

Taking Personalised Learning to Scale

Kunskapsskolan  
Annual Conference  
Birmingham

Tuesday 12<sup>th</sup> November 2019

Professor David Hopkins

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## Personalised Learning

**Personalised Learning** is an approach which empowers **learners** by involving them in their **learning** at every stage: from setting their own targets to evaluating their progress, we believe that **learners** must become key drivers in their **learning** so that it becomes meaningful, valuable and personal to them.



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## Personalised Learning as Moral Purpose

As David Miliband, the Minister of State for Education during the second term of New Labour, said in 2004 when he was introducing the concept of personalised learning into the English educational system:

*Giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence; it is the fulfilment of it.*

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## Personalisation as Public Sector Reform

Charlie Leadbeater clearly and sensitively links the concept of personalisation with the transformation of public services:

*Public service reform should be user centred. It should be organised to deliver better solutions for the people who use the services. But it must also in the process, deliver better outcomes for society as a whole: effective collective provision to meet the need for education, health, transport, community safety and care for vulnerable people. The challenge is to build these two sources of value – for the individual users and the wider society – together. The combination creates public value.*

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## Personalisation as Educational Reform

Charlie Leadbeater also links the concept of personalisation with personalised learning as the key driver for the transformation of schooling.

*The script of a system characterised by personalised learning ... would start from the premise that the learner should be actively engaged in setting their own targets, devising their own learning plans and goals, choosing from a range of different ways to learn. ... By making learning the guiding principle of the system, personalisation challenges some of the current divide and boundaries that exist – for example between formal and informal learning; between academic and vocational learning and between different ages and types of learners.*

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## The G100 Communique

A group of 100 principals from fourteen countries (G100) met at the National Academy of Education Administration (NAEA) in Beijing, China 16-19 October 2006 to discuss the transformation of and innovation in the world's education systems.

They concluded their communique in this way -

We need to ensure that moral purpose is at the fore of all educational debates with our parents, our students, our teachers, our partners, our policy makers and our wider community.

We define moral purpose as a compelling drive to do right for and by students, serving them through professional behaviors that 'raise the bar and narrow the gap' and through so doing demonstrate an intent, to learn with and from each other as we live together in this world.

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## Personalised Learning – The Argument

- Towards a definition
- The policy dilemma
- The four drivers of reform
- Leadership for Personalised Learning
- What is wanted from Personalised Learning
- Components for Personalised Learning
- Taking Personalised Learning to scale

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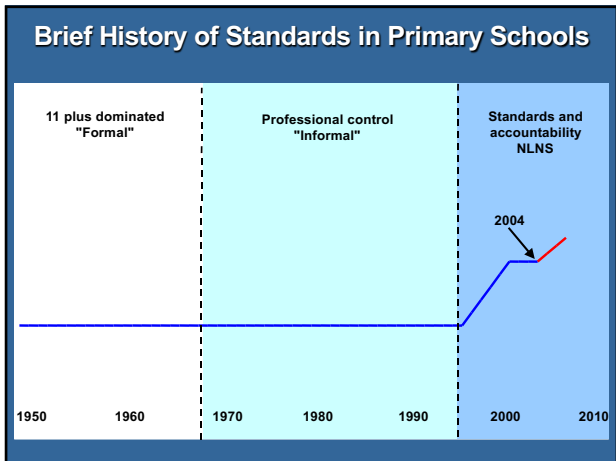
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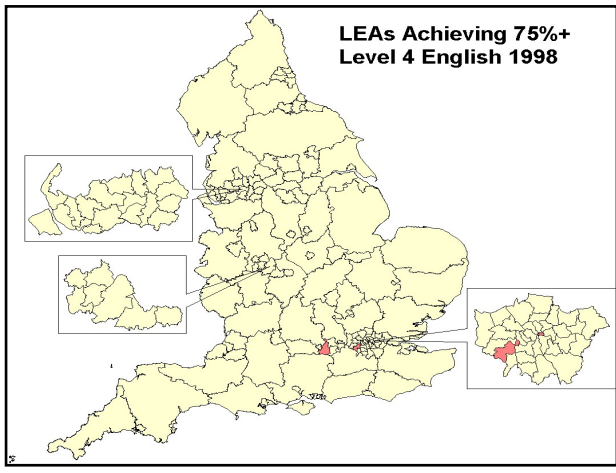
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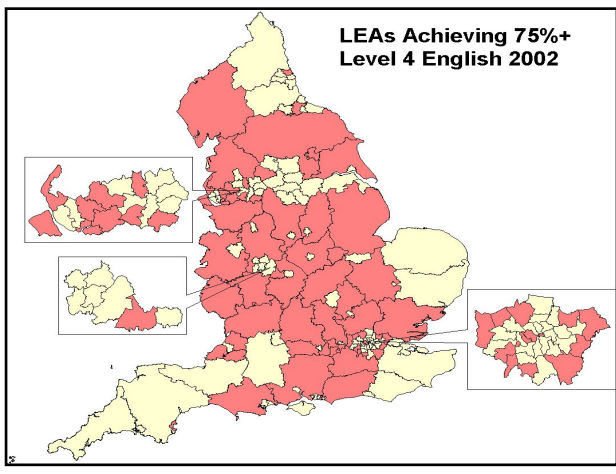
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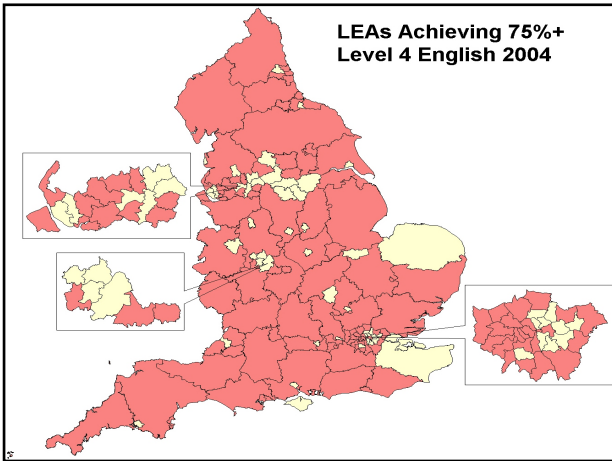
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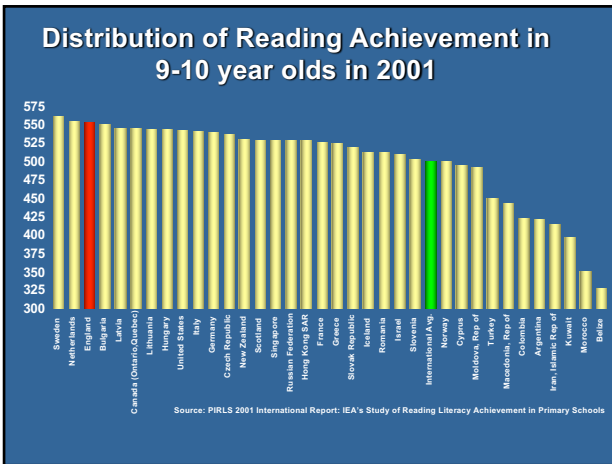
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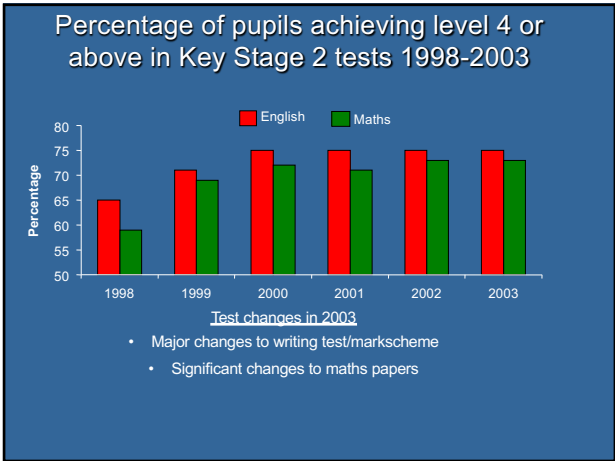
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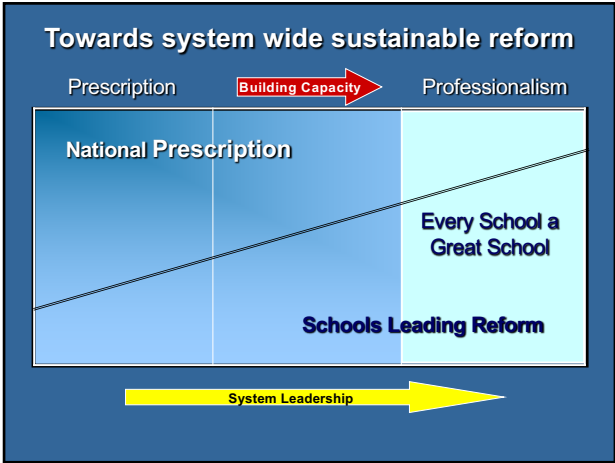
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### Moral Purpose of Schooling

*I know what my learning objectives are and feel in control of my learning*

*I get to learn lots of interesting and different subjects*

*I can get a level 4 in English and Maths before I go to secondary school*

*I know what good work looks like and can help myself to learn*

*I know if I need extra help or to be challenged to do better I will get the right support*

*My parents are involved with the school and I feel I belong here*

*I can work well with and learn from many others as well as my teacher*

*I enjoy using ICT and know how it can help my learning*

*I know how I am being assessed and what I need to do to improve my work*

*I can get the job that I want*

**All these .... whatever my background, whatever my abilities, wherever I start from**

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**What children want from Personalised Learning**

- To feel that they are learning and to derive satisfaction from this
- To have some ownership of their education and their own learning and to understand **why** they are learning
- Choice in what they learn
- For their education to be culturally relevant
- Interesting, varied, often active lessons
- A relationship with the teacher, who they feel knows them
- Not to get left behind
- Friendships

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**What teachers want from Personalised Learning**

- Opportunity to build relationships with students
- Freedom to teach without being constrained by behaviour issues
- To be able to meet differing needs of different children within one classroom
- Parental support
- Pupils engaging with and taking learning beyond classroom
- For all pupils to achieve to the best of their ability
- Time to be able to mark pupil's work properly

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**What parents want from Personalised Learning**

- To feel child is progressing and achieving to best of their ability
- To have contact with and faith in the school
- To be involved in child's education
- For child to enjoy school
- Qualifications gained have value
- Transition to adulthood will be smooth

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**Four key drivers to raise achievement and build capacity for the next stage of reform**

- i. Personalising Learning
- ii. Professionalising Teaching
- iii. Building Intelligent Accountability
- iv. Networking and Collaboration

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**(i) Personalising Learning**  
*'Joined up learning and teaching'*

- Learning to learn
- Curriculum choice & entitlement
- Assessment for learning
- Student voice

**'My Tutor'**

*Interactive web-based learning resource enabling students to tailor support and challenge to their needs and interests.*



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**(ii) Professionalising Teaching**  
*'Teachers as researchers, schools as learning communities'*

- Enhanced repertoire of learning & teaching strategies
- Evidence based practice with time for collective inquiry
- Collegial & coaching relationships
- CPD to tackle within school variation

**'The Edu-Lancet'**

*A peer-reviewed journal published for practitioners by practitioners & regularly read by the profession to keep abreast of R&D.*



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**(iii) Building Intelligent Accountability**  
*'Balancing internal and external accountability and assessment'*

- Moderated teacher assessment and AfL at all levels
- 'Bottom-up' targets for every child and use of pupil performance data
- Value added data to help identify strengths / weaknesses
- Rigorous self-evaluation linked to improvement strategies and school profile to demonstrate success

**'Chartered examiners'**  
*Experienced teachers gain certification to oversee rigorous internal assessment as a basis for externally awarded qualifications.*



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**(iv) Networking and Collaboration**  
*'Disciplined innovation, collaboration and building social capital'*

- Best practice captured and highly specified
- Capacity built to transfer and sustain innovation across system
- Greater responsibility taken for neighbouring schools
- Inclusion and Extended Schooling

**'Autonomous Federations'**  
*Groups of schools opt out of LEA control but accept responsibility for all students in their area*



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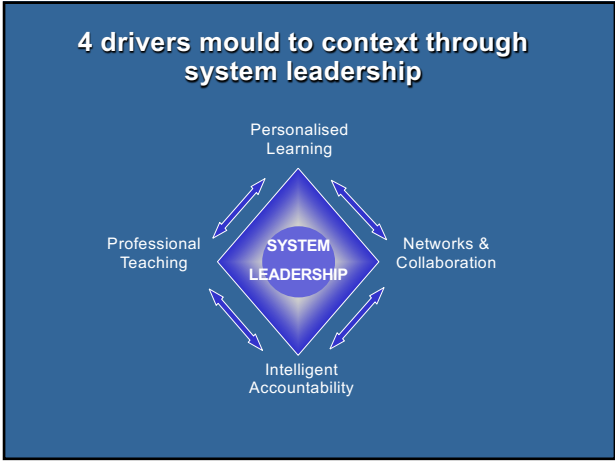
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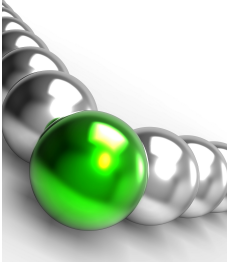
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LEADERSHIP FOR CHANGE



**SEVEN STRONG LEADERSHIP CLAIMS...**

1. School leadership - second only to classroom practice as an influence on student learning
2. Almost all successful leaders draw on the same repertoire of basic leadership practices
3. It is how these practices are implemented in response to the context that makes a difference
4. Leadership improves pupil learning by influencing staff motivation, working conditions and practice
5. Leadership is more influential when it is widely distributed
6. Some patterns of leadership distribution are much more effective than others
7. A handful of personal traits - open-minded, flexible and persistent - explain a high proportion of the variation in leader effectiveness

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**Leadership for Personalised Learning**

*Setting direction*

- Total commitment to enable every learner to reach their potential
- Ability to translate vision into whole school programmes

*Managing Teaching and Learning*

- Ensure every child is inspired and challenged through personalized learning
- Develop a high degree of clarity about and consistency of teaching quality

*Developing people*

- Enable students to become more active learners
- Develop schools as professional learning communities

*Developing the organization*

- Create an evidence-based school
- Extend an organization's vision of learning to involve networks

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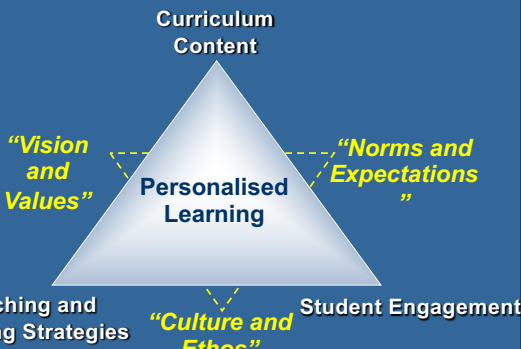
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**A school teaches in three ways: by what it teaches, by how it teaches and by the kind of place it is**



Curriculum Content

Personalised Learning

Teaching and Learning Strategies

Student Engagement

"Vision and Values"

"Norms and Expectations"

"Culture and Ethos"

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**We can concentrate on meeting these wishes by focussing on:**

- Personalising the curriculum
- Teaching and learning
- Assessment for learning
- Self directed learning
- The contribution of the 'new' technologies
- Organising the school and system for personalised learning
- Networking and collaboration

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**Personalising the Curriculum**

- The first is to **focus on core study**. Functional literacy, numeracy and ICT. Functional skills would similarly need to be embedded across the curriculum.
- The second would be a **condensed statutory curriculum in non-core subjects combined with an optional entitlement**.
- Third, the flexibility of an **optional entitlement** would allow schools to guarantee time to:
  - Secure essential knowledge and teach common learning skills through the curriculum; and,
  - Organize the curriculum to meet the needs of a range of abilities, tailoring support for underachieving and underperforming students, and to stretch gifted and talented students.
- Fourth, there needs to be **clarity on common learning skills**.
- Finally, is the need to **champion effective pedagogy**.

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**Teaching and learning**

- The curriculum should focus on understandings and competence that have enduring and intrinsic value
- High expectations and challenging targets should be set for all
- While the standards should remain constant, time and support should be varied according to individual student need
- Students should be encouraged to be active learners and problem-solvers
- Teachers should show students how to incorporate new information into their existing knowledge through activities that induce critical thinking with conceptual problems

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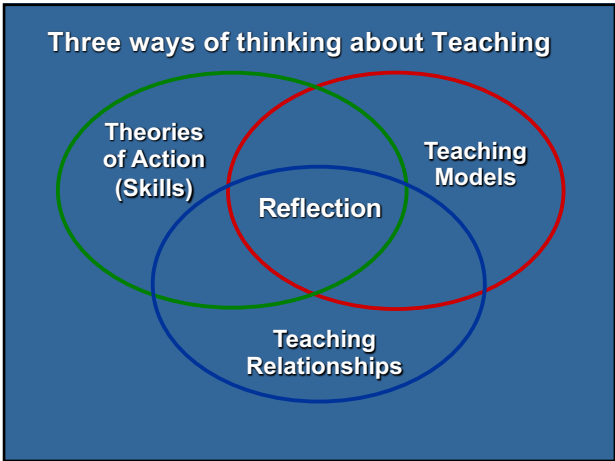
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- ### Some Theory of Action Principles
- When teacher directed instruction becomes more **enquiry focused** the level of student engagement increases
  - By consistently adopting **protocols for teaching and learning** student behaviour and engagement is enhanced
  - If teachers use **cooperative group structures / techniques** to mediate between whole class instruction and students carrying out tasks then the academic performance of the whole class will increase
  - When teachers systematically use **higher order questioning** the level of student understanding is deepened
  - When **feedback** contains reference to practical actions student behaviour becomes more positive and consistent
  - When **peer assessment (AFL)** is consistently utilized student engagement, learning and achievement increases
  - When **learning tasks** are purposeful, clearly defined, differentiated and challenging, (according to the students Zone of Proximal Development), then the more powerful and precise the learning for all students

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- ### Teaching Models
- Our toolbox is the models of teaching, actually models for learning, that simultaneously define the nature of the content, the learning strategies, and the arrangements for social interaction that create the learning contexts of our students. For example, in powerful classrooms students learn models for:
- Extracting information and ideas from lectures and presentations
  - Memorising information
  - Building hypotheses and theories
  - Attaining concepts and how to invent them
  - Using metaphors to think creatively
  - Working effectively with other to initiate and carry out co-operative tasks

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### Teaching Relationships

*Expectation effects on student achievement are likely to occur both directly through opportunity to learn (differences in the amount and nature of exposure to content and opportunities to engage in various types of academic activities) and indirectly through differential treatment that is likely to affect students' self-concepts, attributional inferences, or motivation.*

Good, T.L. and Brophy, J.E. (1994)  
Looking In Classrooms (2nd ed)

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### Powerful Learning ...

Is the ability of learners to respond successfully to the tasks they are set, as well as the task they set themselves. In particular, to:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures
- Accept that learning involves uncertainty and difficulty

All this has been termed "meta-cognition" – it is the learners' ability to take control over their own learning processes.

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### Assessment for learning

- AfL is the process of seeking and interpreting evidence for learners and teachers to decide where the learners are in their learning, where they need to go and how best to get there
- There is strong evidence that AfL raises standards dramatically – by as much as 2 grades at GCSE
- Key components that raise standards are shared objectives, feedback that identifies targets for improvement, 'higher order' questioning and self and peer assessment

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### Self directed learning

- Sharing and negotiating learning objectives and contracts
- Self directed learning contracts
- Regular assessment and reviews
- Individual learning profiles
- Student learning pledge
- Counter intuitively – strong emphasis on co-operative group learning

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### The contribution of the 'new' technologies

- Individual research – both range and depth
- Pace of learning in individuals control
- Opportunity for personal creativity
- Matched individual learning styles
- Concurrent and extended learning opportunities outside of normal school day
- Build diagnostic assessment for learning with different pathways to follow

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### Organising schools for personalised learning

- Continuity of learning experiences
- Developing and differentiating the workforce for student learning
- Enhancing the role of the learning mentor
- Block timetabling and grouping students on basis of learning need e.g. Joplin Plan
- Network and community learning
- Transferable learning profiles and credits

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## Networks and Collaboration

- Key to enabling effective practice to be shared and made 'viral'
- Focus for generating innovative approaches
- Collaboration with communities beyond the school – business, creative organisations, local groups– which is essential for personalised learning to be meaningful

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## Education as a personalised service – a direction of travel

- Make personalised learning and moral purpose synonymous
- Develop the personalised learning offer
- Make the 'offer' the centrepiece of policy options e.g. Primary, KS3, 14-19, Academies
- Review curriculum content / subject specialism in light of personalised learning
- Consult on a continuum for personalised learning across the 3 phases of education viz. foundation, middle and 14-19
- Make the 'offer' central to MAT negotiations and develop an External Agency consensus

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PERSONALISED LEARNING	Learning Classrooms	Learning Schools	Learning Systems
<b>Curriculum Offer</b>	Enquiry into subjects through project based work	Scope for different students to work at different depths for different periods of time	National Curriculum based on personalised learning principles and links through KS 1, 2, 3 & 14-19
<b>Deep Learning</b>	Personalised learning strategies and skills with personal learning support, proportionate to need	Professional learning communities	Innovation, knowledge sharing and network learning at all levels and across the system
<b>Self Directed Learning</b>	Self directed learning contracts and projects	Project based work and curriculum options shared between schools and in community	National assessment based in part on student projects during each course of study as part of final assessments
<b>Assessment for Learning</b>	Appreciation of pupil involvement in goal setting and learning from feedback	Enquiry led and data driven school improvement	National system for credit transfer, pupil learning profiles and learning vouchers
<b>New Technologies</b>	Repertoire of ICT teaching strategies and awareness of different learning styles	ICT learning opportunities between schools and in community	National Grid for Learning extended to accommodate Personalised learning
<b>Capacity Building</b>	Subject focus (content), methodological range (process) and environment for learning	School-specific whole school approach with tailored external challenge and support	Establishing networks with emphasis on diversity, collaboration, innovation, lateral accountability and trust

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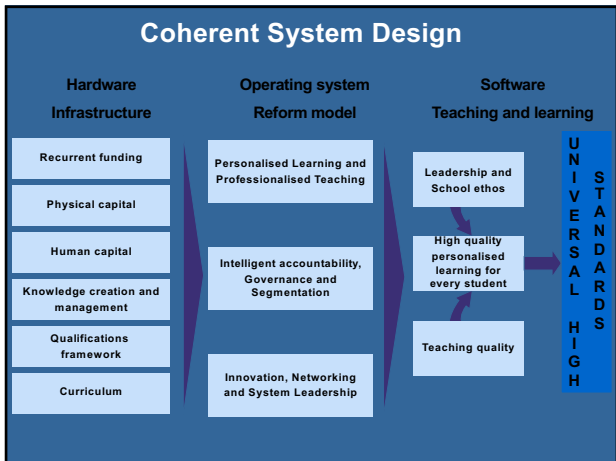
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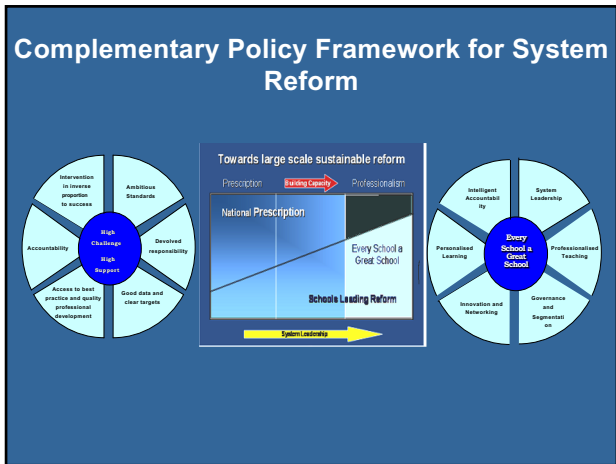
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AEL 41 Issue 1  
Lead Article

# Leadership of personalised learning

Professor David Hopkins, Chair of Educational Leadership, University of Bolton

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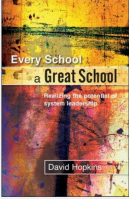
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• Every School a Great School



• Every School a Great School

Every School a Great School is my account of what we tried to do, when I was in Government in the early/mid 2000s, to transform the English school system. Working within the parameters of New Labour's social justice agenda, and collaborating with outstanding politicians and public servants such as Estelle Morris, David Miliband and Michael Barber we, in hindsight achieved significant success and the life chances of a million children were enhanced. The book explains how to do it.

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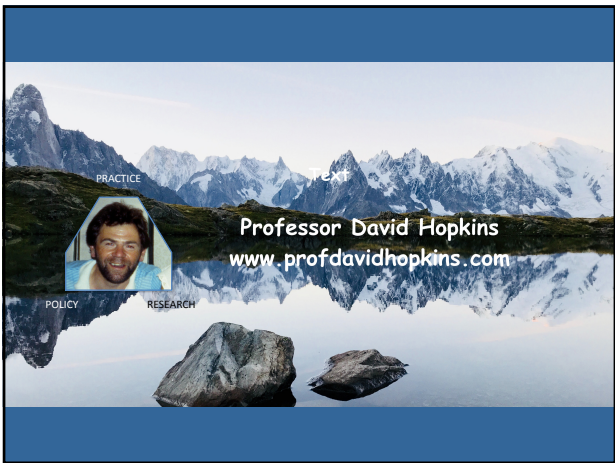
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PRACTICE

TEXT

Professor David Hopkins

[www.profdauidhopkins.com](http://www.profdauidhopkins.com)

POLICY

RESEARCH

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**Paulo Freire once said...**

“No one educates anyone else  
Nor do we educate ourselves  
We educate one another in  
communion  
In the context of living in this world”

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**Professor David Hopkins**

Visit – [www.profdavidhopkins.com](http://www.profdavidhopkins.com)

David Hopkins is Professor Emeritus at the Institute of Education University College London and Chair of Educational Leadership at the University of Bolton. He is a Trustee of Outward Bound and the charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Cumbria, Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards at the Department for Education and Skills.

David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas. His recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy; the previous two books being, *Every School a Great School* and *School Improvement for Real*.

David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.

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