



07/18/07 Providence & Beyond Café session w/Richard Murnane
Transcription from Café Nuggets

Capabilities

Shift from reactive thinking to proactive design

Use “target state” because it’s always moving

Sustainable, values based, resource independent

Systematic definition of the target state, ability to translate defined target state to civic requirements including workforce, lifetime learning to support the target state

Creation of value

“We teach our kids how to play a game, but not how to create a new game”. It takes a healthy village. Value in providing opportunities for “students” to develop skills in different places and through different experiences. Need empowerment/engagement at every level – child, parent, teachers, etc. Most employers/educators discourage or under value thinking/time for contemplation during work. This contrasts with the skills necessary to succeed. Q. Are our institutions fostering mobility and opportunities for advancement that will work for those who these programs are created for?

Catalysts – look at the energy that’s already there

Unlock energy already there

In several categories

Employers, teachers, principals, students

Don’t look at students as empty vessels – think of them as “lamps to be lit”

Assessment (gates/nclb)

Look at how we do assessment differently

Career and technical reform (experiential ed)

Connecting all of education with the real world, start with those who “get it”

Employer forum for innovation in entry level w.f.

Think beyond “work”...think non-profit and personal as well

How do you scale successful models?

Café focus

Skilled development for economic – personal benefit, trend in wage disparity is unsustainable, creativity and innovation gaining in value

And some debate about this, they may have had more value in the past

Existing educational system (factory, rules based) does not meet economic, social, personal needs. Rules – based technology has highlighted need for complex communication and expert thinking

Acting through your heart is self-less ambition

Context

Celebrate that Rhode Island has a community of complex thinkers, education must identify these traits early on, attract more of these people here based on it's already here, employers focus on the growth of their employees, **Not just in their place but the whole community**, skate to where the ice hasn't been formed yet, New England was born by ingenuity over coming lack of resources, **We did it once, we'll do it again**, building on the spark of what's unique in each student. There's not one solution. **A joint exploration of a news problem.** It's a different dialogue. What kind of values do you want in the society? **If you want sustainability, we have to close the income disparity.**

Challenges

Redefining the professional of teaching – pay/rewards-training, evaluation – value creation

The value teachers create is undervalued

Unions and administration must focus on ROI

Where are the moneys going into the classroom?

Old model (industrial) in a new economy (critical thinking)

No one model works for all children, the value of the student as a learner, parent participation, parental time and money investment in children's education. We suggest that time is more important than money. More time demands on parents, lack of vision and communication among all parties. **Who do we want to teach people to be? What will work force need in the future?** Plan needs to outlive the administration

Conditions

Complex and expert thinking in Rhode Island: "In the soil"..... (legacy..)

Legacy in Rhode Island

1. immigration – new ideas, cultures, family values helped create the environment
2. manufacturing – industry link to education systems (RISD...) that led to design models of education
3. flexible and adaptable environment helps us to find capabilities in each child uniquely (not jut educate "better" but specifically)

negative condition: no child left behind forces rules – based (teaching to test) – highly structured education stifles C & E thinking (Silicon Valley made with non-grads)

Connectivity

Be the change you want to see in the world. **If we want to talk about connectivity, we have to be connectors.** Bring outside into the classroom for students and teachers.

Connect everyday stuff to what they're learning. Building diverse and creative connections vs. reforming the whole school system, connect to early adopters.

connect outside – professions - mentors - fun opportunity

passion – knowledge – abilities – values

connect values – in school – outside school – community

economic social environmental goals – all benefit from educational outcomes

Café Notes from July 18, 2007

Creativity

Assessment is not a rule-based task. It is embedded in values. It requires expert thinking.

Teach kids to find their passions.

Understand learning types – offer diverse opportunities for all types

Happiness – Passion - Role of workforce intermediaries in supporting experimental learning opportunities

Aperion – peer to peer learning

MIT Lemelson Inventeam Program good example – help students learn creative process

No more time or money for field trips

Interaction between small companies, kids, parents, employers.

The more you inspire – engage – challenge relate with children the more they learn.

Use summers for learning too. – exploration, play

How to connect RIC teacher education to world.

Or stand on the outside and do things right, look for like minded thinkers (complex adaptive systems)

Can't all be MET School.

Challenge

Good teachers why?

Last four years – disheartened by the system

How to prevent teacher burnout? Innovation can't thrive

After school programs.

Private school teachers are paid less than public schools

Teachers are evaluated /paid (merit system) based on how their kids do on state tests.

Standardized testing – “The Law”

The “System” Students learn how to read for the answers for the test.

No child left behind – draining budgets.

Government administration

(weak) (strained) relationships between various groups expense of multiple/regionalize action

Administration too much, not enough money going to schools, 39 full administrators.

Money – issue is not needing more money.

Curriculum changes

Funding tied to curriculum

Parent participation expectations of school

What do you want education to do for your child is different then goals of NCLB Act – educating workforce for economic gain

5th grade peer pressure learning stops unless model changes – What is goal? To produce workers? To produce thinkers?

Growing home schooling numbers

Inner city schools are surrogate schools

Uneducated parents hated schools and don't want to deal with teachers

Workforce people working
Workforce displacement
Continuity of generations no longer exists.

“Healthcare issues”

Private school costs vs. public school costs vs. alternative models
Public schools do not make kids well-rounded
Parents’ education and income have a huge impact on child’s level of testing/education
How can we get kids with lower income parents to have the same education?

\$35-40K per year is the standard cost into a decent job.

How this affects the lifestyle of the parents trying to afford the best education

Source of change

Demand for jobs: complex communication ↑
 Expert thinking ↑
 Routine tasks ↓

Change in task mix within occupations

What we pay for education currently does not provide an adequate return
Teachers aren’t trained to teach individual styles

Teacher training

Compensation – value
Dedication
Aging workforce
Dealing with rules and having to deal with fear and discipline
Teacher – compensation – teachers – now have other employment options.
Funding
Curriculum effectiveness and/or duration

Unions

Standing in our way, strike,

Not financially rewarding for teachers
Reward system
Discouraging teachers to be innovative
Schools are the only universal thing that various cultures within our society co-exist

Business needs for workers ROI

Job outsourcing
What jobs should our school system prepare our kids for?
\$50K/year for college – student loans
ROI on education must be for higher paying jobs

Lack of vision

Present isn't working

Future is uncertain challenge: then – now

Do we challenge “geonomic” reality or create education systems that confirms economic reality

NCLB reauthorization – waives procedure RI seeks separate funding to create alternative testing/evaluation.

What is the opposite of if/then/do?

Adaptability

Is homework if/then/do or expert thinking

What are the skills teachers need to know to teach the new skills?

Integration voc/tech – academics

HS – employers

CCRI – employers

Cannot predict with meaningful accuracy what the future economy will demand – produce flexible minds ----
teach how to learn

Catalysts

A catalyst – create a forum for innovation in the entry level workforce

Principle - The student as an empty vessel to fill up vs. as a person with interests and values and agency (initiative)

An interesting case study (in catalytic action) look at the Brown experience in moving to inquiry –based education starting with the catalyst of Ira Magaziner – How did faculty react?

Process/approach

Changing the terms of the dialog with teachers – not a labor/management negotiation and not a critique about a fall from a Gordon Aye, but rather a joint explanation to solve a new problem

A potential catalyst – Richard's idea of using re-authorization of NCLB to do a demonstration pilot funded by gates on teachers-employers assessment – e.g. how to assess expert thinking and complex communication (exploit the fact that Governor Carcieri is one of the leads for NGA on NCLB)

Another catalyst

Reform of Career to Work education by moving from a few large schools in separate facilities to a large number of programs embedded in existing high schools and charter schools

As a means of increasing experimental learning

Because you need experimental learning to have patterns recognitions.

The big challenge is how to scale it

One solution is to use college students as mentors for high school students.

Nugget - nominee: Assessment, forum, CTE

Sara: Catalyst = unlocks energy already there – what energy is already there?
e.g. what is the energy in teachers?

Kip: Bit it's not only the teachers, e.g. Seale Schools

Richardson: What about the kids now falling thru the cracks?

Sara: How connect schools, teachers to real life situation

Kip: invest in frontline workers, bring together “believers”, learn from each other, help them

Catalysts: education, job design/restructuring

Sara: How catalyze more connectivity to employment needs: - initiative, working mothers, critical/creative thinking.

Conditions

Immigrants have integrated well onto RI society

Depending on immigrants circumstances (political refugees) spirit of survival “we have to do better

There is a history of this in Rhode Island

Instilled on their children

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RISD – has evolved interdisciplinary process

Involvement with industry at beginning, also, history of land grant schools (e.g. how URI started)

Do we teach the students job for the workplace

Education should be more about bringing out the specializations – bringing out the talent

How do we define the education process?

Does structure in education stifle innovation?

Silicon Valley pioneers were college dropouts

Henry Ford, Samuel Slater other innovators

(for higher- wage, advanced degree work form

People doing the teaching we want (at college grad school level) are not trained to be teachers, as K-12 public school teachers are taught (and certified)

Disconnection

Cars, big boxes for retailers, etc) is a problem in rural communities but doesn't seem to be a problem in Rhode Island – size?

What is the environment?

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Family industry rural/urban common history growth/decline investment local/global

Change in population

Innovation “in the soil”

What does that mean?

History, immigrants, gateway city

Global – local – experience based history through development of industrial and craft

Setting up environment that eliminates complacency

Strive for success when opportunities are given

RI – unique with necessity the mother of invention

Smallness, quick changing, immigration – new people, new ideas, new cultures

Bigger?

What if computers are no longer xxxx – based? When we get there it isn't a puck

RI – avoiding isolation – is small and well linked

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Flexibility

Adaptability

Capabilities

[HTTP://provbeyond.wiki.is](http://provbeyond.wiki.is)

We need to be able to translate a compelling and accepted vision into a supply of needs, who will provide those needs they will be education to achieve the needed capabilities

Addressing idiosyncrasies

Creative process/innovation

Relating patterns – recognition, interpret, synthesesxxxx

How do we design the jobs?

How do we design the education system to create the skilled workforce to do the job.

General category – developing a sustainable workforce. **(chart) Michelle to take picture**

Value Creation

Identifying how to engage students in education through their interests.

Are we supporting mobility/advancement?

How “benefit” lock us into certain jobs.

Role of family - Δ s in family structure and impact on education.

Need to engage child, parents, teachers, etc. because schools are xxxxxxxx

How to value latent knowledge – how to recognize different types of knowledge?

Can you teach this to current workforce?

Does this division of labor result in the value we want to create?

All workers see their role in an organization

Profit sharing within firms.

We teach our kids how to play a game but not how to create a game – Tony Avant

Differences in cultures and learning

We under value thinking – no time in day for this.

Café Focus

Computers:

Two questions:

What can the xxxx better than people?

What can people do better?

(Education system is an industrial model (PM) “using archaic rules based logic for education instead of a knowledge based education style”

Why are we having the conversation?

Only caring about the economy

Wage differential according to education attainment

WWII: command and control mentality

What are we trying to sustain?

Should we have our eye on ‘the puck’ the team or the game?

An educator ruled by fear cannot teach period.

Caring for and about → compliance – driven vs. = why important

