

A GLOBAL CONTEXT?

The manufactured crisis

The magnificent myth

The improvement illusion



Is Switzerland the dunce of Europe?

(Education and Science, Neuchâtel, December 2001)

ITALIAN STUDENTS? FAILED WITHOUT APPEAL.

Lagging behind like Pinocchio and blockheads like Lucignolo: Italy 'country of idlers'

(La Stampa 5 December 2001)

No-one is a winner

A comparison of school academic performance shows all the German Länder to be performing poorly.

(Die Zeit , 26 June 2002)

The report of shame

A threefold and stinging condemnation of French Belgian secondary education: in reading, maths and science, pupils aged 15 achieve markedly inferior results to the average of industrialised countries

(Le Vif / l'Express, 7 December 2001)

ALMOST a third of British teenagers never read for pleasure. They are among the world's worst for spending time with a book and even lag behind poor countries such as Albania and Peru.

(Daily Mail, July 2, 2003)

Rising Tide of Mediocrity

"Like 'A Nation at Risk,' PISA results must serve as a wake-up call for our Nation's leaders and educators. The next step is to look within our school walls, particularly at student work, comparing teaching and learning internationally to learn what really works in educating all students."

(Robert C. Rice Sr. Vice President and Chief Operating Officer Former Principal and Superintendent, April 2001)

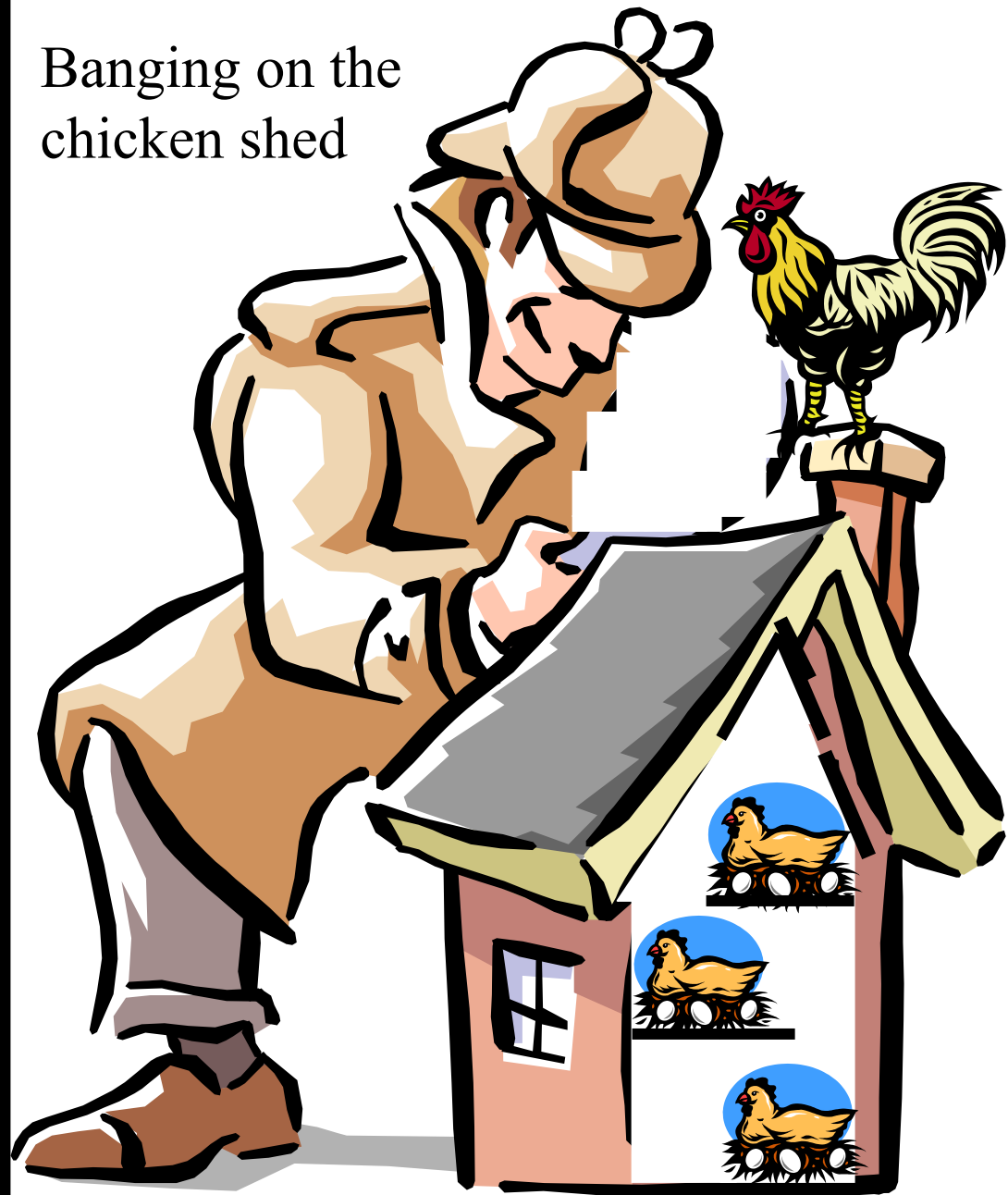
Hong Kong's "star performance" might only indicate that the educational system specialised in producing students who excelled in written tests but little else.
(South China Morning Post, July 3, 2003)

Education Minister, Ovid Tzeng Chih-langhe was not happy about the result at all because he believed it either showed that Taiwanese students were good at everything or that all the resources had been focused on training them to sit for exams,"

“Students are expected to work hard to pursue higher education from early morning till midnight.” This drive was impelled by “social factors which encourage them to compete one another.” and through private tuition and study outside of school. (Ki-Seok Kim from Korean, National University)

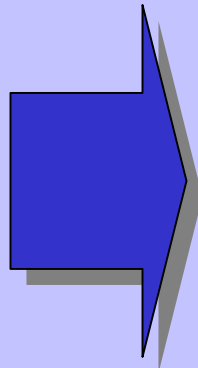
The magnificent myth

Banging on the
chicken shed



THE IMPROVEMENT ILLUSION

“The next step is to look within our school walls, particularly at student work, comparing teaching and learning internationally to learn what really works in educating all students.”



1. The problem lies within the classroom
2. The strategy is to visit other classrooms
3. The solution is to transfer practice

SOCIAL CAPITAL



SCHOOL

compulsory

teacher-led

classroom bound

time constrained

curriculum driven

horizontal grouping

norm referred

accountable to others

HOME

voluntary

pupil-led

multi-context

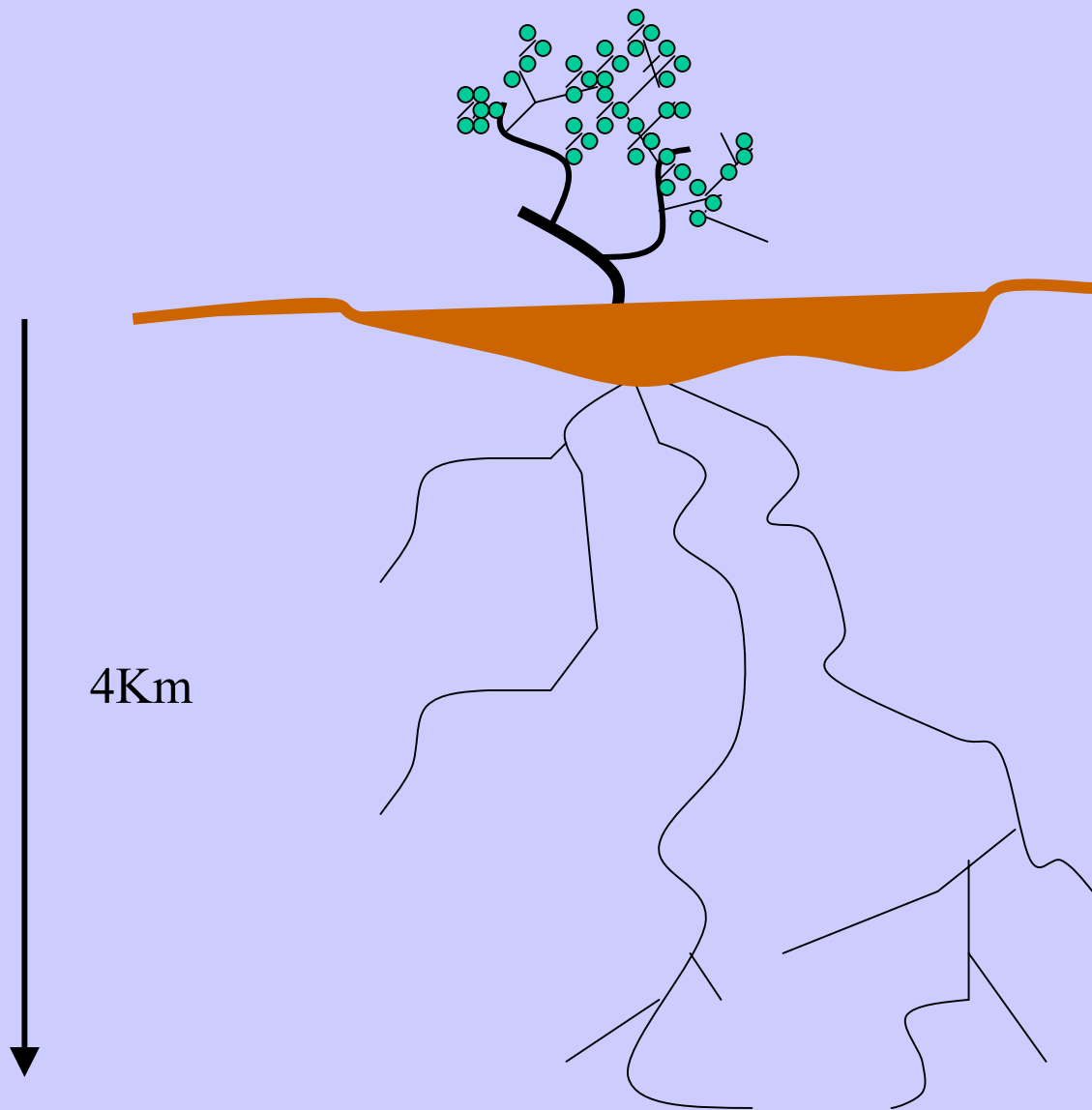
time flexible

interest driven

vertical grouping

criterion referred

accountability to self



attainment

tactical learning

understanding

metacognition

learning skills and
strategies

BURIED TREASURE

“Somehow educators have forgotten the important connection between teachers and students. We listen to outside experts to inform us, and, consequently overlook the treasure in our very own backyards – the students.”

(Soo Hoo, 1993, p. 389)

Friend's house

School library or resource centre

Community library

church

classroom

Community centre

Extra-curricular Club or society

Internet cafe

Homework or study centre

Home: Bedroom
Sitting room
Kitchen
t.v. room

friends

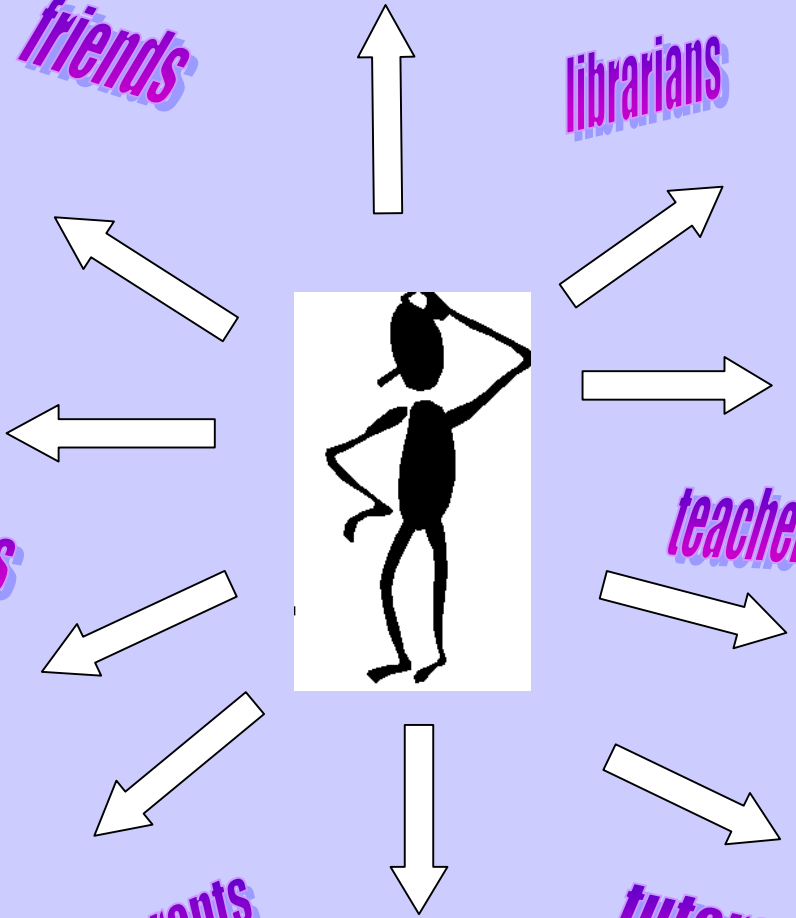
librarians

mentors

teachers

parents

tutors



what
did you
learn
in school
today?



I learned something in school today.

I signed up for folk guitar, computer programming, stained glass art, shoemaking and a natural foods workshop.

I got spelling, history, arithmetic and two study periods.

What did you learn?

I learned that what you sign up for and what you get are two different things.

Charles Schulz: Peanuts, quoted in School is Dead, Everett Reimer

TAMING THE WILD

**Children come to school with a
hundred languages and leave
with one.**

Carpe Vitam

art sport math music science mean

I enjoy it

1

1

3

1

2

1

I get satisfaction from getting better at learning

3

2

1

3

3

2

It is interesting to me

2

4

4

2

1

3

It is required

9

10

5

9

4

9

It will be useful to me in earning a living

6

8

2

8

5

6

It's something I get good grades in

4

7

6

5

6

4

It's competitive and I like to compete

7

3

8

6

7

7

It something that impresses other people

5

5

7

4

8

5

My friends like it

8

6

9

7

9

8

It's something girls/boys are supposed to be good at

10

9

10

10

10

10

ENTRY POINTS

What is learning?

What happens when you are learning something?

How do you know when you have learned something?

Why do we forget things?

How do we remember things?

Can we unlearn?

THE 5 W + H

WHERE? do I do my best work?

WHEN? do I learn best?

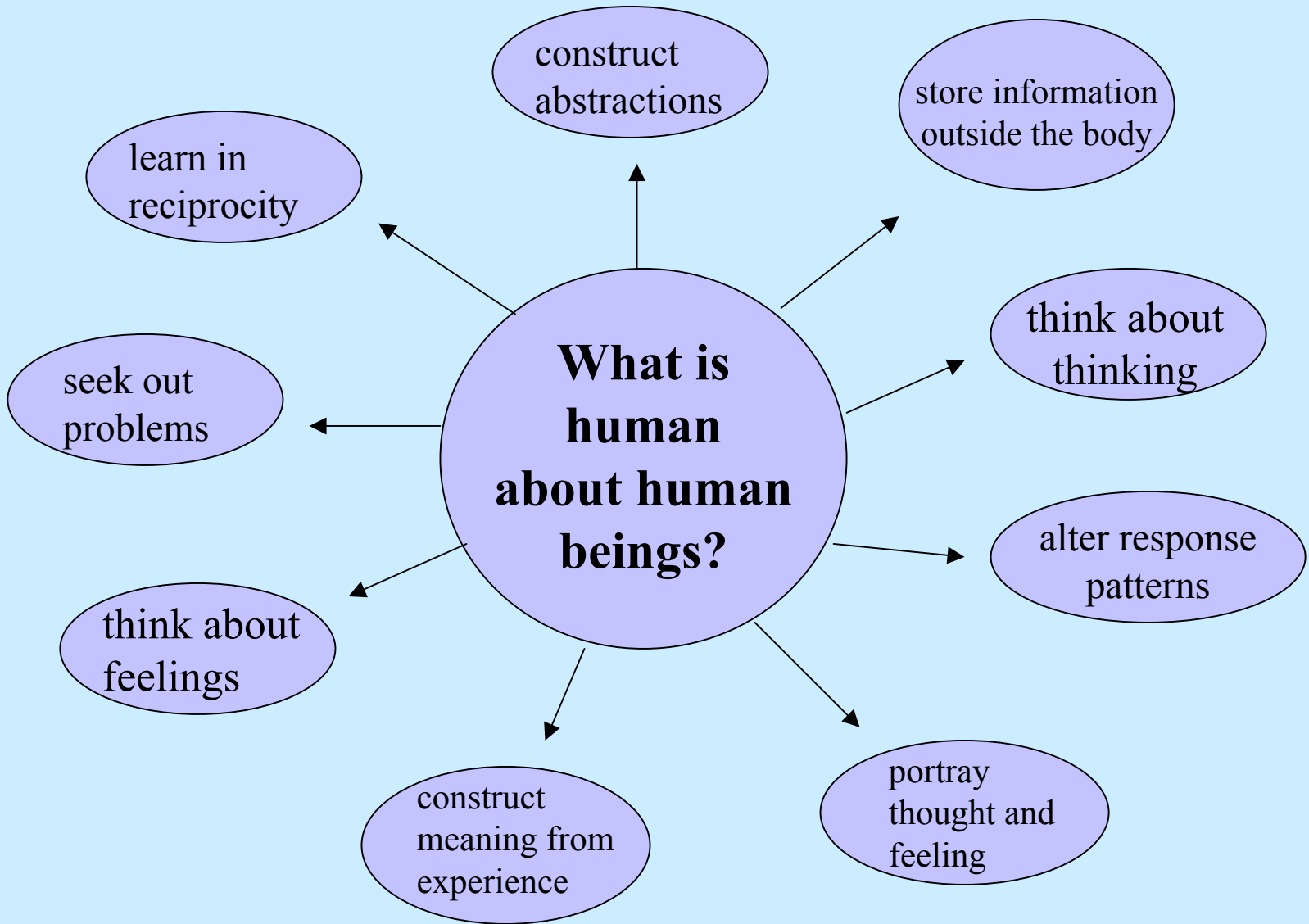
HOW? do I learn best?

WHO WITH? Who do I like to work with/without?

WHAT? motivates me?

WHY? am I doing it anyway?

I DO MY BEST THINKING	often	sometimes	never
<p>early morning</p> <p>late at night</p> <p>during the night on waking</p> <p>in the bath or shower</p> <p>driving</p> <p>with background music</p> <p>alone with my thoughts</p> <p>talking my thinking out loud</p> <p>with others around me</p> <p>teaching others</p> <p>mapping or diagramming</p> <p>doodling</p> <p>while running or exercising</p> <p>meditating</p> <p>acting out</p>			



Intelligence is knowing what
to do when you don't know
what to do

(Jean Piaget)

THE LONGEST DISTANCE

The longest distance in the world is between an official state curriculum policy and what goes on in a child's mind?

Peter Schrag, 1988

What parents can do

Show that they value learning

Set an example as learners – be honest about what you don't know

Talk to children about what and how they learning

Look for opportunities for children to learn new things

Learn things together

Talk to children about difficulties with learning.

Reassure them that everyone (including you) has difficulties

Encourage them to seek help from friends and siblings

Manage mealtimes and domestic routines

Avoid threatening, preaching or cajoling

Let children know where they stand and what is and isn't tolerated

Discuss and agree family 'rules and routines

Keep their word

What teachers can do

Show that they value learning that takes place outside school

Set an example as learners – being honest about what they don't know

Explain and discuss the purpose of what pupils are learning

Talk to children about where and how they learn best

Create opportunities to learn together with pupils

Respond sensitively to difficulties with learning.

Reassure pupils that everyone (including you) has difficulties

Encourage them to seek help from friends and siblings

Manage times and refuse to tolerate time wasters

Avoid threatening, preaching or cajoling

Let children know where they stand and what is and isn't tolerated

Involve pupils in setting and agreeing classroom rules and routines

Keep their word