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*Changing the story*

# The big argument



# Vision, values, intent

**Today Matters**



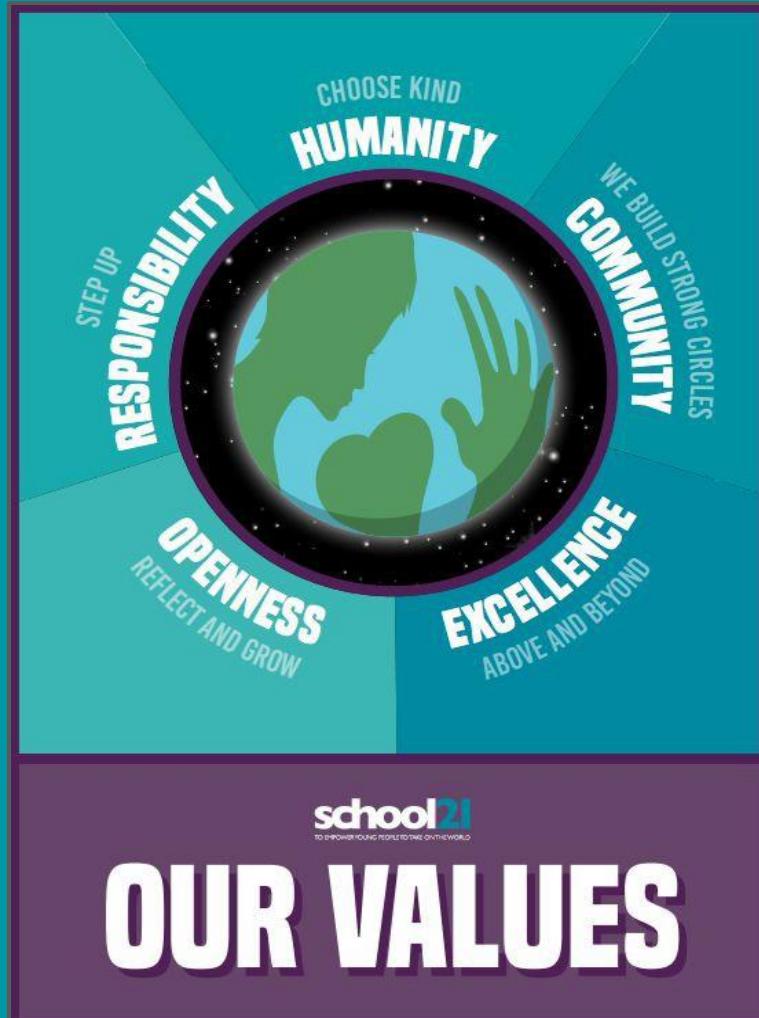
**To create beautiful  
work**



**To make a difference  
to the world through  
head, heart and hand**



**To develop the most  
interesting young  
people anywhere in  
London**



What does being a  
values-driven  
organisation mean?

## THE FOUR HISTORIC PURPOSES OF EDUCATION

**Passing on ‘the best that has been thought and said’**

**‘Developing human potential’**

**‘Preparation for work’**

**‘Social action - education is freedom’**



OECD 2030



## Head

### Cultural literacy

'Best that has been thought and said'

*Matthew Arnold*

### Big ideas and concepts

'The great conversation of humanity'

*Michael Oakeshott*

### Applying and combining knowledge

'Empowering Knowledge not just knowledge of the powerful'

*Michael Young*



## Heart

### Self-awareness

'You can only become truly accomplished at something you love'

*Maya Angelou*

### Building relationships A tolerance of difference

'We have two ears and one mouth and we should use them proportionally.'

*Susan Cain*

### Ethics and meaning

A person 'without ethics is a wild beast let loose on the world'

*Albert Camus*



## Hand

### Beauty and discernment

'I saw the angel in the marble and carved until I set him free'

*Michelangelo*

### Learning to create

'Vulnerability is the birthplace of innovation, creativity and change'

*Brené Brown*

### Changing the world

'Never doubt that a small group of thoughtful, committed citizens can change the world'

*Margaret Mead*

# A repertoire of pedagogies



## Head

Socratic seminars

Harkness tables

Direct instruction

Science of Learning

Inter-disciplinary learning

On-line learning

Blended Learning



## Heart

Coaching techniques

Philosophy for Children

Leadership toolkit

Peer mentoring and teaching

Circle Time

Building 'crew'

Experiential learning

Personal challenges



## Hand

Sport, music, art, drama coaching and teams/ensembles

Apprenticeships

Project Based Learning

Design thinking

Entrepreneurship

Social action/community organising/service learning

# Oracy skills framework – an introduction

We have divided oracy skills into four categories:



## Cognitive

The deliberate application of thought to what you're saying



## Linguistic

Knowing which words and phrases to use, and using them



## Physical

Making yourself heard, using your voice and body as an instrument



## Social

Engaging with the people around you; knowing you have the right to speak



# Inspire



# Design



# Support





# RETHINKING ASSESSMENT

A movement to **value the strengths of every child**



## Learning from Lockdown

How the current crisis could change the way we think about education

# Poll: what needs to change?

# 10 Provocations

1. The purpose of education is to give every child the chance to reach their highest point of contribution in the world
2. School is living, it is not preparation for living
3. Culture always trumps behaviour management
4. Speaking matters as much as reading and writing
5. Every teacher deserves mastery, autonomy and purpose
6. Humanity-rich is as important as knowledge-rich
7. Employers want people with initiative, yet schools rob students of initiative and agency
8. Heroic leadership is dead
9. The most important divide in education is not traditional v progressive but open v closed
10. The abolition of GCSEs and Ofsted would transform education for the better

# 10 Innovations

1. Reinvented work experience with students doing projects in organisations once a week all year
2. Reinvented parents' evenings so that students present
3. Reinvented assemblies as interactive crucibles for talk, thinking and learning
4. Reinvented professional development so it is peer led, experiential and long term
5. Created a framework, curriculum and toolkit for oracy and set up Voice 21 a charity training teachers across the country in speaking skills
6. Developed a well-being framework and curriculum and reinvented tutor/form time
7. Students setting up social enterprises and developing design-thinking and inter-disciplinary knowledge and skills
8. Created a 'deliberately' developmental organisation where all staff get regular feedback
9. Created 4 distinct small schools on 4 to 18 journey
10. Reinvented purpose of 6<sup>th</sup> form – A levels, Quest, Studio

Values driven

Deliberately  
developmental

A balance of head,  
heart and hand

Restless energy -  
always asking fresh  
questions

## 5 reflections on leadership

1. Make being a teacher genuinely fulfilling
2. Develop a rich, challenging conversation in the staffroom and every classroom
3. Challenge every aspect of how a school is run
4. Give children the chance to change the world
5. Be authentic: stand out from the crowd; do what's right