Learning from Extremes
CEO, Melbourne, June 2011

Charles Leadbeater
Your vantage point determines what you can see…
Where can you see what education and learning might become?
Radical innovation usually comes from the margins: social entrepreneurs and the hardest to reach.
What kind of learning works in these socially extreme conditions?
Learning new things in new ways...often without teachers, schools, textbooks
Pull not push
Motivation is key: extrinsic and intrinsic
Learning through…
Different people, technologies, places for learning
Learning as a productive, making, doing, earning activity
Complementing inadequate systems
Communities and peers not professionals and institutions
A broader range of self determined outcomes that matter
And what can the developed world learn from these experiments?
Mapping social innovation strategies

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| Sustaining | Improve  
Same ends & better version existing means | |
| Disruptive | | |
Better versions of the schools we have…
Increasing productivity, yield, effectiveness…
Good people teaching, well trained, well motivated and supported in the right conditions, measures, accountability
Improve is essential but not enough…
## Mapping social innovation strategies

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Redesign professional solutions around revised goals
Creating radically different kinds of school
Learning with and by not to and from
Big schools that feel small
Teachers as coaches
Pupils as self-reflective protagonists
Problem/question oriented learning
Collaborative and real world
Philosophy of learning/shared vision
Collaborative culture
Flexible use of resources
Knowledge and information sharing
Constant learning
But…

There are lots of obstacles and traps on the journey from improve to reform
And…

Even that may not get all you need because what happens outside school matters so much.
Mapping social innovation strategies

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- Combine: Same ends but broader mix of means
Schools working in conjunction with parents, families, community development
Learning happens through relationships
School draws in community resources
School resources available for community
Disperse learning in the community
Learning led cultural change
Challenges...
Where do you invest?
What people and skills do you need?
Schools not the right vehicle?
Mapping social innovation strategies

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- **Transform**
  - Different ends, different means
The learning systems of the future
All future systems, public and private, will have learning at their heart
Families in crisis, especially men
Doting fathers who are an easy touch
Mothers left to be bad cops

Doting fathers who are an easy touch
High system

Perfect parents but only half the time

Low Empathy

High Empathy

Low system
The Vyne
Comprehensive School circa 1973
Systematic instruction

The Vyne
Comprehensive School circa 1973
High system

Low Empathy

High Empathy

Low system

Intimacy at scale