

# 8 GREAT LEAPS FOR LEARNING

We believe that to prepare all children to thrive in and transform the 21<sup>st</sup> century, Eight Great Leaps are needed to move from old school models to what the 21<sup>st</sup> century demands of education. These leaps serve not as prescriptions. Rather, they are provocations for communities to consider and ever-evolving hypotheses that animate our approach to design.

## OLD SCHOOL MODEL

## WHAT THE 21<sup>ST</sup> CENTURY DEMANDS



### 1/ FOCUS OF SCHOOL

#### NARROW STUDENT OUTCOMES THROUGH ACADEMICS IN CORE DISCIPLINES

Heaviest in subjects measured by tests. Separate courses by subject. Focus on requirements for college or skills for predictable jobs.

#### BROADER, MORE HOLISTIC STUDENT OUTCOMES, THROUGH DEEP, CROSS-DISCIPLINARY LEARNING

Rigorous academics (within and across core disciplines), habits of success, skills for new economy, personal leadership, and critical consciousness.



### 2/ EXPECTATIONS FOR CHILDREN

#### INEQUITABLY LOW AND UNCHANGING

Modest expectations for most, high for a few, and disproportionately low for low-income and students of color. Expectations rarely change over time.

#### HIGH FOR EVERY CHILD

As many doors open, for as long as possible, for every learner, regardless of demographics or starting levels. Strong and customized supports for each child to fulfill highest potential in own way.



### 3/ LEARNERS' ROLE

#### OBEDIENT, PASSIVE RECIPIENTS

Adults set direction, students comply or face punishment. Students move in fixed, age-based "batches" through same content & pace.

#### ACTIVE DRIVERS OF LEARNING & COMMUNITY

Learners drive their unique paths—moving at their own pace (based on mastery) and modalities through learning goals that matter to them, while shaping the broader learning community.



### 4/ LEARNING MODES

#### FIXED, CLASSROOM-BASED

Students assigned to classrooms, instruction provided by teacher using consistent set of resources for all students.

#### FLEXIBLE, PERSONALIZED, ANYWHERE

Learners access whatever learning experiences best meet their unique goals, needs, learning preferences regardless of location or time.



### 5/ EDUCATOR'S ROLE

#### ALONE – ONE PERSON, MANY HATS

Classroom teacher inherits a pre-set role, typically responsible for everything. Often isolated. Hard to sustain, but teachers rewarded for sticking around.

#### TOGETHER – MANY PEOPLE, MANY HATS

Many caring adults (in & out of school) collaborate, with specialized roles based on strengths and skills. Educators rewarded for value. Educators have key roles in shaping design of the learning environment.



### 6/ FAMILIES' ROLE

#### PASSIVE CUSTOMERS

Often inadvertently kept at a distance. Hard for parents to really know how students are doing, what they need, how to help.

#### ACTIVE PARTNERS

Deeply and regularly plugged into their children's goals, choices, progress, and needs. Clear on how to partner with educators to support. Contribute to the evolving design and ongoing running of their child's learning environment.



### 7/ SCHOOL COMMUNITY

#### FRAGMENTED AND INEQUITABLE

Separate classrooms, desks, lockers. Often homogenous racial / economic populations. Student breaches of adult expectations disciplined punitively. Few relationships across lines of difference.

#### INTERCONNECTED AND EQUITABLE

Focus on love, collaboration, and shared ownership for community, with logical consequences and restoration if breached. Diversity, equity, and inclusion at the heart of community practices. Permeable boundaries of learning community to enable a broad set of relationships with others inside and out of "school."



### 8/ TECHNOLOGY USE

#### PERIPHERAL

Technology used as a tool for limited tasks that don't require a human touch, or as a poor substitute for relationships.

#### EMBEDDED

Technology used in equitable ways to enhance human connections (among learners-educators-parents) and to enable widespread personalization.