.S. school districts, has recognized seven key steps along the transformational road to 21st Century Deeper Learning**:

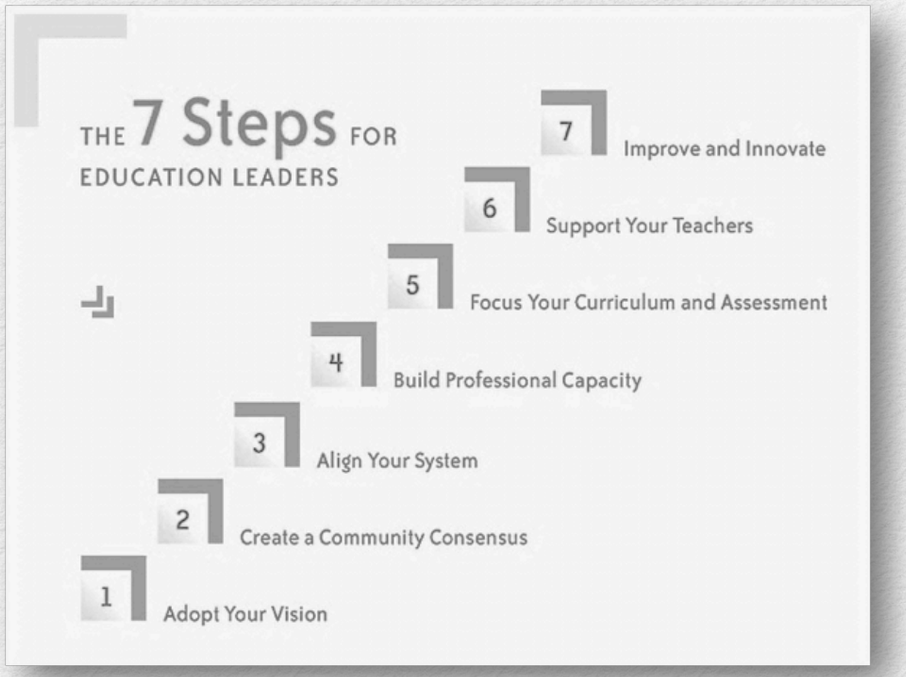

Figure 5: EdLeader21's 7 Steps for Schools and Districts

Other experts with deep experience in the challenges of transforming school systems have outlined similar high-level frameworks, such as Michael Fullan's five key transformational implementation steps:

- Forge deep commitment to the common purpose among partners
- Design a small number of ambitious goals defined by the common purpose
- Develop measures, tools and feedback systems aligned to those goals
- Invest in focused capacity-building programs
- Continuously measure and analyse what is working, learning from the work

From empirically-based change models such as these, and from early results of ongoing research and analyses of the scores of successful shifts to new models among the schools and districts within and without the Deeper Learning Networks, a clearer picture of the common stages and phases of education systems transformation, especially at the district level, is slowly emerging.

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Cameo of Change

Beauchamp College, Leicester

3

This case study examines the learning culture of one school, its key elements, and how this has been nurtured over time.

Case Study of a Learning Community

“The illiterate of the 21st Century are not those that cannot read or write, but those that cannot learn, unlearn and relearn.”

Alvin Toffler

In their 2012 report, ‘Oceans of Innovation’, Michael Barber et al. state:

“We need to ensure that students everywhere leave school ready to continue to learn and adapt, ready to take responsibility for their own future learning and careers, ready to innovate with and for others, and to live in turbulent, diverse cities. We need perhaps the first truly global generation; a generation of individuals rooted in their own cultures but open to the world and confident of their ability to shape it".

The research interviews with students and staff conducted in 2013 in five secondary schools in different parts of England suggested that some schools are in a better position than others and have begun to do this. A major difference indicated by the research is the extent to which schools have established a shared language and culture of learning.

Some of the main questions raised by this analysis are:

- What are the characteristics of a school that has successfully created a culture of learning?

- What strategies and programmes have contributed to achieving this?
- How does the curriculum (in its broadest meaning) contribute to developing the requisite skills in students, and in particular perhaps the three categories of 21st century skills identified by Trilling and Fadel:
- Learning and innovation skills;
- Digital literacy skills;
- Career and life skills

To help inform answers to these questions and contribute to further debate, Beauchamp College provided the researcher with time and information for a case study of their learning culture and how it has been developed over recent years.

The context of Beauchamp College

Beauchamp is a coeducational, comprehensive 14-19 Upper School, with over 2000 students, in Oadby, Leicestershire. About half the total students are in the sixth form, with about a third of these entering from other schools at the beginning of Year 12. Over 60% of students are from an ethnic minority background, primarily of mixed Asian heritage and many of these speak English as an additional language but are fluent. About 10% of students are in receipt of the pupil premium.

Beauchamp College was formerly an old-established grammar school in Kibworth dating back 600 years. It became comprehensive in 1968, although its history as a grammar school continues to be referred to frequently, and is seen by current Principal Hugh Howe and others as contributing to the cultural heritage of the college today. The college has specialist status in technology and in vocational education. Beauchamp is also a community college, with a training centre and an extensive programme of leisure, recreational, cultural and educational activities for all ages and sections of the community. The sports centre is used extensively by the community and the school has played an active role in supporting local community organisations during recent years.

The key finding of the OFSTED Inspection in May 2011 was that "*Beauchamp College provides an outstanding education for its students.".* It has an excellent local, regional and national reputation and is highly regarded within local communities for the quality of the academic education provided. Within the past year the college has become an academy, and is now leading support to four schools, which are within a cluster within Leicestershire.

Hugh Howe has been at Beauchamp College for four years and describes his contribution within the continuum of the strong cultural heritage that he now leads. He gives recognition and pays tribute to the achievements of his recent predecessors, stating *"There was already a culture of learning"* when he was appointed. The role of the Governing Body in ensuring continuity and progression of the culture has also been significant, both in the appointment of staff, particularly the principals, and in holding the leadership to account in continually searching for excellence.

Beauchamp College also benefits from the comfortable socio-economic area where it is located. Whilst it has a comprehensive intake, with some students presenting challenges, families generally have high academic aspirations and are supportive of their children's learning. In Hugh Howe's words:

> *"We have the challenge of behavior and the challenge of attainment but what we are able to do is to ride on a culture of striving for excellence, trying to do the very best for everyone and the vast majority buying into that culture and that ethos, so even the most difficult and the most challenged will give of their best."*

The 'Beauchamp Way'

When in conversation with staff or those associated with Beauchamp College, it is very likely that reference will be made to '*The Beauchamp Way*' at some, usually quite early, stage. *The Beauchamp Way* is not written down anywhere, and people will often struggle to put into words what they mean by the phrase, but it is very meaningful, strong and powerful to them personally and collectively. In essence, it is the culture and ethos of Beauchamp College and has a number of elements that are consistently described, although not in any particular order. It is also a holistic concept with many inter-related components that feed off each other such that different people will illustrate and explain where they are evident and have contributed to the success and benefits for students in different ways. When identifying and describing the main elements, it is important, therefore, to recognise that the order can be shuffled and that the cultural whole is much, much greater than the sum of the parts.

Excellence and **success** are central to everything and everyone at Beauchamp College. *"Doing one's best"* is not a static goal about what you can attain but a process of continuous improvement of always doing better. Hugh Howe terms this *"always striving for excellence"*, and this phrase is frequently voiced by others. For example, after the last OFSTED Inspection in May 2011, which judged the college to be 'outstanding', a "Professional Learning" programme was launched that focused upon pedagogy, giving time to reflect and share ideas of how the learning of students can be improved. Ian Martin (Assistant Principal and Head of Sixth Form) described how deflated he and other staff feel if the judgement from a lesson observation is only 'good' and how the immediate response is to want to know what is required for it be 'outstanding'. Staff model, and share with students, a self-reflective, self-critical attitude and approach that reinforces the message "*we can always do better and improve".*

Catherine Bartholomew, responsible for the Teacher Training Unit, described her experience of teaching at Beauchamp:

> *"The one thing that really hit me when I arrived here, I remember teaching my first lesson, and a) it was students, not just willingness but desire to volunteer information and participate, but, I also remember handing back the first test I ever gave to a group of students and all they wanted to know was who got the highest."*

She added that there is a "*recognition that achievement is good, something to be acknowledged and something to aspire to."*

Working hard is an essential virtue within this culture. Excellence comes from commitment and effort, and is a personal responsibility and characteristic for every individual – student and staff. It is also a characteristic of the college recognised by others. Catherine Bartholomew described the response of her previous colleagues when she was appointed to Beauchamp, who acknowledged the expectation of hard-work by saying "*they will want their pound of flesh".*

High aspirations are also expected of students and staff. Students expect to go to university and set goals of what needs to be attained for their future – short, medium and long-term. Ian Martin (Vice Principal and Head of Sixth Form) explained that the aspirations come from the students and their families, which the college builds on:

> *"There is a huge desire from all students to be aiming for high employment, high end jobs, high end university places and so on. The vast majority, obviously not all, have that culture. I think we build on that. We have lots of work at the start of transitions with our Year 10 and with our Year 12 as well."*

Ian also explained how Beauchamp benefits from the mixed cultural heritage of the students, describing how the variety of values, attitudes and expectations are brought into school and 'rub off on other students'. The high expectations of parents means that they 'push' their children to succeed. However, this has been built into a mutually reinforcing partnership that is constantly refined, as Ian explained:

> *"Obviously our Principals been here a few years and previous principals as well built on that and pushed that and have taken that further and that's what we do in gatherings and in my role as Head of Sixth Form. Early on with Year 12 we're talking about aspirations with parents, we have an aspirations meeting, set expectations (that) "This is the Beauchamp Way", if you like, and they buy into that. I think that, even though a third of our students come externally into the sixth form, they've heard about that through the local press or whatever or through word-of-mouth, which is probably the more important one and they wanted to buy into that."*

One example that Ian Martin gave of the partnership between families and the College was the use of student tracking information and how this has been improved and is part of a triangle between students, parents and the College:

> "*I would say that with over the years we've got much better with tracking student performance, communicating that to students and as importantly to their parents as well. Creating that triangle of communication so everyone's aware and reducing that surprise…. They should know all the way through and then working that together."*

The **professional development and growth of staff** is is equally an expectation of the culture of high aspiration. Hugh Howe sees one beneficial aspect of the recent role of Beauchamp in leading support to the cluster of other schools is that it offers increased opportunities for existing staff to develop into. The high aspirations of staff for their personal development benefits the 'wider family' of the college and students.

Related to this are the wide range and number of **opportunities** for students**.** Andrea Charlton, who has been teaching History and Citizenship since 2006, also attended Beauchamp College as a student. She explains it is only in retrospect that she appreciates the number of opportunities offered to students, and regrets not taking more advantage of them when she was a student herself. The community dimension of the school also contributes to extending extra-curricular opportunities within a culture that values lifelong learning.

The continuous pursuit of excellence and improvement would not be possible without a culture that embraces **innovation** and **creativity**. Hugh Howe identified how his predecessor, Richard Parker, took advantage of initiatives available at the time in achieving specialist school status and becoming a leading edge school, both of which contributed to increased opportunities and raised the quality of provision to provide 'an academic edge for youngsters'. The emphasis is upon innovation and experimentation 'without losing sight of excellence' and to increase opportunities. Creativity and innovation also requires embracing risks and the recognition that there will be mistakes that can learnt from and some ideas will not work as intended.

There is also an openness in the way that people talk about change. The reality that "*change is not always welcomed by everyone*" is accepted. Some are sceptical, some will question, and some will object and oppose. However, others will lead and aim to demonstrate the benefits. Once established, these are acknowledged and become embraced as part of what happens at Beauchamp.

Openness is also a strong aspect of relationships within the college, mentioned by everyone as one of the main elements that is distinct about Beauchamp. The most common term used to describe the relationships between students and staff is relaxed. The focus of communication is to improve learning and to achieve. Adults and young people learn together.

Working hard is a given and yet the atmosphere and environment remains relaxed. Students and staff communicate openly, honestly, professionally and with respect for each other, in everyday interactions, in lessons and when critically assessing each others performance - students of staff; and staff of students. People ask for help when it is needed, and there is a genuine rapport between students and staff.

Related to the relaxed nature of relationships is the **collegiate atmosphere,** also described as pre-university. Students are expected to behave in a responsible way, taking responsibility for their learning, behaviour and demonstrating their maturity. Maureen Cruickshank, Principal for almost twenty years, is credited by many, including Hugh Howe, as having the vision to create this strong culture within the school. It is also evident that there is a conscious intent to sustain this, which includes challenging and countering those who acted in ways, however small, which do not reinforce this culture. Andrea Charlton described how students, when they enter the school in Year 10, are often surprised by the lack of rules and a list of what they are required to do, but quickly adjust to the expectations of the right way of doing things. Ian Martin explained that about a third of students in Year 12 come from other high schools and that part of the enrolment process is to explain the culture of Beauchamp and to ask applicants to consider whether it is 'right for them'. He added that the vast majority adapt very quickly to the different expectations from their previous experiences.

There are a number of significant decisions that are regarded as contributing to the relaxed, collegiate atmosphere. The most frequently mentioned is the non-uniform policy, which allows students to decide what is appropriate dress for school. Rakesh Khakar (Head of Inclusion and teacher of Health and Social Care) explained the benefits of removing the need of continually having to challenge students about not meeting uniform requirements or some other school specification, pointing to how it gives conversations a more equal and constructive starting point. Bob Mitchell (retired Vice Principal) gave an example of how a sixth form male student was allowed to explore his identity as a cross-dresser in school, with the acceptance and respect of students and staff. Another decision, described by Bob Mitchell as being 'implemented accidentally', was the discontinuation of sounding bells for the beginning and end of lessons. The responsibility for beginning and ending an activity is both individual and collective and no longer requires the institutional enforcement of a 'bell'. It is so completely accepted now that nobody considers it worthy of comment.

Hugh Howe emphasises respect, not just for others but also of yourself, as a foundation for the relationships and collegiate atmosphere. He summarises how it is presented to students:

> *"We will respect you by listening to you, we will respect you by the way we speak to you, and you will respect us by the way you engage with us because you are going to learn something about yourself. You're going to develop yourself, and you don't have to be somebody who is aggressive and awkward in your language. Because you don't have to do that, you are respectful of the learning process as well – it has a part to play in your life."*

He also draws attention to the importance of promoting the **identity** of each student as a key element of the ethos of the college. As Hugh says, it is essential 'to get young people, first and foremost, to respect themselves and their identity and their culture and their ethos. To be comfortable in (their) own skin, to be proud of who (they) are'. This means being aware of differences and taking time to understand their background, culture, beliefs and concerns, but in such a way as to support and encourage them to be successful and achieve excellence:

> "*So you have got to give them the confidence to be comfortable and happy to be who they are, and understand therefore that who you are is important so that you can, anyone of us can, make the next step and, through education, it is one of the best ways of to advance yourself and to better yourself. So if you are going to strive and aspire, then go for excellence, be the very best you can be.*
>
> *The motivation and inspiration to do that is then to equip them with passionate, outstanding teachers, the right kind of facility, creating a culture and ethos that is safe, is enjoyable, is challenging, it is appropriate."*

An understanding of individual identity is also a prerequisite of personalising provision to meet the needs of individual students. There are various examples of how this is provided throughout the schools programmes. Andrea Charlton described how she differentiates the delivery of History lessons both within Year 11 GCSE classes to meet the needs of different students and between groups in recognition of the different mix, attitudes and capabilities of the students within them. Ian Martin explained how sixth form students are provided with mentoring support, particularly through the "Steps to Success" programme, which is also targeted to meet needs.

Rikki Khakhar has responsibility for co-ordinating additional support to meet special educational needs, in the Gifted and Talented programme and as part of the use of the Pupil Premium. A recent priority has been to identify and intervene earlier with students who have less opportunities and where there is not a culture of study at home. Conscious that time is limited, as students start at Beauchamp in Year 10, Hugh Howe stressed that "*anything that we do we must do quickly, and it must be quite precise, it must be accurate in our assessment.*" Part of striving for excellence is to improve practice in this area. Hugh Howe considers that one of his main contributions to Beauchamp has been to bring additional rigour into practice and cited the early identification and assessment of where students require additional support to achieve their full potential as one example of this.

Finally, the single most important element of The Beauchamp Way is the **involvement** of students in every aspect of the life and work of the college. Hugh Howe explains that it was the aspect of Beauchamp that most attracted him to the position of Principal. It is also his greatest responsibility:

> "*What was also very different was some of the bespoke elements to the college, and I think, probably the strongest one was where relationships and student involvement was probably the most active and the most profound that I had experienced in my teaching career. I felt challenged by that, excited by that, it was very different to experience and embrace.*"

The examples of student involvement and influence over the years are numerous and continually being extended. Students have initiated changes and improvements to the school buildings and facilities (for example the central refectory area; the quiet area in the learning centre; the provision of the sixth form centre.) They are governors, involved in all aspects of the work of governors, including appointments. They have roles as ambassadors. They undertake research into different aspects of school life. They observe lessons and give feedback to teachers on their performance as part of the INSTED performance monitoring programme. Current plans are to involve them directly in the delivery of the Citizenship curriculum.

Conclusion

The foundation of the quality and success of Beauchamp College lies in its strong culture and ethos – The Beauchamp Way. This has evolved over many years through strong, determined and consistent leadership that has been refreshed and continued by a small number of Principals respectful of the heritage that they are part of. Some developments have been carefully thought out and planned, but others have been in 'many subtle ways', where the benefits were not always intended or recognised. All have been informed by continually striving for excellence and underpinned by the engagement of young people in all aspects of the work of the school.

What is noticeable, and perhaps surprising, is that the common language of learning and culture of learning is not explicitly defined or established by any specific programmes. Rather it emerges from what happens each day. From the conversations that take place between students and staff within lessons and in day-to-day interactions. It is the way that they do things in Beauchamp. Students talk about being autonomous, independent learners who collaborate with others and personalize their learning because they do. They are confident and articulate in their identity as individuals and as learners because they are respected, supported and expected to be like that. The culture breeds excellence and success, because that is what is wanted for you and expected of you.

Examples of initiatives that reinforce The Beauchamp Way

1. The Beauchamp App

The Beauchamp App is a smart phone app, first introduced two years ago, the elements of which are continuously refined and developed. In the words of Ian Martin:

> *"Basically what it is, is a planner for students. So as a teacher I can set homework for students, they all get it via the app. They all check it on their smart phones, it's personal to them, so it's just my students that are getting it. I can tailor it to a particular class, add links to the homework, so on. But also on that app the parent can access as well via a PC and so on. The student's attendance, grades, target grades and also what they have been achieving (are accessible). More recently they can monitor exactly how they are doing, which I think is a really important development. Communication-wise with the parents and the student that has really helped. There is no excuse now."*

Use of the app has increased steadily since it was introduced, so that over 95% of students use it and almost all staff use it regularly to set homework. On the app the student has a personalised 'To do' list of the homework they have been set,

which they can tick off as they do it. As the deadline approaches so the colour changes eventually turning red as the deadline is close or past.

The app is also helping to improve communication within the college, offering a number of news programmes that can be signed up to access the information that each individual wants plus wider news about the college. Ian Martin says this is "*another example of Beauchamp grasping new technology for itself and utilising it."*

2. Teacher Training Unit

One example of the Beauchamp being one of the first to adopt a new initiative was to successfully apply to become an Initial Teacher Training provider. This is just one aspect of the Teacher Training Unit, which was set up 14 years ago and has a central role in adding to the culture of professional learning, which is modeled by staff to students. Catherine Bartholomew, who heads up the Unit thinks that it makes a contribution "on many different levels" to significant aspects of the culture of learning. She explained one of the main contributions as creating "*an open-door policy in school, so it became the norm to have another adult in your classroom*." She added:

> "*I think that generated a much more open approach to teaching and learning and generated those conversations in staffrooms and classrooms about what teachers were doing and why they were doing it.*"

This had various 'knock-on' benefits, including helping with recruitment:

> *"More often than not if we have got a good trainee and we have got a vacancy you know what you are getting and they hit the ground running as they know the systems, they know the processes, they know the students, they know how the department works."*

To become a trainee at Beauchamp, in the first place, you have to demonstrate that you are both passionate about your subject and passionate about working with young people.

The Teacher Training Unit also has a significant role to play in establishing partnership with other schools from which Beauchamp is able to learn and benefit.

3. INSTED

INSTED is the name given by Beauchamp College to the internal, student-led version of Ofsted Inspection, the main feature of which is lesson observations by students. This is a

formal, rigorous process which students are trained to undertake and includes feedback at the end of the lesson. Andrea Charlton described her experience of INSTED observations:

> "*I was observed for the Secondary Schools magazine with their journalist, so I had the journalist, a photographer and the student in the class. The journalist sat in with me when I got the feedback from the student. Even he commented, even though he is not a teacher, how mature and methodical the feedback was. It was on point and she was giving positive things that I think an Ofsted Inspector would have picked up on, as well as the negative things an Ofsted Inspector would have picked up on. I've now been observed several times by students for INSTED, and if I know I've got an INSTED observer in my class, I often ask them at the end, "How would you have rated that one?". They are quite realistic, they come up with good points and points you would not always have seen as a teacher, but looking at it from a student perspective. They maybe see a timing issue or something that went on a little bit too long, whereas, as a teacher, I might think that was the most important part of the lesson. Or, 'Miss, you kept saying that word over and over again'".*

Speaking personally, Andrea went on to say, *"I think the comments from students make me reflect more on how I organise lessons, how I organise tasks, little things like my positioning in the classroom"*. These '*little things*', she describes as things she wouldn't otherwise have thought about. Given that the feedback from student observers is in other respects quite similar to the teacher-led observations, the addition of the student perspective adds valuable insights.

The success of the INSTED lesson observations are considered to have come from the good relationships between staff and students and that students appreciate that teachers are willing to 'go the extra mile' for them. However, the impact of INSTED has been much greater than encouraging teachers to reflect on and improve their classroom techniques and performance. Andrea Charlton said, *"so things like INSTED and developing more student feedback, I think that has made a massive difference on how well students learn, because they see they are valued and they see they're respected".*

Another aspect of the INSTED programme is that students conduct their own investigations into various aspects of college life, carrying out research projects, analysing one area of the college and coming up with recommendations. This is not an add-on to 'give students a voice' but part of The Beauchamp Way.

4. PPE (Citizenship) programme

Beauchamp College introduced a new Citizenship programme in September 2013 that is called PPE (Politics, Philosophy and Economics) to give it an Oxbridge association and status. As Hugh Howe explained:

> "*We were not doing enough outside of the formal curriculum to give the youngsters the opportunity to value openings to debate, to reflect and to think without an outcome which was already pre-prescribed in terms of exam criteria and success*."

Reflecting The Beauchamp Way, students were part of a focus group formed to identify which areas of the current programme they considered deficient and should be included.

The course has no examination or formal assessment, but does include an element of self-assessment, which is part of the portfolio of work. This is seen as an important message to give to students when the emphasis and value of other subjects is seen to be the qualification to be attained. This is saying that subjects can be important, enjoyable and interesting in their own right. Part of the proof of this comes in the enhancement of personality and character.

This is the first year that the new course is being taught and changes and developments will be made from the experience of this first year. One aspect is the balance between the development of a range of skills (e.g. learning, critical thinking, social and personal planning and management) and the topic to be considered. What is already evident is how students are expanding their interest in current affairs and transferring an increased understanding to other contexts. This is proving to be an effective additional element of preparation for life in the wider world.

There are ideas of involving students even more so they play an active part in the delivery of the curriculum. This has not worked as successfully as originally intended because of issues of time and availability. However, it has not been dropped as an idea and is likely to be reconsidered in the near future.

The Citizenship programme is also related to parts of the tutorial programme, particularly 'Well-being Wednesday'. There is 15 minutes for tutor time each morning, with a different focus for each day of the week. Wednesday is designated for Well-being, considering health as a 'holistic concept', including mental and physical health as well as wider topics such as Remembrance Day and the Hillsborough Disaster.

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The SoTo Research

Andrew Hobbs

4

During 2013 -14, Schools of Tomorrow has been carrying out a series of research interviews with students and staff in five secondary schools to explore the concept of learner identity.

Andrew Hobbs here summarises its findings as a context and stimulus to considering the issues raised in this publication.

The full research is written up in the accompanying volume, Identity and Learning Part 2.

Background

Five schools, from different parts of England, volunteered to participate in the research interviews. In total 65 students were interviewed and 17 teachers between May and July 2013. The young people were in Years 8 to 10 at the time of interview and selected by their school to provide a balanced sample of ability, interests and backgrounds. The socio-economic contexts and areas of the schools is varied but does not include any schools in the central areas of large cities.

Students and staff were asked the same questions (see Appendix) with an additional question being put to the staff. Supplementary questions were asked when necessary to clarify the meaning of the question or to elicit further detail to the responses given. The interviews were recorded as videos and have been edited for use in different contexts.

The interviews were divided into three sections:

1. **Identity** – to find out more about how people define their identity as an individual and as a learner.

2. **Social Media and Identity** – to learn more about how social media is used, how it is influencing how people behave and see themselves and whether it is changing how people learn.

3. **Learning and Digital Technology** – to discover more about how digital technology is changing how people learn and the implications of this for the future.

The responses offer an insight into the attitudes, thoughts and behaviour of young people and teachers, and provide the basis for a number of implications to be drawn on a range of issues that are remarkably consistent with findings and writings elsewhere.

PART 1 - IDENTITY

Defining identity

The evidence from the interviews, consistent with other research, is that how people describe their identity is changing and influenced by a number of factors, including some significant contextual factors. The main finding from the interviews is that amongst both students and staff white English people, are less likely to refer to nationality, social class and religion in defining their identity. However, young people, whose ethnicity is not English, are likely to define their identity in relation to their ethnic background. This includes those who have a Scottish, Welsh or Irish heritage. Very few describe themselves as “British” or as English.

In most cases, when someone gave a description of their identity related to ethnicity or nationality, they also identified cultural factors, values and beliefs that are important to them and who they are. Frequently, when white British, young people described where their parents came from they do not consider that this is part of their personal identity.

The responses from young people of mixed heritage, indicate that this can create some issues for their identity, particularly relating to religion, a sense of belonging to communities and how others see them.

One of the schools participating in the interviews had a more ethnically mixed school population than the others. The indications are that this had beneficial affects upon the self-understanding and awareness of identity of all the young people. These young people demonstrated an increased understanding and appreciation of differences between ethnic groups and social and cultural influences, and their own values and beliefs, but this would not apply necessarily to all multi-cultural contexts.

Implications

1. **Outstanding schools of tomorrow ensure they have a deep understanding of how students and staff define their identity and consider the implications for how they relate this to their identities and learners.**

2. **Schools located in less culturally diverse communities will consider how they can provide regular interactions with other cultures and communities.**

Area and Locality

For most young people in the survey an important aspect of their identity is defined by where they are from, and often is an aspect of wanting to be seen as 'normal'. For others, who have moved into the area, their place of origin and relocation is significant. Some young people also consider that where they live is very significant in affecting how they are as a person, for example living in a rural area or a large city. Locality is also seen as offering other benefits or privileges, socio-economically and in terms of local availability to pursue certain hobbies and interests.

Implication

3. **Children and young people need to develop the self-awareness and ability to reflect upon how their own identity develops, and how it could be different and change in other contexts.**

Faith and religion

The number of those interviewed who mentioned religion as an aspect of their identity was very small. In three of the five schools where the interviews took place, faith or religion was not mentioned by either students or staff. This confirmation of the secular nature of English culture today was also reflected in very limited references to values, moral codes or guiding principles for life. However, some young people were passionate about wanting to make a difference in the world:

Lynn Davies (2014) discusses 'dynamic secularism', and offers two conclusions. First, *'a secular school will need a value base which cuts across all religions …… to secure a platform from which decisions can be made, learning relationships forged, and creative and flexible learning can occu*r.' Second, the purpose of a secular pedagogy is to 'foment uncertainty'. Young people should develop critical thinking skills that equips them to question and challenge religious orthodoxy and where there is 'injustice, inequity and violence'. They should have '*the autonomy which comes from challenging groupthink'.*

Implication

4. **Outstanding schools of tomorrow have a strong values base that underpins creative and flexible learning and informs the development of critical thinking skills.**

Parents, Family and Friends

Perhaps unsurprisingly, most young people describe their parents and family as being the biggest influences on who they are and their identity. They are also aware of and value different elements of support and encouragement from different people. Some young people also expressed an awareness of their privileged upbringing and security of their family, homes and a network of support. This is an important aspect of a sense of well-being.

Being an individual, able to articulate their own views and beliefs, is also important for many young people. The role of school in supporting and encouraging individuality, together with the opportunities and strength of character to be different, is a complex one that cannot be located in one part of the curriculum or aspect of the school. It is also requires an on-going dialogue between all key parties – the young person, home, family and other significant adults.

Implication

5. **Outstanding schools of tomorrow promote individuality and offer opportunities for character development, incorporating a dialogue between the young person, the home and significant adults, including from within the school.**

Interests and Hobbies

Consistent with a recent IPSOS Mori poll for the BBC, the main way in which respondents defined their identity is by describing "*my interests and leisure activities.*" For some young people their interest and how they use their leisure time is influencing their thoughts about what they want to do in the future. For others it is a way of presenting their individuality.

The other main aspect of identity is job and for young people being a pupil or student. All the teachers interviewed described being a teacher as a main part of their identity, usually together with their family roles. Schools and teachers, therefore, also have an important role to play in making choices and preparing for working life.

Implications

6. **Young people need a wide range of choices and opportunities to explore different interests and activities and to be encouraged to reflect on how this defines their identity. Outstanding schools of tomorrow support and encourage young people to network with others who share their interests, and to develop social and networking skills in different situations**.

Personality and attributes

Many young people define their identity in terms of their personality and their personal qualities and attributes. Sometimes this can reveal vulnerabilities as well, as independence and strengths.

Teachers also referred to their personal characteristics to describe their identity and how this informs how they approach their work.

It is important to recognise within this how personality, personal qualities and social and emotional intelligence and can affect ones behaviour and who one can be. Personal, emotional well-being is essential for being highly effective in adult and working life.

Implication

7. **The well-being and confidence to 'be oneself' for all children and young people comes from secure attachments. Outstanding schools of tomorrow rigorously appraise the attachments of all students and provide additional support to those with a reduced sense of well-being.**

Physical appearance and conditions

For some students and staff, physical appearance can affect how they see themselves and their identity both positively and negatively. It was a factor more frequently for females than males and was usually mentioned because it drew attention to themselves in some way.

For anyone who is sensitive about their appearance, critical comments or having attention drawn to them in unthoughtful ways can be inhibiting and in the worst cases the basis for cruel bullying. Understanding individual sensitivities is often the basis for personal support and encouragement..

Adoption is also a very significant aspect of identity, of which schools need to be sensitive and aware. It is important to recognise that when genetic inheritance is unknown this can be a source for uncertainty and affect overall identity.

Implication

8. **Outstanding schools of tomorrow provide personalised programmes to support additional needs, which should have as a core element the building of self-esteem and self-confidence.**

Gender

One of the fundamental elements of all our identities is our gender. A number of students and staff interviewed started by saying whether they were male or female, a girl or boy, but this was not expanded upon by anyone.

However, other responses indicated gender differences in various aspects of identity and behavior.

In one of the participating schools, the proportion of young people coming from homes where they did not live with both their birth parents was very high. All these young people described this as a significant aspect of their identity. It also gave confirmation to differences in familial gender roles and emphasised the increased responsibilities experienced by single parents.

Identity as a Learner

It was when young people talked about their identity as a learner that differences in responses between schools became more apparent. In some schools, it was possible to recognise a 'shared language of learning', common to both students and staff. Where this is evident, students are confident and articulate in talking about their identity as a learner. They demonstrated how they apply this to how they learn in different situations and show how their learning extends beyond school and the subjects they are studying. In other words, they demonstrate that they have the skills of 'learning how to learn' and can apply and reflect on this in learning different and new things. They have meta-learning skills.

Many respondents gave personal characteristics to describe the kind of learner that they are. Examples of frequently used terms are hard-working, eager, keen, curious, enthusiastic, confident, creative.

But, for some students, predominantly from one of the schools, learning was synonymous with listening to the teacher and following instructions. Here learning well was demonstrated by high marks and test results and the most frequently mentioned learning activity was revision for tests.

Implications

9. **Outstanding schools of tomorrow develop an understanding and awareness of preferred learning styles in students to help to improve the effectiveness of learning in different contexts.**

10. **Outstanding schools of tomorrow develop a shared language of learning as part of a strong culture of learning for the school and its communities.**

Summary

All the indications are that in the hyper-connected, globalised world of the 21st century, individuals increasingly create their own identity, repeatedly as an on-going process in each different sphere in which they operate. Aspects of identity are still shaped by our parents and families and the locality(ies) in which we are born and brought up, but the extent to which they are prescribed by our ethnicity, social class, religion and, even gender, is much reduced. The major implication of this for schools is that young people need to acquire the skills and abilities to redefine their identity in different contexts throughout their lives, including the capacity to build supportive networks that offer guidance and increase personal resourcefulness.

PART 2 – SOCIAL MEDIA AND IDENTITY

Use of Social Media

Almost everyone interviewed, staff and students, has accounts on more than one social media site and, as summarized by one teacher, has become *"more integrated into our lives, because it has become more accessible"*.

An awareness and understanding of the pace of continuous change of technology and social media platforms was reflected in the comments of many staff and students.

However, a small number of students, mainly male, do not use social media. Reasons given for not using social media included because it is 'anti-social'; parents prohibiting it because it would be 'distracting' or because their child is considered to be too young. For some younger students, X-Box Live is an important alternative that means they can enjoy playing games with friends made on-line.

The social media site used by almost everyone is Facebook, closely followed by Twitter. Instagram is also used by a significant proportion of students, although its use appears to be more common in some schools and areas than others. This trend for localised use of certain sites can also be seen in the

use of some other sites, particularly those designed for instant messaging (e.g. Kik Messenger, Snap Chat).

Some students use Instagram as a way of posting photographs they have taken and sharing comments with others on the photo that range from a simple like/dislike to more critical appreciation of photographic skills. The use of comments upon sites also reflects how some sites have an interactive aspect that allows for the sharing of opinions between people who have no other contact with each other. You Tube is the most widely used site encouraging the sharing of films, photographs and sound clips for comment. Some students also have, or are planning, their own YouTube channels where they can present their creative ideas either openly or to closed networks.

Implication

1. **As a precursor to using social media for educational purposes, outstanding schools of tomorrow audit local use of social media platforms and analyse which is most suited to the intended purpose.**

Facebook

Facebook is not only the most commonly used, but also the most frequently used site. Most respondents said that they use it everyday and sometimes for a significant period of time. How Facebook is used is being affected by the devices that people own and the degree of accessibility they provide, with smart phones allowing instant access, everywhere and meaning that people can send messages to friends that require quick responses. However, there are some indications of generational differences, with some older teachers admitting to difficulties in adapting to instant access, on-the-go. A number of students were also concerned about the potential for social media to be a distraction or to be addictive.

The most common use of Facebook is to stay in contact with family and friends, whether this is people who live locally and are seen regularly, if not daily, or people who live some distance away and where contact could have been lost otherwise.

However, there is some indication that how Facebook is used is changing or widening. For some, change in use means less frequent use, but for others, it marks a shift to Facebook being used by groups to keep members informed. School-based examples included providing a point of contact for an overseas link and sharing teaching ideas internationally.

The indication from the responses in the interviews are that formally organised Facebook groups are not frequently used by young people or established by them, but some use social media to work together on homework or coursework. A number of teachers suggested that social media could be used more extensively to reinforce and extend learning beyond the classroom but expressed a wariness about using it for such purposes because of the sensitive issues to be managed between personal and professional life that social media has introduced.

Implication

2. **Outstanding schools of tomorrow might consider how they can make use of Facebook as a universal social media platform to facilitate learning groups, engage with communities, and model to students networking potential.**

Twitter

Almost as many students and staff have a Twitter as a Facebook account. However, most respondents said that their use of Twitter is less frequent that Facebook. Uses of Twitter tend to be different, though some do use it for messaging in much the same way as Facebook. Twitter is generally seen as being less personal and more about wider social networks.

Most people who have a Twitter account use it to keep themselves up-to-date with what they are interested in and to follow celebrities, sports people or companies they are interested in. It is also used by teachers professionally to be aware of new ideas and developments, particularly within their subject area.

Some, students and staff, follow the news on Twitter, emphasising it is live and immediate. This is an indication of how people engage with events and the news locally and globally is changing. From the interviews, there was no indication of anyone engaging with news events and being politically active or commenting. Many people described themselves as ‘followers’ rather than ‘posters’, although one teacher identified the attractions and benefits of ‘micro-blogging’. Nevertheless, the indications from recent news stories and events in different countries would suggest that young people will become increasingly politically active through the use of social media.

Twitter is probably the social media platform that raises the most significant questions for active citizenship. The Demos Report (2014), 'Introducing Generation Citizen', draws attention to how societies throughout the world are becoming more 'horizontal' and how teenagers in the UK are viewing the world differently. Some of the main findings were that '*today's teenagers are more engaged with social issues both globally and locally' and 'less engaged with traditional politics*'. Also, they are motivated to make a difference through taking action. However, the government has highlighted concerns about the risks of young people being radicalised and recruited to violent extremism.

Twitter is being used in some of the schools by some subject areas and individual teachers to enhance learning, mainly to inform students of homework or other requirements; to provide links to other resources; and to inform them of relevant events in the media.

Implication

3. **Outstanding schools of tomorrow in preparing young people as active citizens consider the uses of social media for social change and political organization, including the appropriate participation in live-streaming and micro-blogging, identifying the skill-sets needed by young people to be successful, informed, and active citizens in a complex, changing, globalised world.**

Other uses of Social Media

The most frequent use of social media is to stay in contact with family and friends. Many, students and staff, stated that they tend not to post, describing themselves as being 'nosey' and 'followers'. Almost all young people showed a highly informed awareness of the risks of posting certain information on social media and when and how they do this.

Some students make postings on social media about things that are important to them and to express their feelings. This includes students who have their own blogs, which are intended to be public and are described as a means to develop their writing skills and critical capacities. These projects are sometimes undertaken collaboratively with friends.

Implication

4. **Outstanding schools of tomorrow encourage and support students to post their thoughts, feelings and creative works (writing, musical, visual etc.) on appropriate social media platforms as a way developing their writing skills and other presentational skills, and their identity as learners.**

Profiles and Identity

Almost all students are very careful about what they put on their profiles on social media sites, particularly Facebook, but it was evident that a number of different approaches are used to protect themselves. For some, it is very important that they are truthful and present an accurate portrait of their self, but others are less honest and admit to providing inaccurate information, including their date of birth and what they look like. Some protect their privacy and only give limited information about themselves, making it difficult for people to identify them and find out who they are and where they live. A number of those interviewed recognised that their identity, and what they are like as people, is evident from what is on their site and what it says about them from postings over time.

A number of students expressed the view that some people are not honest and present an image of themselves, which is very different from how they are in reality. The reasons behind this appear to be complex and affected by a number of factors, including the anonymity offered by internet.

Some students explained that their behavior is different on social media, for some giving confidence in social situations, whilst for others they can become more inhibited. One explanation for this might be that social media provides more time to reflect and consider what you are going to say and how to present yourself.

There are some ethical questions raised by deliberately presenting inaccurate information and pretending to be someone you are not, especially if the purpose is to mislead or exploit others. However, there is an element that is no different from any other aspect of life when we try to present the best possible image of ourself. The danger is that on social media the ability to make assessments of another from appearance and body language are absent. It is also possible to see this as being beneficial in some circumstances.

Implication

5. **Outstanding schools of tomorrow consider with students the information about themselves that they present on social media sites and how this might be viewed as a 'timeline' by others; the ethics of providing misleading or inaccurate information; and what aspects of their identity they wish to present to different audiences.**

Privacy settings and Security

A number of students described how they make sure that their security settings are set to limit access to their Facebook pages. Others are much more relaxed about their security

settings, seeming to take the attitude that unwelcome invasions of privacy 'won't happen to them'. Yet others show a greater awareness, recognising how information about yourself can be given away inadvertently, particularly details that you only want to share with a few people.

The responses from students indicate that many families are very aware of the risks and dangers of social media and provide guidance and assistance. It would also appear that guidance and warnings are given in schools, but despite this, it is evident that some students are placing themselves at risk to dangers that are easily avoidable by making available details about themselves that would be better kept private.

All teachers are very aware of the personal and professional risks of social media. Some have chosen to manage this by creating a number of different accounts for the different parts of their life. How far this is the creation of multiple identities or a strategy to separate personal from professional life is difficult to determine, but it is a question that everyone faces in managing social networks on social media.

One possible solution is to recognise that different sites are designed with different purposes and goals in mind. As we become more sophisticated in our uses of social media, it is important to be clear about what purpose we want to use any site for, or whether we want and will use it at all.

Other concerns

There are dangers from an over-use or over-reliance on technology, described by one teacher as '*a falling off of the sense of social self, of social need, also the sense of social belonging'*. The risk is that *"we are creating invisible digital walls of isolation', forgetting that good inter-personal kills remain as important as ever".*

The vast amount of information available, much of which is posted with little thought or care, means that young people need to develop the ability to critically appraise and reject and ignore as an essential skill both to protect from the risks of propaganda and exploitation and to maintain sanity.

Summary

Social networking through social media is becoming more accessible in an ever-increasing variety of forms. It is changing the nature of society and our relationships socially, professionally, as citizens and as consumers. Our private lives are made more public, whilst social contacts can appear to be more impersonal and less direct. A more horizontal society results in changes to society's social systems, political governance and power and influence. Preparing young people to be effective throughout life in the world of tomorrow requires an additional set of social, emotional and inter-personal skills, as well as those that gave success in the past.

Finally, social media can enhance learning, creating global networks and the exchange of ideas, thoughts and opinions. Young people with the skills of learning how to learn need to practice how to become effective participants and members of many different networks.

PART 3 – LEARNING AND DIGITAL TECHNOLOGY

Introduction

Digital technology is ever-present in almost every aspect of everyday lives so it is inevitable that it has become an integral aspect of learning and how we learn. Comments from the majority of students and staff reflected this. Speedy, easy access to facts knowledge and information was identified as one of the main uses of the internet, replacing the need for books and magazines. This has other implications for how we are as learners, for example, providing greater independence.

However, there are some, even amongst young people growing up with the new technology, who find it difficult to adjust and prefer to use pens, paper and books. Perhaps one of the reasons for experiencing difficulties in using digital technology is the very wide range of uses that they can have for learning. It was evident from the responses of both students and staff that very few have an awareness of all of these and fewer make use of a wide range personally. Most, though, recognise that how they learn is changing with the use of digital technology and regard it as being very beneficial.

Standard computer programmes

Many students described how they use word-processing and presentation packages to produce their school work. In some cases this includes note-taking, which can take place in school as well as at home. Many students explained that the limited availability of computers in school restricted their use, but for the majority the use of a digital device is the norm for homework.

Students also use a variety of devices for different purposes and interchangeably – smart phones, tablet computers, laptops and desk top computers. Many have a number of these personally, but some share computers at home with other family members.

One of the main ways that digital technology has enhanced learning that was repeatedly identified by a number of respondents is the benefits for visual learners. Some students use the camera on their phones to take pictures of work, to help them keep up with work in the classroom by recording what is on the board or displayed and to capture a task. Another student described how she takes photos of the stages of her coursework in more practical subjects for future reference.

Homework and revision

It was very evident for the majority of students that their homework is usually undertaken using some form of computer, which frequently results in learning being extended.

However, there are some indications of differences between schools, which may reflect how homework is set and the degree to which the use of digital formats are permitted or encouraged. Some schools have their own learning platforms that are accessible by students from home, thus encouraging students to have an approach to learning that is not restricted to the classroom or school.

Revision, along with homework, was most frequently mentioned by students as one of their main uses of digital technology and the internet. Almost all students referred to sites recommended to them by their different subject teachers, for example BBC Bitesize, My Maths, Linguascope. Some schools also have their own websites that contain revision materials for different subjects.

However, it was also evident from the responses of some students that they use these sites as a starting point and then undertake further searches to find other sites and learning resources. Students are also increasingly using apps, some of which are recommended by teachers, but not all.

Classroom learning

Many students made very appreciative comments on how classroom learning is becoming more interesting and exciting with the increased use of digital technology. The main benefits referred to were how learning has become more interactive and more visual with the use of Powerpoint presentations, film clips and interactive whiteboards.

Some students talked about the pace of change within their short school careers, illustrating their responses by referring to changes in specific subject areas, for example music, where instruments have been replaced by programmes such as Garageband.

However, it was evident from the responses from the staff interviewed that many of them are still hesitant or experience difficulties in integrating the use of digital technology into their teaching, referring to the difficulties of doing this effectively and stating a preference for traditional methods.

Implications

1. **Outstanding schools of tomorrow strive to ensure that all students have access to personal digital devices to support their learning and integrate the use of digital technology into all learning, encouraging flexible use in any context.**
2. **Outstanding schools of tomorrow develop the skills and attitudes for lifelong learning, making innovative use of apps and other media to support, motivate and engage families.**

Research

The most frequent use of digital technology mentioned by students and staff was to search for information. This was also an area of considerable concern for teachers, who expressed concern about the amount of information that is available and the risks of unfettered access by students. Students, however, described the extent of their use, but demonstrated a diversity of degrees of independence and sophistication in what they are doing.

In some of the schools, it was evident that teachers tried to direct students to particular sites and to control use. In others it was recognised that research skills are an aspect of independent learning that require development.

One of the concerns of teachers is the amount of time that can be taken researching and developing associated skills in lessons. Another concern is the nature of the skills required and when students are able to be taught and exercise them. What was evident from the responses of students, however, is

that almost all of them undertake internet searches on a daily basis and have been doing so from an early age.

Students are becoming more independent in their learning, and enjoying it. They also recognize that teachers benefit from the increased access to information from the internet. It is also evident that students are very aware of risks and dangers, and that the information they find might be inaccurate or biased. Much of this awareness comes from their teachers, but families and peers also contribute. Software solutions are also used in some schools to help guide students to websites that are safe and reliable. There is also a question of the accuracy of some of the advice provided, for example with regard to Wikipedia.

However, the skills they employ in evaluating websites and content requires development, and are currently likely to be unreliable.

Some students, aware of risks of inaccuracies actively compare results from searches and 'put them together to see if it's right'. Whilst others seek out different opinions and explanations to increase their understanding. A teacher shared this view, explaining how the internet is advantageous over a reliance previously on limited information from sources that might not have been accurate or reliable, whilst being able to search the internet means that different information can be compared.

Students and staff described how the internet encourages them to be more curious and to explore interests and to question more. Students also recognise that there are different views and experiences of current events and that it is important to know and take account of these in coming to your own opinion, using different social media to do this.

Implication

3. **Outstanding schools of tomorrow regard research skills as basic, core skills and have a whole school, cross-curricular approach that all subjects and teachers contribute to. Outstanding schools of tomorrow begin the development of questioning and critical-thinking skills from an early age and as a standard part of internet searches.**

The personalisation of learning

A small number of respondents described how they use different aspects of digital technology to improve their learning. There is considerable variety in how this is achieved and the benefits. For example, one teacher uses digital technology to inform her reflections on progress and to motivate herself. One student, recognising differences in learning styles, has help from his brothers to personalise his learning by finding different resources available on the internet. Another described how he could 'catch up' on a lesson if he failed to 'take in' what was covered.

However, there was no real evidence from the interviews that schools are using the internet to personalise learning, as yet.

Implication

4. **Outstanding schools of tomorrow develop an approach to support and encourage the personalisation of learning, making use of learning materials and programmes available on the internet**

How learning is changing

There was unanimous agreement from respondents that how they learn has changed because of the increased availability and accessibility of digital technology. Many described that digital technology enables them to use their preferred learning style as a visual or active/kinesthetic learner. Others noted how it has improved their confidence and independence as learners.

A number noted the shift away from using paper based resources, although there are differences in whether this is regarded as 'a good thing' or detrimental. Some noted the benefits, particularly for the environment, whilst others said that they did not see the difference between looking at a book or something digitally. However, for others having fewer books and no longer a requirement to physically write is a cause for concern.

Some teachers observed other impacts on how we learn. The instant availability of information means that we no longer have to learn and remember things so much. However, the downside of the speed of instant access is that we can be swamped by the quantity and speed of constantly updating data and comments on social media.

Another consequence, noted in different ways by different people is a tendency to read books and to collect information from one or a few sources much less. Instead, small bits of

information are gathered from a range of sources. Some people commented that this means that they are reading much more, but by reading small sections from a wider selection of places, which is likely to be more up-to-date.

Implications

5. **Outstanding schools of tomorrow have a policy and approach to learning that uses digital technology to ensure that it takes place anywhere, anytime and throughout life. They will collate and share information about learning materials available on the internet with students and families as a means of increasing engagement in learning.**

6. **Outstanding schools of tomorrow encourage students to network with each others and with other learners from anywhere in the world.**

How teachers are using changes in digital technology

Many of the teachers referred to their own post-graduate study when talking about how they use digital technology in their learning. There are a variety of means by which teachers gain and exchange ideas with other teachers both from this country and from around the world. This includes a number of blogs and forums, which usually have an organised focus, for example a specific subject or a course, and open forums on social media.

Another teacher described how he makes of use of information he obtains from social media to inform his teaching, whilst another teacher uses Powerpoint to gather and save information to use in their teaching, that might otherwise have been lost. Digital media is also helping with the process of assessing students' work, as it is no longer necessary to take home piles of exercise books to mark.

Only one of the teachers interviewed gave an example of how they harness the power of digital technology to create an easily accessible learning resource for his students that contains a range of materials that could include links to videos and other materials by using QR codes. Making use of such technological devices as QR Codes requires a higher level of knowledge, but they do not require a high level of skill to operate and, have the potential to have a significant impact on learning.

Implication

7. **Outstanding schools of tomorrow provide professional development for staff that shares personal use and practice to develop a consensus of good and effective practice and to build an innovative culture that encourages the use of digital technology integrated within learning and teaching.**

Issues and Concerns

Both students and staff raised a wide range of concerns about learning in schools both now and in the future and the implications of digital technology for learning.

One teacher suggested that too frequently, teacher-led, classroom use tends to do little more than transfer a traditional learning task to a digital context.

Secondly, a number of teachers pointed towards the constraining factor of current assessment criteria and how this is inconsistent with the rapidly changing nature of the globalised world of the 21st century.

A third issue is how far students are fully engaged in their learning and trusted to be responsible, independent and autonomous learners. This is one the major questions for the increased use of digital technology in learning and the development of the ability to learn how to learn. A practical example of this are concerns about using smart phones in classrooms and as part of the learning process.

Other concerns raised included risks of plagiarism; concerns that socialising on-line risked people losing social and conversational skills; and risks of increasing social isolation.

Finally, one student raised the concern for the personal safety and privacy of everyone in the digital age, as we all leave digital footprints that anyone could access. This very perceptive comment asks schools to consider personal safety and privacy in much wider ways than within the context of safeguarding and personal practice, and as a question about the global society in which we will live in the future. It is a question that goes to the core of the nature of citizenship.

Implication

8. **Outstanding schools of tomorrow have a policy and approach to learning and developing skills for life that balances the use of digital technology with the acquisition of personal, social and learning skills for well-being.**

Schools of the Future

There was general agreement amongst students and staff that schools would have to change to reflect the changes in society and in response to digital technology. However, some think that change in schools will happen at a slower pace than in technology and society.

The widespread view is that learning will become far more centred around the use of technology (such as smart phones and i-pads) with a rapidly decreasing use of text books and paper-based materials.

One teacher described the core issue as relating to how knowledge and information is regarded within the learning process when everyone has instant access. Expressed in different words, the core function of teachers to impart knowledge and content is no longer necessary.

Another teacher said that the technology is already in place for learning to be organised very differently and for teachers to be 'directors' or facilitators of learning rather than 'teachers of a subject'.

Most students want learning to change but also were explicit in wanting schools to continue to exist and the invaluable elements that are key components of learning. They value the 'human element', including personal support, motivation and discipline and individual responses.

Students value highly that schools provide them with a focused environment within which to learn. However, this does not mean that learning cannot take place elsewhere and in contexts other than those associated with traditional classroom learning. One teacher speculated on how schools could be organised more flexibly to incorporate a number of different learning formats, for example internet based lectures or films; video-conferences; and personal tutorials.

However, it should not be forgotten that some individuals struggle with change and find adapting to using digital technology difficult. Schools need to be rigorous in identifying these individuals early and in providing appropriate interventions and support.

Whatever, the advances in technology, there will remain the question of how far the physical resources in schools are able to keep pace. This is also likely to raise increasing questions of inequities of access, particularly if society continues to become more unequal and some people are able to benefit from the changes more than others. There is a very real risk that inequities in resources and knowledge and skills about how to use digital technology to enhance learning will create a poverty of learning for some families and communities.

Implication

9. Outstanding schools of tomorrow introduce more flexible ways of learning and organisation to make use of the potential of digital technology and the schools and education in the future.

Summary

Digital technology is changing how people of all ages learn. The speed and ease of access limitless information and data has shifted the focus from knowledge acquisition to understanding, interpretation and critical analysis and evaluation. Within the curriculum the focus from an early age becomes on the acquisition of key skills for lifelong learning, particularly being able to learn how to learn.

The evidence from the interviews reflects the pace of change and the necessity for continual adaptability. It also indicates that teachers have been slower to make use of digital technology in their teaching and in how they facilitate learning than the use they make personally. A range of reasons and concerns were given to explain why this is the case, but this is also influenced by the approach to teaching and learning within the school. However, the current focus of assessment criteria was identified by a number of teachers as creating a mismatch with the nature of learning using digital media. This raises a fundamental question as to how far government policy is requiring schools to assess progress using attainment criteria that are not appropriate for preparing for learning in the future.

The use that some young people are making of digital technology to enhance their learning in a variety of ways is considerable, demonstrating their interests, curiosity, creativity and aspirations. However, the indications are that some schools are supporting and encouraging the development of independent, autonomous learners far more than others. How far schools have a teacher-led approach that is prescriptive and focuses on performance in tests and examinations appears to be very significant in this respect. There also appears to be a professional hesitancy amongst many teachers to recognise the capabilities of young people to learn for themselves and to trust them. More opportunities for dialogue between students and staff about learning are likely to have significant benefits, initially through increased understanding and respect in the context of lifelong learning.

APPENDIX:

QUESTIONS USED IN THE INTERVIEWS WITH STUDENTS AND STAFF

Identity

1. Please describe your identity. What are the main factors that make you who you are?

2. How would you describe yourself as a learner?

Social Media and Identity

3. How do you use social media and how frequently do you use it?

4. Do your social media profiles accurately and completely describe your identity? If not, how do they differ?

Learning and Digital Technology

5. How do you use digital technology (i.e. computers, the internet, social media etc.) in your learning?

6. Has how you learn changed as a result of using digital technology? What further changes do you think will happen both in schools and in out of school learning?

Further question for staff

Are there any distinctions between how you use digital technology in your personal learning and in how you teach or facilitate the lesson?

Agenda for change
The next steps

5

Schools of Tomorrow is committed to doing all it can to take forward the aims of the 2012 Manifesto and the resulting four-quadrant framework. This final chapter sets out our plans for 2014/15, and also how you might contribute.

We want to work with, and to learn from, all who share our goals.

Our plans for 2014/15

Next publications

We will publish Beauchamp Papers 4 and 5 to continue to build understanding and evidence around the School of Tomorrow Framework

- November 6, 2014 *Wellbeing*
- February 11 2015 *Leading curriculum change*

Leadership Development

We have established a working group to plan and launch in Autumn 2014 a development programme for leaders aspiring to lead Schools of Tomorrow.

Quality and Recognition

We have established a working group to explore how to establish criteria and credibility for some form of School of Tomorrow Quality Mark linked to validated self-assessment by schools, with a view that students have a key role to play in validation.

Learner Hubs

We will continue to find ways to involve young people directly in contributing to our work through our learner hub schools. In the coming year this work will focus on contributing to the work on quality and recognition. We expect to appoint a student ambassador to lead development in 2014-15

Partnerships

We will continue to develop active partnerships with organisations who share our aspirations. In particular we have in place or are developing partnership agreements to pursue joint goals with:

2020 Education

RSA Education

SSAT

Schools Linking Network

Structure and Membership

Schools of Tomorrow CIC. is a community interest company, limited by guarantee and owned by our members, who elect a council each year. The council are responsible for appointing the directors of the company. and for advising the directors on the strategic development of the company.

Become involved

What can you do to help?

Your Personal Check List Of Actions

☑ Support the 2012 Manifesto

Visit our **website** to sign up to it.

☑ Join our mailing list

Free regular update mailing for all Manifesto supporters.

☑ Become a member

You can do this through the **website** or by emailing us at **info@schoolsoftomorrow.org**

☑ Make a donation

You can do this through our **website**. Every little helps us. We make no profit, and rely entirely on voluntary input for all our work.

☑ Work with us

Consider joining one of our working groups, but we'd also be pleased to discuss other ways you might be able to help out.

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