

Talent

Projects like this cannot work without commitment, teamwork and a passion for educating children as well as learning and improving systems



Consider TALENT in 3 areas:

- ▶ Curriculum
- ▶ Teachers and leaders
- ▶ Pupils



Curriculum

Bedford

- ▶ prescribed and measured. Content driven. More differences than similarities between schools. Is this really true?

Copenhagen

- ▶ decided by teachers and leaders, outcomes for pupils in terms of skills required for the real world drive this. Skills based and emphasis on creativity and exploration

Helsinki

- ▶ “ School is a place to prepare students to meet the world”
Broad and balanced with a commitment to delivering a varied and challenging range of subjects and skills



Teachers and leaders

Bedford

- ▶ Leaders are often driven by compliance to systems carrying high accountability
- ▶ The talents of individual teachers can often be lost in these compliant systems
- ▶ Value of teachers in society can vary widely and they are often blamed for social issues

Copenhagen

- ▶ Teachers lead in their own areas of expertise
- ▶ Respect for the talents of the teachers
- ▶ Children universally say what they like best about school is the teachers

Finland

- ▶ Highly educated staff - trusted to be the experts in their fields, aware of the need to prepare their students for their futures
- ▶ Professional development is well planned
- ▶ The assessment system acknowledges teacher expertise

Pupils

Bedford

- ▶ Pupils come to school with wide ranging and varied external social circumstances
- ▶ As pupils progress through the school system learning becomes more formal and structured with a clear emphasis on health and safety in terms of exploratory learning

Copenhagen

- ▶ Pupils talents are encouraged through giving them responsibility
- ▶ A relaxed trusting relationship where pupils were allowed to learn though exploration- mistakes were expected and indeed encouraged- what would happen if- was greeted with, try it and find out!!
- ▶ Pupils take tests at the end of their school life and these are determined by the Government. A different set of subjects is assessed every year and teachers/pupils do not always know what they will be.

Finland

- ▶ Preparation for life working in the 21st Century
- ▶ The system allows talent to develop over time
- ▶ “ School isn’t necessarily a safe place”

