

pioneering

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A NOTE FROM EDUCATION REIMAGINED

Kelly Young, Executive Director

LAFAYETTE BIG PICTURE SCHOOL

Profile of their Learning Environment

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Dear Pioneers,

The Education Reimagined team has had an incredibly energizing week. Working off the momentum we gained last week at a team strategy meeting and a visit to Avalon School, we redrafted our mission statement. Although we're still making some tweaks, I want to share the changes we have made:

Education Reimagined exists to accelerate the shift to learner-centered education in the U.S. such that it is inevitable and irreversible.

Inevitable and irreversible. These two words have transformed our mission from an ambiguous need to accelerate to one that identifies the pace and depth at which we strive to do so. We think the movement has come upon a unique moment in history where the window of opportunity to cause a tipping point is here.

Throughout the last century—and probably long before that—learner-centered environments have been launching and closing across the country without much fanfare. As pioneers embarked on transformational journeys, their learning environments struggled to persist through leadership and policy transitions. A shift in school board, a new superintendent, or a political new agenda had the power to send everything back to the standardized system.

At first glance, today might not look that much different. There is another generation of leaders across the nation working to create a learner-centered education system that continues putting learning, learners, and the community at the center. But, this time, people across sectors and ideological divides are seeing that what we are up to is not about implementing a new program or modifying the system but is about fundamentally transforming the system of education. There is new space in the conversation to actually design the new systems and structures that will have the “neutral point” be learner-centered, not school-centered.

So, what if we decided history wasn't going to repeat itself? This is no small commitment to make, but if we harness this moment, a new story can be written. And, you all are the ones to do it.

To hear some of that collective voice, check out our latest issue of *Pioneering*. Together, we can create a system that unleashes the limitless potential in ALL learners.

Warm wishes,
Kelly Young



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Connect. Share. Discover. Lead.

We seek to accelerate the growth of the movement dedicated to transforming education in America. We invite those excited and interested by the possibility of learner-centered education to discover more, join a growing movement, and begin a journey to make this a reality in diverse communities across the country.





LaFayette Big Picture School

LAFAYETTE, NY

“In the past, I struggled with my grades, and teachers thought it was because I didn’t try. I just couldn’t learn the way they expected me to. Here at Big Picture, my teachers are supportive and understanding. They care about me and my success.” — 11TH GRADE LEARNER

TEN YEARS AGO, IN RURAL LAFAYETTE, NEW YORK, “15 excited, over-aged, under-credited, at-risk high school freshmen” gathered in a small wing of a local elementary school. They were “excited” because they knew they were not entering a learning space that had continuously failed them year after year. They were “over-aged” according to the arbitrary standards set by the traditional system. And, they were “under-credited and at-risk” due to a slew of unique circumstances and a lacking support structure. Little did these learners (and their community) know the coming years would result in individual and community transformation of unprecedented proportions.

All of the barriers listed above are what LaFayette Big Picture School was designed for—meeting every learner where they are and unleashing the unique possibilities within each one.

LaFayette, New York borders the sovereign Onondaga Nation. With limited opportunities to engage with each other, misunderstandings of culture and ways of life were often felt on both sides. When Lafayette Big Picture opened its doors, learners from both communities gathered in a single, intimate space where a **socially embedded** culture was front and center, so everyone could be known for the unique gifts they were bringing to the community. In doing so, learners found equal value in themselves and their peers. Inside, stereotypes were being broken down on a daily basis. Outside, similar transformations began to occur as the learners engaged in **open-walled** experiences. By working hand-in-hand with community partners, these “troubled” youth showcased their diverse skillsets and, just as importantly, brought understanding to the unique cultures they represented.

Fast forward to today, and LaFayette Big Picture’s **competency-based**, learner-driven approach attracts youth from every corner of the county, regardless of labels. Even learners (and their parents) who experience unbridled success in the traditional system look over at LaFayette Big Picture School with noticeable curiosity. After hearing about the **personalized, relevant, and contextualized** learning experiences designed with the learners’ interests and passions at the center, they wanted in on the action.

With this, the “alternative” status of LaFayette Big Picture School has taken on a whole new meaning. Rather than standing as a place for “those kids,” it is now known as an environment meant for any child who desires a learning experience where they are **agents** of their learning. What was originally a last resort for a handful of struggling youth has evolved into a first choice high school for learners and parents from all walks of life.

LEARN MORE

[Susan Osborn at TEDxUtica](#)

[About Big Picture Learning](#)

FACTS & FIGURES

Public

Internship-Based

Project-Based

65 Learners

48% Free and Reduced Lunch

30% Native American

7% Black

38% Special Education

Ages 14-18

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What Are Business People Saying About Education Today?

by Patty Alper



PATTY ALPER

Patty Alper, author of [Teach to Work](#), is collaborating with Education Reimagined to produce a series of articles that connects learner-centered educators with the perspectives and insights of the business community. In her first article, What Are Business People Saying About Education Today?, Alper explores the disconnect between what business leaders need from the newest generation of workers and what these recent graduates are bringing to the table.

I am often asked what corporations and employers are saying about today's educational landscape. With personal experience running my own business, being a consultant to others, sitting on philanthropic boards beside corporate executives, and leading a youth mentorship program in schools, I have collected a wealth of data on business perspectives. But, delving deeper, unearthing relevant research, and conducting pointed interviews with corporate social responsibility executives for my book, [Teach to Work](#), has brought me to new conclusions about business viewpoints on education in the 21st century.

In *Teach to Work*, I reported on the striking number of business executives—over 3,000 surveyed from 25 countries as part of [General Electric's Global Innovation Barometer](#)—who identified their top business concern as “a need to better align the education system with business needs.”

This opinion is consistent with Gallup's findings from their [“Great Jobs, Great Lives”](#) study, in which Gallup researched how America can best prepare students for a productive work life. In the largest representative study of its kind, Gallup interviewed students, graduates, professors, administrators, parents, and employers. The findings reflected the disconnect between how prepared educators *think* their students are for 21st-century jobs and how (un)prepared business leaders are actually finding those same students.

Specifically, Gallup reported that 98% of chief academic officers at colleges and universities say they are “confident they *are* preparing students” for success in the workplace. Yet, “only 11 percent of C-level business executives strongly agree” that college graduates have the skills they are seeking as employers.

This is an alarming disparity.

In my own [corporate interviews](#), I have consistently asked executives about their perspective on the pool of job applicants and the role of education. Each and every one shared the same critical concern: **They cannot find qualified employees to build their company pipeline.**

Interestingly, however, I've identified a growing trend that educators should be aware of: **Corporations are proactively looking to partner with educators to help teach the skills they seek in the workplace.**

HEARING IT STRAIGHT FROM THE SOURCE

I recently interviewed SAP's Katie Morgan, Head of Corporate Social Responsibility in North America. As a company, SAP is actively seeking out schools with which they can partner. In one program offering, SAP is committing 750 hours of employee time and a seven-figure investment to teach students technology and the skills needed to design, implement, and build their own applications. Morgan suggests, "Education often prizes conformity and chastises educational diversity. In an ideal world, thinking differently and creatively and taking risks would be prized. We see this in programs that are infusing design thinking or entrepreneurship—students are more likely to take risks. In essence, students should feel encouraged by school; they would embrace their talents and learning styles, which would hopefully foster a lifelong passion for learning and would be the best preparation for entering the workforce."

I also interviewed Accenture's Senior Manager, Jennifer Heflin, on this subject. Heflin spearheads her company's nationwide Skills to Succeed Program that was launched in 2011. In this program, Accenture partners with KIPP Schools (as one example of 16 nonprofit partners), where employees collaborate with educators and students actually intern side-by-side with Accenture's consultants. I had the incredible opportunity to listen in as students described their eight-week experience at client offices, like Fannie Mae or DCPS (District of Columbia Public Schools). Students' takeaways were remarkable declarations of spirit, such as: "I've now learned to always bring my best self to what I do." Or, "In school, it's always just about a grade, but in the work world, you really try to make people happy—I prefer the latter."

Heflin reflects on education today: "I wish all educators were keener on trending technology and its impact on preparing youth for the jobs of tomorrow—like being in dialogue with companies like Accenture." She also suggests, "There should be career conversations all the time, exposing kids to pathways and ideas for their future. This kind of exposure will make them less fearful later on."

EXPLORING A NEW PARTNERSHIP MODEL

Purdue University's new Polytechnic High School, which just opened in August 2017, is a fascinating case study of a school integrating the business community into its entire curriculum. Scott Bess, Purdue Polytechnic's Head of School, [told me](#) the school was founded on the premise that the most important skill they can instill in their students is to "learn *how* to learn." Bess says the entire school is modeled after challenges its corporate partners have identified and brought to the school.

According to Bess, educators are simply not keeping up with rapidly changing technology. Corporations are asking for students who can jump in and adjust to a rapid pace of change, but schools are not delivering. In this technologically-centered and career-focused environment, Bess says Purdue Polytechnic will strive to create

"In school, it's always just about a grade, but in the work world, you really try to make people happy—I prefer the latter."

INTERVIEWED LEARNER

“unleashed” students. He suggests educators open their minds and look more closely at the environments in which businesses create and thrive. When students leave Purdue Polytechnic, they need to know how to think differently. Students must learn to live with ambiguity and learn to adapt quickly.

WHAT DOES A 21ST CENTURY INNOVATIVE BUSINESS CULTURE LOOK LIKE?

When I recently attended the [Aspen Ideas Festival](#), the skills gap, or the preparation of students entering the workforce, was front and center in many corporate conversations. I was particularly fascinated listening to Astro Teller, the Captain of Moonshots at X (a Google subsidiary), as he identified the historical impact of technology on society. To paraphrase him, in every decade where there has been advancement and institutional change, jobs have been lost. We must face up to the fact that change is inevitable. But, the goal needs to be learning how to keep up, anticipating change, and finding out how you can help.

Teller’s Moonshot organization exemplifies how cutting-edge corporations are doing business and demonstrates the employment standards that are expected in this fast-paced technological environment. All of us working with youth can learn from this intriguing workplace dynamic as we prepare students for the 21st Century.

Teller says he strives to create a blend of “raging optimism and scathing paranoia.” Using love and humor in the process, he encourages a workplace where employees challenge everything. The Modus Operandi: Test the Idea. It is the norm at Moonshot to throw out 99% of ideas. As a matter of fact, at Moonshot, they celebrate failure. That’s right—when a project is terminated and research has concluded that a vision is impractical, or a new product is not viable, there is a convening. They hold an event, not with retribution, but with applause, toasts, celebration, and a company-wide review of important lessons learned.

In the division he ran, Teller said they adopted a three-prong test for how to proceed with a problem and solution. First, Moonshot asked for big ideas—and only big ideas—to be considered. Moonshot wanted **a huge problem**. The company believed the only projects worth pursuing were those that had a global impact.

Second, Teller described how Moonshot sought **a radical solution** to these huge problems. No unique idea was unwelcome, no matter how far-fetched. Has this solution ever been implemented? If not, good. Let’s discuss how it can be.

Third, Moonshot sought **a technological breakthrough**. This would uniquely challenge his team; but it would also push the envelope of technology in ways that had likely never been seen. From Moonshot’s perspective, this three-pronged test would lead to the greatest innovations. Whether or not the idea was ultimately successful was not the point.

HOW DO YOU CULTIVATE THIS CULTURE IN YOUR LEARNING ENVIRONMENT?

All of the insights and stories I’ve collected from the business community over the years have been directed with one audience in mind—you, the educator. The most important news I have for you: **The business community is ready, willing, and able to help create a more dynamic educational landscape.**

This leads us to ask more questions. How much of the business world should be taught in schools? What can we take away from these examples?

I believe educators should listen more intently to business leaders and understand the trajectory of change they are bearing witness to. Schools and educators have

“[T]he goal needs to be learning how to keep up, anticipating change, and finding out how you can help.”

PATTY ALPER

a natural partner in the business community. And, if this partnership is harnessed, directed, and skills-based, both schools and students will benefit greatly; schools will have greater placement opportunities for graduates, and students will have far more employment and career options.

In contrast to the book learning, tests, and core basics that schools teach today, I propose we reimagine the education process. We need to open the school doors to the tremendous resources we have right outside the school walls: the community of businesses and business people. How can we expect to prepare students for career success without inviting touchpoints to the future? How can we integrate those careers into our schools and give them a role?

I have coined a new term that describes a partnership suited for both educators and professionals: I call it “Project Based Mentoring®.” It is a blend of project-based learning theories and mentorship. Where the mentor has vast experience in the project dimensions and content, the student becomes the idea generator, the responsible party, and the driver of the activity and its execution over the course of six to nine months. So just imagine if you had a bevy of engineers, technologists, or journalists at your fingertips—how would you deploy them with your student body? This is what we are proposing.

I suggest to you that we need real-life practitioners as mentors in the classroom. And, we need corporations to influence and support the classroom. When a mentor—a professional from the corporate/business world—is adjunct to an educator, with a defined focus that is project-based, students are introduced to valuable skills that are eminently useful in real life. The students learn to master plan, tackle problems, and see how they can effect change with real-world application.

Along with the mentoring role, potentially, a corporation can also become a financial partner with the school. Projects that were previously not feasible can become new opportunities with corporate backing. Now, why would a corporation invest money into such a program? I have asked that question, and I consistently get the same answers: mentorship programs help corporations find (and educate) their future employees—their pipeline.

Summarily, the goals in this fast-paced, technological age should be to learn how to learn, anticipate pending change, and apply new knowledge and skills to keep up. Our educators and our next generation of youth need to understand technology and embrace the change—not work against it. That can only be done if we put the books away for a bit and welcome real-life practitioners into the classroom. So, I ask, who better to help pave the road to 21st century skills and job requirements than the employers themselves? This new partnership could very well be the missing link between the graduates of today and their gainful employment of tomorrow.

Please look for upcoming articles on “How to Pitch Corporations” and “10 Steps on How Educators can Partner with Businesses in the 21st Century.” Until then, explore project-based mentorship in the classroom by visiting us at www.teachtowork.com, and see how others have already implemented these strategies. We also welcome comments and questions at info@teachtowork.com.

“How can we expect to prepare students for career success without inviting touchpoints to the future?”

PATTY ALPER

Patty Alper is president of the Alper Portfolio Group and is a board member of both the Network for Teaching Entrepreneurship (NFTE) and US2020—the White House initiative to build mentorship in STEM careers. She also serves on the corporate committee for Million Women Mentors. Patty’s two decades of hands-on experience working with over 750 youth in eight schools has led her to create a Project Based Mentorship® model, bringing corporate employees to classrooms with the goal of passing on skills to the next generation.



The Learner-Centered Movement One Story at a Time.

by Paul Haluszczak

As the Senior Writer for *Pioneering*, I have the unique privilege of working with learner-centered pioneers from across the country. This means I keep one eye looking over the entirety of the learner-centered landscape, while the other explores the depth and uniqueness of each individual community. All of this is greatly supported by our research team.

A large part of my work is to condense the dynamic learning journeys each community is undertaking and create short profiles that act as incentives for readers to explore further through the links and contact information we provide.

At first, it might seem the structure of these profiles would become redundant over time. And, I would be the first to admit, I had the same impression when I took my first crack at things last July. Sure, the first few profiles would hold some level of uniqueness as I work my way through the “honeymoon phase” that comes with any new line of work. But, I thought, I’m sure these stories will eventually start running together without much differentiation.

I was perfectly fine with this possibility, given the other opportunities the magazine would provide—working with guest authors (young learners and adult learners), soliciting and conducting interviews with leaders in the field, discovering the vast array of tools and resources available to learner-centered educators, and reading articles from other dynamite writers and publications pursuing similar advancements in education. Every job has that certain amount of drudgery to counterbalance the exciting and joyful work that takes up the majority of the time, right?

Fast forward to what has now been a year (and some change) writing profiles for *Pioneering*, and the expected feeling of mundane, robotic, repetitive work has yet to



PAUL HALUSZCZAK

arrive. To my great surprise and satisfaction, the belief touted in [A Transformational Vision for Education in the US](#) has never felt so true—“This document...stands as an invitation and challenge to engage in the next set of conversations about how this vision could manifest itself in the diversity of communities across the country.”

The key phrase here is “the diversity of communities across the country.” Working as an “amplifier” of the learner-centered work happening from coast to coast, I’ve come to learn the diversity the vision speaks to is so profound it’s nearly impossible to articulate. With each new profile I write, and engaging conversation I have with learner-centered leaders, there is only one common thread that holds them all together—the learner-centered mindset. Outside of that, the stories they share and the work they pursue are all unique products of their lived experiences and the lived experiences of their communities.

I could write 1,000 learner-centered profiles and never run into a single story that leads me to say, “Oh, that’s exactly how things are taking shape over at X or Y.” When leaders carry the learner-centered mindset in everything they do, supporting their colleagues and community as everyone transforms together, the lessons learned and strategies taken are uniquely theirs. And yet, in the most paradoxical way, these communities become even stronger by sharing their work across learner-centered models.

There are, of course, unique instances where paths cross—a learning community in [Floyd, Virginia](#) might come across a barrier seen 20 years earlier by a learning environment in [Jackson, Wyoming](#). In a more surprising way, [a charter system](#) and a [rural public school district](#) in California can collaborate in dynamic ways to pursue the shared goal of supporting every learner in their communities. These connections are made as a result of the overarching themes that permeate any learner-centered work—[building community buy-in, utilizing research-based strategies, connecting learners to the world at-large](#), and so much [more](#). However, in any given scenario, the community will have to fail, iterate, and come up with a solution that fits their unique circumstances.

This is where the fun’s at. This is where communities get to choose. They can continue tweaking the old structures—those they know backwards and forwards—or they can dive into something brand new and embrace the idea that learning is a journey, not a destination. This choice point can often be summarized by asking, “Do we want freedom or comfort?” The old way is fairly straightforward, familiar, and can “work” for some kids, some of the time. The new way is rough around the edges, low-lit, and ambiguous. But, it has the potential, for the first time ever, to reach every learner.

As Peter Block noted in his book, *Community: A Structure of Belonging*, “...the choice to be a creator of our own experience and accept the unbearable responsibility that goes with that...” is the unexpected truth we discover when we come upon the opportunity to truly release ourselves from the grips of any limiting system. Once we become present to that responsibility, our flight or fight response kicks into high gear. As human beings, it’s natural for us to seek out safety and comfort. If we aren’t in harms way today, why would we risk venturing into the unknown tomorrow? For learner-centered pioneers, the answer is simple—the harm is already here. Having a handful of successful learners is not comfortable, and until every learner’s potential is realized, comfort will not be felt.

When I dive into the transformational stories present at each learner-centered environment we profile, each one finds discomfort in stagnation, going with the flow, and worse, changing just for the sake of change. The leaders of these communities are so

“When I dive into the transformational stories present at each learner-centered environment we profile, each one finds discomfort in stagnation, going with the flow, and worse, changing just for the sake of change.”

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hellbent on creating an atmosphere of learning that is learner-driven, community-informed, and nationally recognized that the myriad of systemic barriers they run into (i.e. seat-time requirements, standardized tests) are recognized as simply being part of the transformational process. These barriers aren't seen as an endgame variable that can't be overcome. Rather, they offer new opportunities to search beyond what is currently known and be the creators of something no one has ever seen before—not to mention the chance to create something that is incredibly effective in cultivating lifelong learners.

This attitude, characteristic, or whatever label you find fitting is what makes these learner-centered pioneers seem superhuman. And, having met many of them over the phone and in person, I couldn't characterize them any better. There's an unrelenting urgency inside all of these educators, regardless of personality type, to unleash the potential in every single learner across the country.

In my role, I have the privilege of siphoning this energy into my own mental reserves every time I get to interact with these incredible human beings. With it, I can continue amplifying their stories until the learner-centered movement reaches a national tipping point where conversations around education begin to enter a new age of dialogue. What's most exciting is knowing how sudden it will feel to the nation at-large. And, how everyone leading the charge today will get to sit back, watch it all unfold, and, holding true to their humble nature, quietly celebrate all they have accomplished.

Speaking of humility, this characteristic is a gift and a curse to many learner-centered pioneers. It's a gift in that they recognize this is a journey with no end. They will never stop trying to iterate and improve. It's a curse because they don't fully see the power in their work and the impact their stories can have on the movement. With that, I invite you (young learner, parent, educator, community leader) to reach out to me (paul@convergencepolicy.org), so we can amplify your stories. Every story deserves to be told, and I love working with people to make their story as powerful on paper as it is in action. Let's team up and make some magic happen.

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PAUL HALUSZCZAK

Paul Haluszczak is the Communications Associate for Education Reimagined, an initiative of Convergence. After spending the first two decades of his life in Missouri, Paul joined the Peace Corps for a shortened, six month stint in Cameroon. Upon his return, he moved to Washington, DC to work as a Product Strategy Analyst for a private company and eventually made a leap in shifting his career from the analytical world to the creative world as a writer. Education Reimagined was the perfect fit, and he is thankful for the opportunities and work that lie ahead.



This World Needs You

As educators, parents, and general advocates for children, we would be remiss to ignore [the rise in stress, anxiety, and depression](#) in our nation's youth. Too often, we never even know about the trials and tribulations youth are going through because we have not provided the space for them to share those internal conversations with us. And, even if those spaces for sharing existed, we would struggle to offer actionable steps moving forward. This World Needs You [\(link\)](#), a rallying cry turned online resource, has accomplished both of these difficult tasks in one place. Learners can explore the video library and grapple with their emotions in new, powerful ways. With a greater understanding of their internal conversations, learners are further encouraged to reflect on guiding questions that allow them to become complete on past trepidations negatively affecting their present and future decision-making. If you know a learner in need of a trusting, safe outlet to explore their thoughts, This World Needs You might be a perfect fit.

Lessons High School [\(link\)](#)

Lessons 8th Grade [\(link\)](#)

Lessons 7th Grade [\(link\)](#)

The 50CAN Guide to Building Advocacy Campaigns

Whether it is listed in their job description or not, educators take on the role of learner advocate on a daily basis. This role shows up in weekend conversations with friends and families, as much as it does in formal learning environments. The question then, particularly as a learner-centered educator, is how can we take our individual advocacy efforts to the next level and build a community of voices striving for education transformation? 50CAN, an education advocacy group that seeks high-quality education for all kids, regardless of their address, offers an avenue forward. In their 12 years of work, they have built a library of knowledge on what works, what doesn't, and what's worth testing in the future to gain traction in advocacy efforts. If you're ready to take the leap and transform education in your community and beyond, *50CAN's Guide to Building Advocacy Campaigns* could be the resource you are looking for.

The 50CAN Guide to Building Advocacy Campaigns [\(link\)](#)

UPCOMING EVENTS

Mark your calendars! We will be speaking at some and hosting workshops at others. In all cases, pioneers will be front and center! Join us.

**INACOL SYMPOSIUM
PERSONALIZING LEARNING:
EQUITY, ACCESS, QUALITY**

Orlando, FL

Oct 23-25

[Conference Website](#)

**8TH ANNUAL NATIONAL
CONVENING ON
PERSONALIZED LEARNING**

Milwaukee, WI

Oct 31-Nov 1

[Conference Website](#)

**EDSURGE FUSION
CONFERENCE**

Burlingame, CA

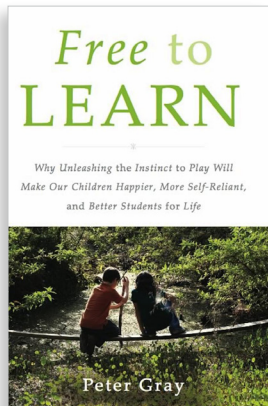
Nov 1-3

[Conference Website](#)

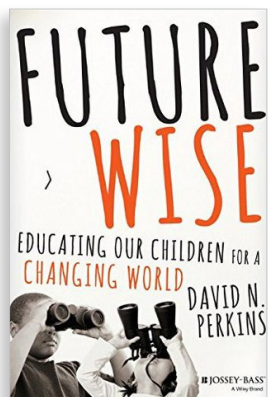
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NEXT High School is accepting applications for **Pros**—Professional Educators—for the 2017-18 school year. Learn more and apply [here](#).

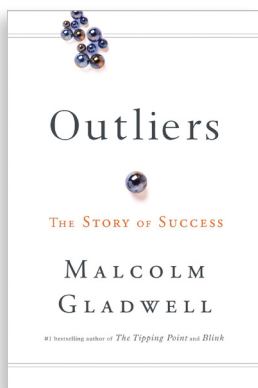
Summit Public Schools is looking for a **Director of Marketing**. Find out more and apply [here](#).

**Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life** by Peter Gray

It should come as no surprise that children and adults are at two very different stages in their human development. But, when adults sought to create an education system to bridge the gap between childhood and adulthood in an orderly and measurable fashion, they all but removed the young learner from the equation. Peter Gray, developmental psychologist and author of *Free to Learn*, was appalled by this reality. As an expert in the developmental needs of young learners, he couldn't help but notice how the traditional system was working against these needs. He asked, "Where's the play, the social participation, the curiosity enhancers, the unique and unexpected problems to solve?" Through this inquiry, Gray invites adults to reimagine what it means to educate.

**Future Wise: Educating Our Children for a Changing World** by David Perkins

Are you ready for a question that never goes away—What's worth learning? Or, as young learners like to phrase it, "Why do I need to know this?" Regardless of how redundant this question may seem, it never loses its legitimacy. And, there's good reason to continue asking it. In *Future Wise*, author David Perkins, founding member of Harvard's [Project Zero](#), takes this question and runs with it. Perkins' simple answer is: "It depends." His focus is on inviting education stakeholders to develop a framework that allows this question to be answered fruitfully in any given moment, for any given topic or model of learning.

**Outliers: The Story of Success** by Malcolm Gladwell

Behind every success story there is a hard-fought journey through adversity, self-doubt, and a little (or a lot of) good luck. These stories, as Malcolm Gladwell discovered through his work for *Outliers*, are far more important to study than individual personalities. How does this relate to education? As you read through Gladwell's insights, you can reflect on the personalized, relevant, and contextualized learning young learners are engaging with in your environment. You can ask how their lived experience is being utilized to enhance the development of their knowledge, skills, and dispositions.

WORTH YOUR TIME**Why Emotional Learning May Be as Important as the ABCs**

Weaving social-emotional learning (SEL) throughout a learner's educational journey is quickly becoming a main-stream priority. The question then becomes, how can we implement SEL strategies for long-term generational impact, not just for short-term brownie points? [Read here](#)

Getting to Know You: Learner Profiles for Personalization

Regardless of the system you are currently navigating, there is a strong desire to build trusting relationships with learners. Explore strategies on how you can build that trust, get to know your learners, and act on the knowledge in a transformational way. [Read here](#)

More Or Less Technology In The Classroom? We're Asking The Wrong Question

As technology becomes a bigger part of the education landscape, what questions should we be asking about its use? [Read here](#) and [share](#) your thoughts with us.

“As in political revolutions, so in paradigm choice—there is no standard higher than the assent of the relevant community...this issue of paradigm choice can never be unequivocally settled by logic and experiment alone.”

— **THOMAS S. KUHN**

Read past issues of
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