

# Learning Futures: Next Practice in Learning and Teaching

# Foreword

*Baroness Morris of Yardley*

The Paul Hamlyn Foundation has always had a particular focus on education and the Arts, underpinned by the values of social justice. Not all our work brings these three things together in one place but *Learning Futures* does. What started as a programme to explore new ways to deliver the music curriculum in schools led us to think whether the lessons that were learned could be used more widely. Our country has a good education system, one that delivers high standards for very many children. It's impossible not to be concerned, though, about our failure to deliver those same high standards for every child. We don't claim to have solved that issue but we do believe that the success of *Musical Futures* is significant.

The strengths I valued in our *Musical Futures* project were its ability to engage and enthuse students; its thoughtful work on the relationship between the teacher and the learner; its confidence in embracing the world outside school as a rich source of skills and opportunities to learn and the broad way in which it recognises and celebrates achievement.

I think that the phase of education reform we are now entering will – or should – concentrate more on what happens in the classroom. How do children learn? How do we need to shape the lesson, the day, the week, the term? How should we organise knowledge? In many ways this reflects some of the questions that the secondary school curriculum review is considering.

The *Learning Futures* programme will provide the chance to use the evidence from our work in *Musical Futures* and be part of a supported group that looks at how it can be used more generally across the curriculum. I believe it will give us some answers as to how we can address the challenges we still face, but what those answers will be will only be established by the schools who take part.

**Estelle Morris, Paul Hamlyn Foundation Trustee**

# Perspective

*Lord Puttnam of Queensgate*

It's our job to meet the challenge of creating an education system suited to the needs and aspirations of teachers and children in the 21st century. For too long the talent and enthusiasm of teachers has been damaged by continuing emphasis on performance measures and a standardised curriculum. Consequently, teachers are disappointed by the lack of professional opportunities offered to them, while large numbers of children continue to leave school disaffected by the experience of learning and ill-equipped for adulthood.

If we want to prevent teachers losing faith in their profession and children losing interest in the classroom then we urgently need to review the aspirations of our education system. We must act quickly and decisively in support of school leaders, teachers and children to make education a rewarding experience for all of them.

This means rethinking the National Curriculum to ensure its relevance and usefulness to children. It means reworking our assumptions about how and where learning takes place, whether in school, at home, online, or in the community; it means celebrating teachers' and children's achievements wherever and whenever we find them. Crucially, it means identifying the knowledge, skills and responsibilities that must be nurtured in our children.

Where this matters most is in the classroom, and in the relationships of trust and responsibility between teachers and children. Approaches to subjects and to teaching practice must be reviewed in order to re-engage teachers in professional creativity, and children in the development of their intellectual and social maturity.

It is time to hold up our hands and admit that our education system just isn't working well enough. Our emphasis needs not to be on proving the residual value of outdated curricula, tests and league tables, but on inspiring and challenging children so that they in turn can inspire and challenge us.

**David Puttnam**

# Introduction

It's often said that models of education – and especially schooling – have changed little since the introduction of compulsory education. But there is a real sense, not just in the UK but also in many Western developed economies, that a shift in perception (and eventually policy) is imminent. Calls to radically change the ways we structure and administer schools are being amplified by a number of factors:

- a sense that further adherence to standards-led drivers are unlikely to wrest any more significant improvements in performance
- rising levels of adolescent disengagement
- the inability of 'incrementalism' in education policy formulation to match the technology-driven, and rapidly changing world our young people inhabit.

There is a new argument taking centre stage. It is no longer the usual debate over standards and structures but instead a discussion about how young people best learn in the 21st century, and how we can make schools (and those who work in them) catalysts for vibrant engagement, not simply achievement. By looking at how young people choose to learn, what motivation and love of learning mean in the context of school, and how we can give more emphasis to student engagement and voice, there is an almost inevitable sharpening of focus upon what goes on in and out of the classroom. This is a focus on new pedagogy, a domain which has not been prominent in recent secondary school initiatives, but forms the locus of a new programme of work by the Paul Hamlyn Foundation and The Innovation Unit.

“Teaching and learning is about excitement, it’s about new things, it’s about going along pathways that haven’t been trodden so far. If you’re simply replicating knowledge or going over ground that’s been gone over before, it’s not very exciting. Education is much broader than that.”

**Philip Bunn, Headteacher, Monk’s Walk School**

“This experience has been so positive for them, what has got in the way of them being positive is me worrying about people coming in and that they’ve got to tick boxes and that everything is not being ticked because we’re doing something totally different. And that’s my worry, and I think that’s a bad worry to have because I do realise that you shouldn’t be ticking boxes and it should be all about pupils getting positive experiences.”

**Head of Department on evaluating *Musical Futures***

“Classroom learning is changing because developments in technology make it possible to link learning at home with learning in school much more seamlessly. This is the sort of thing that any educational establishment should be addressing.”

**Teacher, Bridgemy Community Sports College**

## How we got here

It is these concerns – and others – which led to the partnership which has paved the way for the collaboration which *Learning Futures* now represents – a programme which seeks, with participating schools and other partners, to explore ‘Next Practice’<sup>1</sup> pedagogies’.

The Paul Hamlyn Foundation’s (PHF) *Musical Futures* project has been developing innovative ways to make music learning as exciting inside the classroom as it usually is outside, particularly within Key Stage 3. By integrating learning opportunities and learning styles more typically found where music is learned informally, student motivation has been transformed since the project began working in schools in 2004. In *Musical Futures*’ participating schools, the number of students now choosing to pursue music in Key Stage 4 has more than tripled. Teacher enthusiasm for a radically different pedagogy can be seen in the rate of scale-up: from around 20 schools in 2005 to a current estimate of nearly 700. The big question for PHF was ‘Are these

transformations peculiar to music, or can such dramatic shifts be achieved in other curriculum areas and indeed across whole schools?’

At the same time The Innovation Unit (IU) has, as part of its *Next Practice Programme*, been leading two projects which are directly related. The *Resourcing Personalisation* and *Communities for Learning* projects both touch on the themes of how learning in schools can become more personalised, meaningful and authentic.<sup>2</sup> In this work, schools have been finding ways to enable young people to be more engaged in the process of their own learning. *Resourcing Personalisation* (in partnership with the Specialist Schools and Academies Trust) focused on exploring how people, time, money, space and ICT could be deployed differently to achieve better outcomes for young people through their deeper involvement. *Communities for Learning* (in partnership with the Training and Development Agency for Schools) begins to explore how teachers’

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<sup>1</sup> By ‘Next Practice’ we mean: practice which is potentially more powerful than current ‘good practice’; in advance of hard evidence of effectiveness, but informed by research, and developed through skilled and informed practitioners

<sup>2</sup> [www.innovation-unit.co.uk/projects/next-practice](http://www.innovation-unit.co.uk/projects/next-practice)

## Our methodology

roles change as they design into the teaching mix capacity available in the community: local experts, artists, businesses, parents – and of course learners themselves. The learning from these projects is currently being analysed and distilled and will shortly become available through the Next Practice Acceleration Space™ on the IU website.<sup>3</sup>

These two initiatives have led us to a point of convergence: a joint desire to fully explore how personalised learning and teaching strategies can impact upon whole school improvement and students' satisfaction with their school experience.

This booklet sets out: the process that the *Learning Futures* programme will be following; the issues at its heart; examples of what we mean by Next Practice pedagogies; a tool for schools to engage in self-evaluation of their own pedagogy and, most importantly, details of how schools can join with us in finding new solutions to familiar problems.

*Learning Futures* is following a methodology adapted from The Innovation Unit's Next Practice Innovation Model™.<sup>4</sup> It has three stages:

- The first stage, 'Stimulating Innovation', features system-level reflection and intervention. Two important aspects of this stage are reported on here: analysing the need for intervention, and 'scanning the horizon' of current practice. The next steps are: seeking innovators, and generating options and ideas for a series of field trials – we expect to begin these next steps later in 2008.
- The second stage, 'Incubating Next Practice' involves the establishment of a series of 'field trial' sites, supported both by the project team and by one another.
- The third phase, 'Accelerating Wider Learning' supports the wider adoption and adaptation of successful approaches emerging from the trial sites.

<sup>3</sup> [www.innovation-unit.co.uk/npas.html](http://www.innovation-unit.co.uk/npas.html)

<sup>4</sup> For more information on this model, go to: [www.innovation-unit.co.uk/images/stories/files/pdf/nextpractice\\_in\\_education.pdf](http://www.innovation-unit.co.uk/images/stories/files/pdf/nextpractice_in_education.pdf)

In setting up this project we are, of course, aware of other initiatives which are currently undertaking similar journeys to our own. The RSA's *Opening Minds* curriculum project now has a developing network of 'Future Schools'; the Young Foundation's *Studio Schools* project is embarking upon an ambitious programme to create schools which emphasise practical, 'real-world' learning; a growing number of schools are adopting the Learning to Learn approach or Building Learning Power, pioneered by Prof. Guy Claxton. There are a number of other schemes – including pilot programmes initiated by the Specialist Schools and Academies Trust (SSAT), the Qualifications and Curriculum Authority (QCA) and the Training and Development Agency for Schools (TDA) – which offer innovative approaches to pedagogy. In addition, the Organisation for Economic Co-operation and Development (OECD) is undertaking an international project starting in 2008 focused on *Alternative Models of Learning and Innovation*. The project will identify and discuss the implications of new models, with a view to analysing the policy implications for reform. It is our hope that through sharing findings with these, and other, initiatives, we can maximise our collective impact in this critical area.

It is striking how often, in our discussions with headteachers and leaders of these innovative pilots, an analysis of the issues currently challenging schools quickly reverts to the fundamental questions: what are our schools actually for, and what kind of young adults do we want to see coming out of a process they entered as young children? Government's agenda, in the five outcomes listed in *Every Child Matters* (ECM), now offers a broader set of priorities than the previous emphasis on cognitive/academic achievement outcomes which characterised the early stages of reform. However, school leaders often complain that ECM aspirations play third or fourth fiddle to their school's performance in league tables. Whilst it's often said that everyone has a view on education, as a nation we seem incapable of achieving a consensus on this cornerstone question. In the absence of clarity, it falls to school leaders to find the right balance between responses to Government and parental demands, student satisfaction with their school experience, and supplying a well-equipped workforce.

New forms of pedagogy, of course, have to sit within the wider context of national policy. So what are the challenges and issues impacting upon potential change programmes?

## The Issues

In November 2007, we met with a number of headteachers in schools where *Musical Futures* has been well-established. This was followed in February 2008 by two consultations with prominent education thinkers and project leaders. Further consultations are taking place, particularly with student groups and practitioners. In summary, the emerging issues can be grouped under the following broad headings:

### 1. Teaching and Learning Strategies and Student Voice

The concept of student voice has gained strength in recent years, but it is a voice which, in many ways, still lacks legitimacy in education. It is still at the margins of learning, rather than its core. As a result too many children feel disengaged from learning which is done 'to' them rather than 'with' them. Even where student voice has been a priority, schools have had difficulty in ensuring that learning and teaching strategies reflect students' views. Common sense suggests that students are more likely to learn deeply when they have a say in what is being learned and how it's being learned, but how do schools effectively embed student voice in their learning programmes?

### 2. Innovations Seeking Permission

Despite regular messages from Government encouraging innovation, school leaders describe a culture of apprehension when it comes to radical change. Innovative learning programmes are usually typified as short-term (the week-long project) or peripheral (after-schools clubs). Many schools are still seeking permissions which are not needed, and see safety in authorised schemes of work. Progress is therefore often hesitant and intermittent. How can we create an environment which favours radicalism over incrementalism?

### 3. Creativity and Accountability

Throughout our consultations one recurring proposition was that the current accountability framework has now reached the point of diminishing returns in school improvement – what brought us here, will not take us any further. Others have reminded us of the innate creativity of the teaching profession, now feeling stifled through palpable risk-aversion. As Estelle Morris recently commented "(the) accountability framework deters some schools

from embracing creativity. It makes some more reluctant to take risks or to experiment. They concentrate on what the framework measures and tests at the expense of the things it doesn't." Is a radical shift to more responsive and engaging pedagogies possible in the current political climate? What reassurances could be offered to schools to go beyond the short-term, peripheral experiments and create their own Next Practices?

#### **4. Separate Worlds of Learning**

Young people are now able to access more informal learning opportunities than ever before, at times and in locations which suit. In a world where high-quality participative learning is accessible in 'serious gaming' and virtual-worlds such as *Second Life*, teachers feel under pressure to compete for students' attention. Students rarely see any connection between their informal learning and school, nor are their out-of-school learning experiences acknowledged. This separation of learning is not restricted to students however. It is often seen in the way innovations happen in secondary schools. Despite the growth of school collaboratives and federations of schools appearing in recent years, there is still a sense

that much innovation in curriculum or pedagogy is developed in parallel, rather than in collaborative partnership. Can separate learning realms be brought together without diluting their independence and innovative edge?

#### **5. Pedagogy and Language**

Given recent advances in understanding how the brain works, it's likely that we now know more about how we best learn, than how we best teach. Is this because practitioners have not been either able or encouraged to develop their own language when discussing effective teaching and learning?

Schools speak, almost apologetically, about 'collapsing the timetable', or 'suspending the curriculum' as though to do so suggests illicit experimentation, even non-learning. Teachers and senior leaders have become fluent in the language of organisation, attainment and inspection but more hesitant on the subject of pedagogy (even the word itself feels overly academic). How can practitioners be encouraged to find, and regularly use, an effective language for the relationships, interventions, and interactions which define effective learning?

## Pedagogy Reframed

Before identifying potentially transformative pedagogies, an important point needs to be made: there will always be a place for conventional or transmissive models of teaching in 21st century schools. Powerful learning demands a flexible and varied teaching approach, according to learner needs. There are occasions when more conventional didactic strategies will be the most effective. Those consulted so far, however, suggest that the ‘transmitter-recipient’ model in its various forms continues to dominate. This is especially so among teachers feeling pressure to ‘teach to the test’, where ‘knowing things’ is valued more than ‘knowing how to do things’.

We would therefore suggest that a reframing of pedagogy is not only possible, but essential, if we aspire to address the cognitive, affective and social aspects of learning. Put another way, schools need learning which is:

- **deep** (reflective, metacognitive, beyond course requirements)
- **authentic** (‘real-world’ contexts, meaningful to students’ lives)
- **motivational** (task/goal oriented, inspires students to further learning).

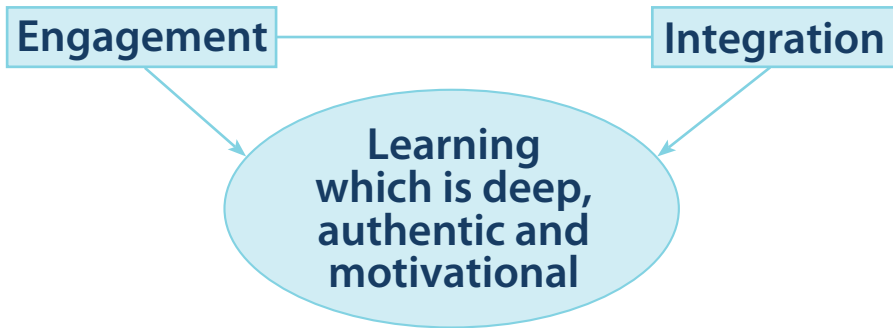
Based upon our experiences and research so far (detailed earlier) we believe there are two critical dimensions to learning which is deep, authentic and motivational: engagement and integration.

“So, you can do things yourself rather than feeling like it’s almost kind of half your teacher’s work because they are the one that is kind of telling you the information. It might sound silly, but the teachers almost seem a lot more kind of relaxed and friendly when you are not doing something that they asked you to do.”

**Student, Invicta Grammar School**

“It would be helpful if they [teachers] would guide, rather than wanting a better way of teaching directly, so that they step back and allow students to make their own mistakes.”

**Year 11 student reflecting on her preferred learning environment**



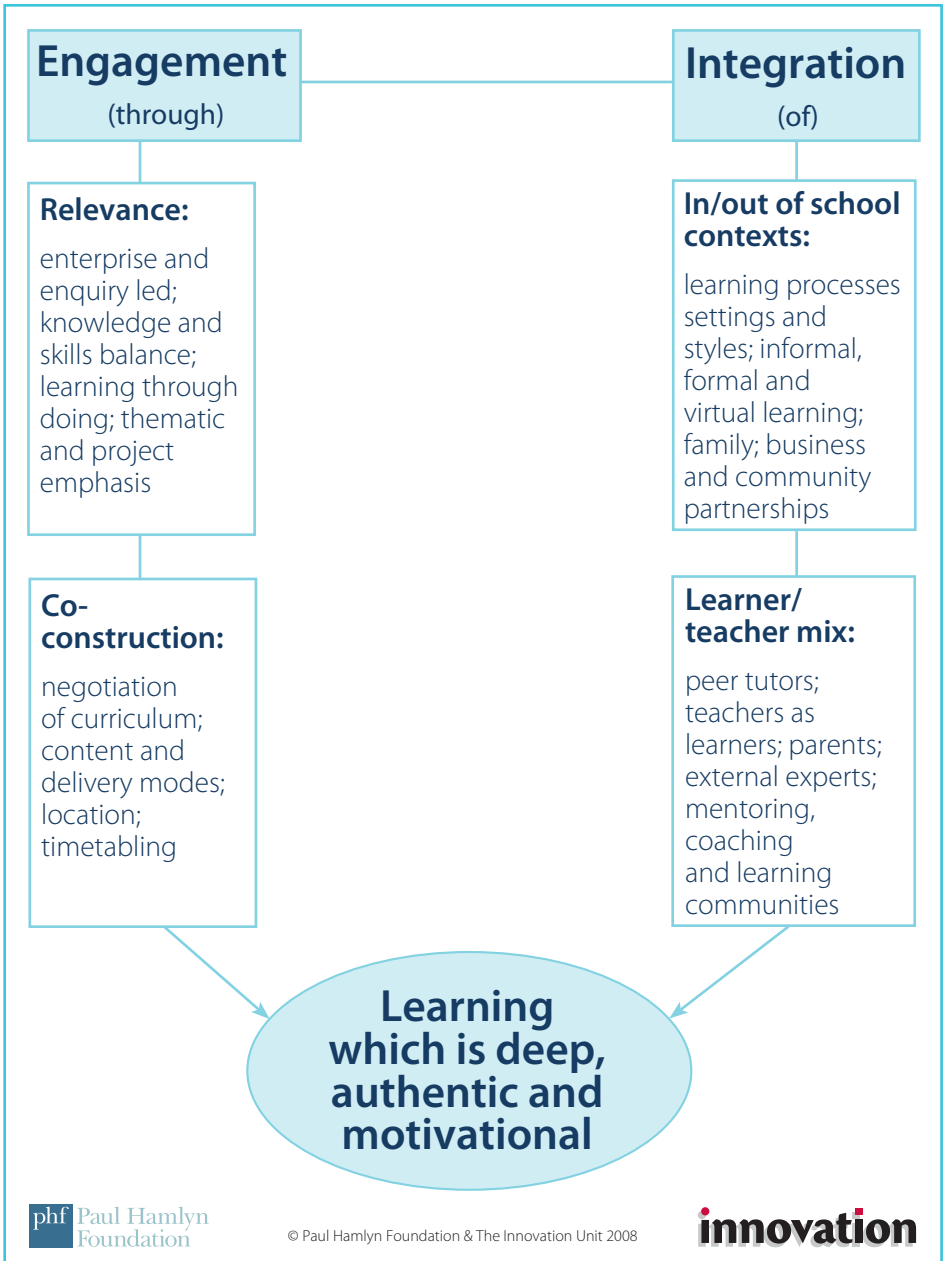
**Engagement** has long been seen as the holy grail of teaching, but is usually seen solely as a result of the teaching practitioner's approach. Young people become engaged because the teacher is charismatic or lively or entertaining or questioning. Whilst the quality of interaction between student and teacher is, of course, of great importance, any drive for engagement has to have deeper roots. If not, enabling engagement becomes another process which is 'done to' young people and transformation fails to become systemic. Instead, we would argue that the foundations upon which engagement is built are a commitment to creating learning programmes which are both *relevant* to young people's lives and their interests, and *co-constructed* with them. In the literature of learning science, this is sometimes referred to as 'just in time' learning as distinct from 'just in case' learning. It also

signifies a shift in ownership from teacher to learner.

**Integration** of learning is necessary if the learner's experience is not to be fragmented, atomised and thus less powerful. It needs to encompass the diversity of opportunities which now exist for young learners. Many of those arising from the Internet offer greater levels of participation – in blogs, wikis and virtual worlds there is no equivalent to waiting to be asked a question – so the challenge for educators is to personalise learning *in/out of school* and accommodate a range of learning modes. Additionally, we are seeing (not least through the 14-19 Diplomas) that the subject specialist teacher is often just one of many who can facilitate learning. The *learner/teacher mix* can include locally-sourced experts, college lecturers, parents and, most importantly, the students themselves as leaders. A key challenge for

schools, therefore, is to find ways to foster new, flexible relationships, in a broader learning community. These

four domains, and their relationship to engagement and integration, can be configured as follows:



## Engagement (through)

### Relevance:

enterprise and enquiry led;  
knowledge and skills balance;  
learning through doing; thematic and project emphasis

### Co-construction:

negotiation of curriculum;  
content and delivery modes;  
location;  
timetabling

## Integration (of)

### In/out of school contexts:

learning processes settings and styles; informal, formal and virtual learning; family; business and community partnerships

### Learner/teacher mix:

peer tutors;  
teachers as learners; parents; external experts; mentoring, coaching and learning communities

**Learning  
which is deep,  
authentic and  
motivational**

## The domains in detail

Identifying these four domains raises some practical questions: how would they be defined and differentiated, and what might be the characteristics of the domains when seen to be applied?

Through a commissioned horizon scanning exercise<sup>5</sup> we are now able to offer some early descriptors of each of the domains, though we would expect these to become better delineated as our dialogue with innovators develops.

### Engagement through – Relevance

#### *Working definition*

Pedagogies which focus on relevance emphasise the learner's own current interests and future aspirations. They create a sense of relevance for the learner by linking new learning, in terms of both focus and process, to the learner's context. They therefore enable the learner to connect with real-world learning experiences, opportunities and processes through enquiry, enterprise or learning by doing.

In practice, these approaches are intended to make learning meaningful and authentic to the learner. Innovations where such pedagogies might be found include:

- enterprise and enquiry-led models
- partnerships and projects with businesses
- simulations and virtual scenarios.

Levels of learning can be differentiated as follows:

<b>High</b>	<p>The learning foci are real world topics and issues and adopt approaches to learning akin to those which would be used in such situations. This would include simulations and games-based approaches.</p> <p>Learners are presented with learning foci that they, or others, see as having real world relevance. They tend to learn about these areas using generic approaches, such as enquiry-based learning, that are not in themselves intended to give a real-world learning experience.</p>
<b>Medium</b>	<p>Learners are presented with adaptations of existing curricula which are brought up to date or made relevant by the inclusion of current topics and issues.</p>
<b>Low</b>	

## Engagement through – Co-construction

### *Working definition*

Pedagogies that support co-construction are founded on learners leading, negotiating and choosing how they learn. In practice, co-construction is concerned with issues of power and ownership and the extent to which learners are able to decide what they learn and when they learn it. Innovations where such pedagogies might be found include:

- democratic models of schooling
- dialogic learning
- approaches in which learners negotiate learning.

Levels of learning can be differentiated as follows:

### **High**

Learners lead and decide their own programme of learning, for example focus, how they want to learn, where, from whom, modes of assessment.

### **Medium**

Learners manage their own learning as they work within a given curriculum area/theme and are able to choose between different learning approaches or routes.

### **Low**

Some consultation occurs with learners, eg constructivist approaches which take prior knowledge into account and ask pupils about the current state of teaching and learning.

## **Next Practice Case Study – Kunskapsskolan Schools (Sweden)**

Kunskapsskolan is a publicly funded, privately run company founded in 1999 that now runs 21 secondary schools for pupils between the ages of 12 and 16 and nine sixth form schools for 16-19 year olds, totalling 9,200 students. The Kunskapsskolan pedagogy puts much of the responsibility in the hands of the pupil by removing classrooms and letting them, within limits and in a highly sequenced curriculum, choose when, where, and what to participate in during the school day. They are supported by a personal tutor in setting short- and long-term targets and managing their learning. The pupils plan their own days, recorded in their log books, as they progress through a range of subjects broken down into a series of up to 35 steps and a series of cross-curricular themes, which they might work on in groups. Kunskapsskolan schools follow a pattern of being open plan without corridors and with multi-functional circulation areas, private study booths, tables for group work and tutorials and social areas, providing flexible accommodation that can be used in many different ways by both students and teaching staff. Within school time both the high level of ICT usage and a dedicated portal allows for a degree of blended learning. The approach aims to equip each pupil with the skills needed to be able to thrive in a future world with vast quantities of free-flowing information and a rapid rate of change.

## Integration of – In/out of school

### *Working definition*

Pedagogies that seek to remove the boundaries between learning in and out of school support the learner in making connections between different learning experiences. They aim to provide a more integrated approach which enhances the learner's ability to apply their learning in different contexts and practices.

In practice these pedagogies seek to bring together knowledge and skills developed in both formal and informal settings. Innovations where such pedagogies might be found include:

- creating social learning spaces which blur the boundaries between formal and informal learning
- developing learners' ability to connect different forms of learning, for example through competencies-based models and project-based learning
- integrating learning relationships that span a range of learning experiences, including mentor-based approaches, spending more time with fewer teachers, virtual learning.

Levels of learning can be differentiated as follows:

<b>High</b>	<p>Learners move through a range of learning relationships and activities which link in/out of school learning. Ways of learning, as well as the content of their learning, are integrated by both the learner and the school. The application of learning across different contexts is stressed.</p> <p>Learning sources outside school are drawn upon systematically by the school. Learners are provided with comprehensive tools and processes to support them link their learning across a range of contexts. The curriculum is organised around cross-curricular themes and models.</p> <p>Within school, reference is made to forms of learning outside school. School curricula reflect the perceived interests and values of learners and the local community. There is evidence of a move away from single subjects to more cross-curricular activity.</p>
<b>Medium</b>	
<b>Low</b>	

## Next Practice Case Study – The MET Center

The Metropolitan Regional Career and Technical (MET) Center is a network of seven small high schools in Providence, Rhode Island, USA. In 1996 it was founded by 'The Big Picture Company', a non-profit educational change organisation whose mission is to catalyse vital changes in American education.

There are 700 students in the MET Center. The student population is ethnically diverse and half of the students come from low-income families. The staff at the MET come from diverse fields. Every school at the MET has at least two social work interns.

The aim is to teach students empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities. MET addresses the whole learner, including the student's physical, mental and emotional well-being. Students are organised into 'advisories': groups of 15 individuals in the same grade level and led by an advisor, who stays with them for all four years of high school. Students are also paired with adult mentors who share their career interests. This is because school-based learning is blended with outside experiences through an internship programme. For each student, a challenging and personalised learning plan is developed every quarter by the students themselves, their advisors and their parents. Instead of tests and exams, each student defends his work in exhibitions each quarter in front of advisors, parents, mentors and peers. Instead of grades, students receive quarterly narratives from their advisors, in which the advisor describes the student's academic and personal growth in detail. There are no standard fixed-time classes.

The MET is not just a school but also a community centre where community members are involved in the daily workings of the school. In addition, parents are involved in the development of their children's learning plan and in assessing their child's work. A health centre is also part of the MET.

The MET has been very successful: on average, 98% of the graduates are accepted to college, the graduation rate is 94% (the city's average is 54%) and the attendance rate is 92.1% (the city's average is 80%). According to the Rhode Island's *School Accountability for Learning and Teaching Surveys*, the MET has consistently ranked among the state's top high schools for parent involvement, school climate and quality of instruction.

[www.metcenter.org](http://www.metcenter.org)

## Integration of – Learner/teacher mix

### *Working definition*

These pedagogies are based on an expansive view of the learner/teacher mix and recognise a breadth of learning relationships, characterised by flexibility and mutuality. They promote and nurture a range of relationships and support the learner in adopting different roles within them, so that in some instances learners might act as ‘experts’ or the facilitators of others’ learning.

Innovations where such pedagogies might be found include:

- peer tutoring
- students as researchers
- use of external experts
- learning communities – schools creating vertical groupings.

Levels of learning can be differentiated as follows:

<b>High</b>	Learners move through a range of reciprocal learning relationships, from peer learning to learning from coaches or mentors, and experience a range of approaches to learning.
<b>Medium</b>	Learning sources outside school are recognised and learning from others is encouraged, including peers, parents and community members.
<b>Low</b>	Teachers move away from an expert role and adopt a more facilitative approach to learning. There is some collaborative learning among learners.

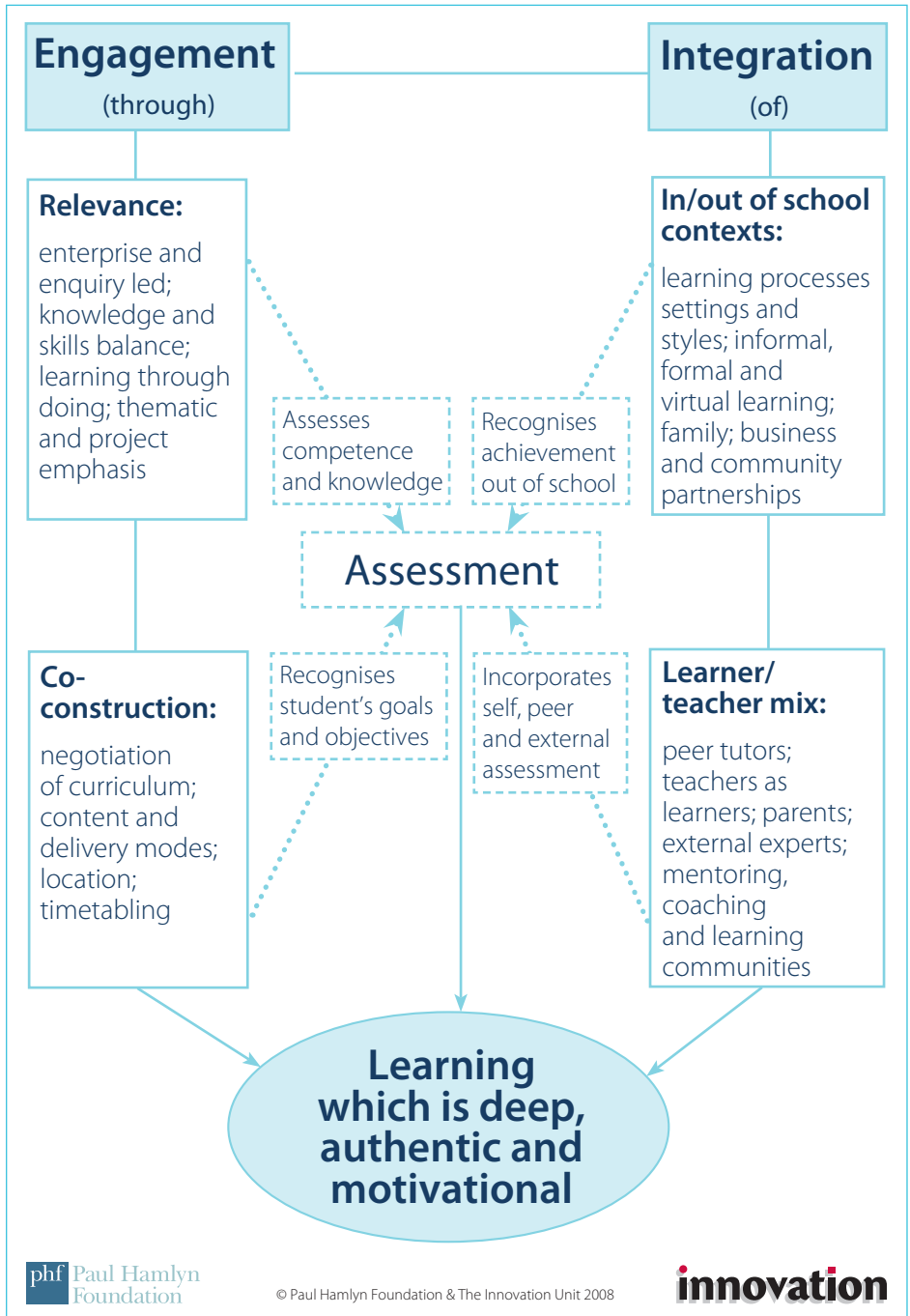
“When this was put to me I had to have a sharp intake of breath because the idea of running all the (music) curriculum on a Thursday ... I had to go back to my timetabler and say ‘can you unpick the timetable that you’ve just done?’. It has to be a whole school involvement in it. Everyone has to see the benefit of it for it to work ... but you have to ask ‘what do I want at the end?’ And what I wanted was exactly what we’re getting. Enthusiastic kids, enjoying, achieving and it actually has a roll-out effect across the whole curriculum.”

**Bernie Groves, Headteacher of Big Wood School, on the introduction of *Musical Futures***

## Assessment

It is self-evident that reframing pedagogy through these four domains has major implications for assessment. Largely through the development of *Assessment for Learning*, many schools have now gone beyond a crude grading system, or models where assessment is done to students. But assessment which acknowledges the twin drivers of engagement and integration will **broaden, re-distribute** and **re-evaluate** assessment according to each of the four domains. For example, *Musical Futures'* students who were encouraged to set their own learning goals, as part of the commitment to co-construction, asked for, and valued, the feedback from their peers and professional musicians as well as their teachers. It was both authentic and motivational. Similarly, a commitment to integrating learning opportunities beyond the school boundaries would need to find ways to assess and accredit these experiences. A more distributed range of facilitators of learning would also indicate a wider involvement in assessment.

Collectively, a combined pedagogy and related assessment strategy would encompass some of the following characteristics (see opposite):



## A model for self-evaluation?

This framework represents a highly ambitious and challenging proposition for schools, not least because it brings into question the location of learning, the dynamics of power and the centrality of 'delivery' which is inherent in conventional models of schooling. Through our research and consultation so far we believe it begins to address teachers' aspirations for a fundamentally different and stronger relationship with their students – a reminder of why they came into the profession.

It is, however, very much a work-in-progress and we hope that, through developing a learning community around Next Practice pedagogy, practitioners in the field will be able to help refine and improve it. As stated earlier we have already begun a dialogue with leading thinkers in the field of education, classroom practitioners and some *Musical Futures* pioneer headteachers. We're grateful for their insight and advice and hope to maintain their involvement.

The *Learning Futures* project will be based upon principles of 'open source' ideas (such as those contained in this booklet) which will be shared early and in unfinished states, so that ownership can be distributed widely and communities of practice can develop aspects which appeal to their interests, or meet their local needs.

As Estelle Morris commented earlier, the next phase of school improvement needs to hone in on what happens in the teaching-learning process, in classrooms and beyond, gaining a better understanding of how students determine their own engagement, and turn that into achievement. To do so will require a greater number of actors involved in learning than we've seen previously. Cognitive processes may ultimately reside with the individual, but effective learning futures can only be built by mutually inspiring teamwork.

## Paul Hamlyn Foundation

The Paul Hamlyn Foundation is one of the UK's largest independent grant-giving organisations. We operate three partly overlapping programmes for our work in the UK: arts, education and learning, and social justice. Each of the three programmes has an open grants scheme focused on particular themes and priorities and also special initiatives through which the Foundation aims to address particular issues in order to make distinctive long-term contributions to improvements in society.

The Foundation's *Education and Learning Programme* supports the development and dissemination of new ideas that can make a significant contribution to young people's learning and achievement. Increasingly we are seeking to achieve system-wide changes and will often support work which others may find challenging or which requires long-term solutions. We often work in partnership with Government or other bodies to achieve maximum impact from our support.

[www.phf.org.uk](http://www.phf.org.uk)

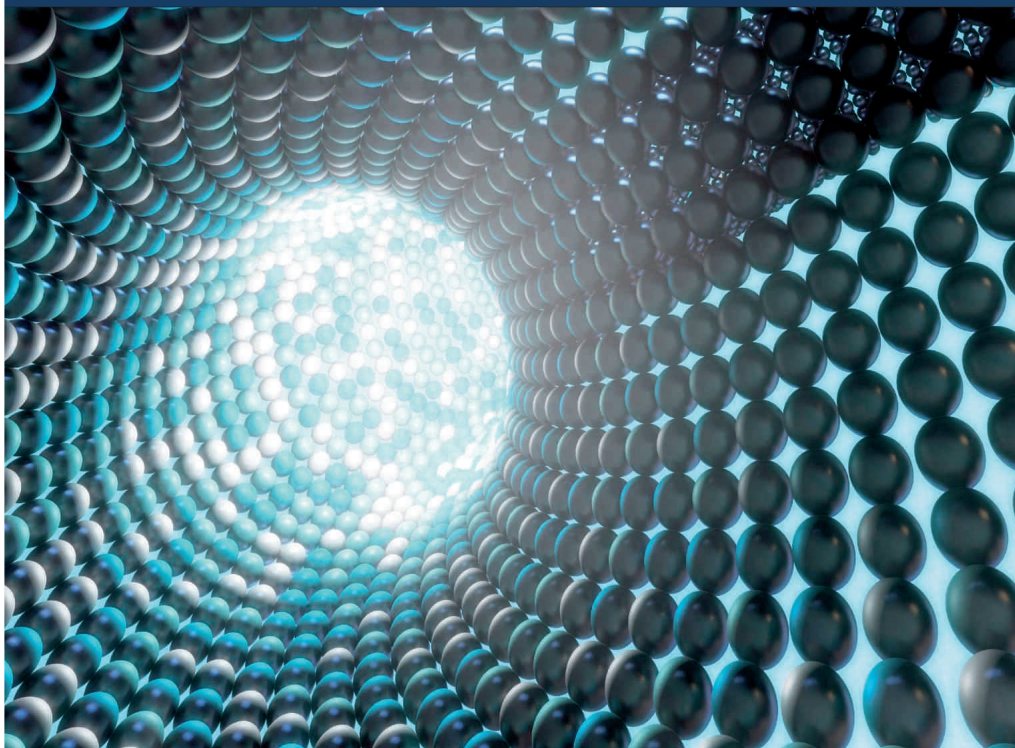
## The Innovation Unit

The Innovation Unit works as an innovation intermediary in public services. It is devoted to stimulating, incubating and accelerating innovation to achieve transformed services with better outcomes for citizens. We believe passionately that the creativity of public service practitioners, working collaboratively and with service users, holds the key

to this transformation. We support the process by bringing evidence-informed, disciplined methods to innovation. Major strands of work include the *Next Practice Programme* in schools and children's services; and the *Innovation Exchange* for the Third Sector.

[www.innovation-unit.co.uk](http://www.innovation-unit.co.uk)

This booklet sets out the reasons why innovation in pedagogy is needed in order to inspire young people, and enable all of them confidently to meet the challenges of the 21st Century. It argues that some key emergent (and some well-known) practices, taken together, might transform learners' (and teachers') experience of schooling. *Learning Futures* proposes a way of thinking about these approaches. It is offered both as a contribution to the increasingly urgent debate and it also issues an invitation to secondary schools wishing to develop and extend their work in this direction more profoundly, to engage with the *Learning Futures* project, commencing in 2008.



You can download this publication from The Innovation Unit website:

[www.innovation-unit.co.uk](http://www.innovation-unit.co.uk)

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