

NATIONAL EDUCATION STRATEGY



2019

AUTHOR'S STATEMENT

I frequently tell the story about Henry Ford that goes like this, "If Henry Ford had asked every person what they wanted, they'd have said a faster horse." But of course, he built the automobile.

How do we open Americans' minds to the notion that we can't even imagine what it is that we need next? How do we create opportunities for every citizen so we ensure that the one with the idea of building the next metaphorical automobile is able to do so? How do we create a place of intellectual safety that encourages curiosity rather than squashes it?

There is a line in the movie Zootopia that says, "It's great to have dreams, just as long as you don't believe in them too much."

When did we become a society that is against dreaming? Believing? Discussing? Challenging? Innovating? Being curious? We assume that the toxicity in our nation is limited to politics and television but the stagnancy of the ideas of our leadership, the intent to remain working as we have always worked, and the goal of education to create standardized Americans has led us to a place where ideas, creativity, and problem solving are less and less encouraged.

This strategy is therefore inspired by the innovators, inventors, and challengers of the past whose intellectual courage is now needed to help us design a pathway to the future.

DR. JJ WALCUTT

Presidential Candidate

NATIONAL EDUCATION STRATEGY



The future of education for the United States will necessarily require Americans to learn continuously across the lifetime and be ready for the changes expected from automation, globalization, and digitization.

Learning must be recognized as an individual experience aimed at inspiring curiosity, innovation, self-regulation, and fulfillment.

1. LIFE LONG LEARNING



Preparing Americans for the 21st century requires us to empower our citizens to learn across the lifetime. We need system reform as well as a change in our approach to developing and inspiring young people.

2. TEACHING AND LEARNING READINESS



Teachers need the resources required to teach effectively provided to them, not provided by them. Teachers need pay commensurate with their service and students need the food, home, and educational resources required to be ready to learn and successful in the classroom.

3. OPTIMIZATION



It is time we stopped standardizing Americans and start optimizing their individual skills. Personalized learning allows for each citizen to realize his or her full potential in a manner best suited to their learning interests, pace, and capabilities. By making education real-world focused, we ensure that what's learned can be applied to life, jobs, and future learning.

A hand is holding a tablet computer. Overlaid on the tablet and extending upwards is a glowing, semi-transparent sphere composed of a network of white lines and dots, resembling a globe or a data visualization. The background is dark and out of focus.

INNOVATION

"When it comes to learning innovation...people need to start asking, 'what is the actual problem?' Far too often, I think we solve a symptom and not the root cause...If you really want to start changing what's going on, figure out what the real problem is so that you know you're solving it."

*- Dr. Jeff Borden
Chief Academic Officer, Ucruo Digital Campus*



PILLAR I

Life-Long Learning

Building 21st Century Skills for Jobs of the Future

LIFE-LONG LEARNING

Learning across the lifetime will be a necessity in the 21st century.

As we progress to a nation where technology, automation, and global connectivity are seamlessly interwoven throughout society, Americans will be impacted by a chaotic, fast-paced, demanding world. We need to prepare for this reality. Modernizing the educational ecosystem will involve two key areas:

Whole-Person Development

Social, emotional, and physical development as well as self-regulation skills must be taught and developed from birth to adulthood.

System Reform

Modernizing the learning ecosystem will require a) a digital backbone to carry data across the lifetime, b) teacher empowerment to facilitate learning, and c) connectivity from formal schools to informal experiences to employers.

"The classroom today is still focused on transferring facts and skills from experts to students...and we know, that's not really what's effective. We look at learning as having a finite end. But the reality is that a career change may come and you need to go back to school and you need to learn a new skill. Life-long learning is happening right now. It's happening all the time but how can we build a framework around it that is more formalized and is going to help us teach students and prepare them for this learning model?"

*- Shelbi Kuhlmann-Pratt
Education Researcher*



WHOLE-PERSON DEVELOPMENT

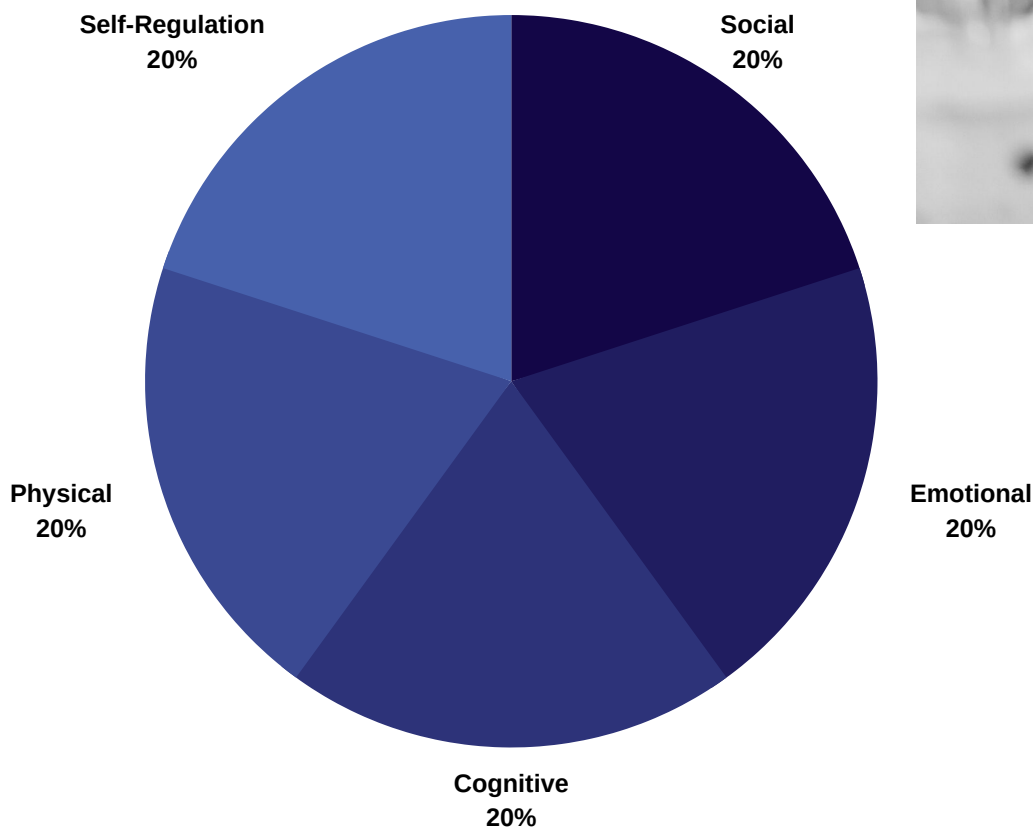
The joy of living should be enhanced by curiosity and the experience of learning.



Learning is an internal thing.

We can provide opportunities for growth and for sharing but you get to pick and choose the stories that you take in and what that means to you and how we develop and how we grow. That's really the ultimate driver – to move people in their own learning journey so they can be prepared for those careers.

*– Lucie Howell
Chief Learning Officer, The Henry Ford*



Education for the future needs to incorporate more than learning factual or even understanding information. It needs to support development of the body, the mind, and how we interact with the world. A **whole-person focus** encourages social, emotional, physical, cognitive, and self-regulation awareness and development across the lifetime.

SYSTEM REFORM, STEP #1

DIGITAL BACKBONE

Developmental Portfolio

It's not about increasing technology in the classroom. It's about using technology to link experiences to create a portfolio across the lifetime, in and out of the formal classroom settings.



SYSTEM REFORM, STEP #2

EMPOWER TEACHERS

Let them teach

Teachers know their students need more than textbooks and listening skills. They need to thrive in and out of the classroom. They need social, emotional, physical, and self-regulation skills too. Policy changes are needed to allow teachers educational freedom to do their jobs.



SYSTEM REFORM, STEP #3

CONNECT LEARNING

Learning is about experience

It doesn't matter where you learn - can be in a classroom or at the beach. What matters is that you gain wisdom, knowledge, experience, and personal growth. Connecting learning across all experiences through the digital backbone will help personalize and optimize your learning journey.



PILLAR II

Teaching & Learning Readiness

**Ensuring Educators and Students have all the resources they need for
success**



**TEACHING AND
LEARNING READINESS**

94%

**PERCENT OF TEACHERS THAT BUY
CLASSROOM SUPPLIES**

We need to determine the gap between what teachers believe their students need and what is provided. Teachers require appropriate resources to be successful.


15M

**NUMBER OF CHILDREN LIVING
BELOW THE POVERTY LINE**

21% of children can't afford school supplies and their socio-economic status adds to pervasive challenges in social, emotional, and physical development. All these issues reduce learning readiness.

NATIONAL EDUCATION STRATEGY

<https://files.eric.ed.gov/fulltext/ED583062.pdf>
<http://www.nccp.org/topics/childpoverty.htm>



K-12 TEACHER AND LEARNER READINESS

We cannot continue to expect that Americans will choose to become teachers, nor that they will continue to be teachers, if we do not provide them the necessary resources to be effective in their jobs.

Teachers need:

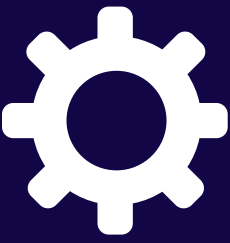
1. Adequate pay
2. Appropriate support and continued training
3. Access to materials
4. Educational freedom to personalize curricula to student/classroom needs

Students continue to arrive in a state that does not promote cognitive readiness to learn. Without the resources and support needed, students are not able to take full advantage of learning opportunities and the nation fails to benefit from their capabilities. **Students need:**

1. Food, health, and academic resource security
2. Access to an education system that builds their capabilities instead of extensively tests them to drive standardization
3. Educational freedom to develop and learn through a personalized curricula

“Teachers are much more important now because there’s so much information out there. That’s why teachers, how we support them, how we prepare them, and how we enable them to really build the trusted relationships matter...Technology can give information but how all these things fit together is a human judgment process...Creativity, innovation, ambiguity – that’s where humans live and that’s where they succeed, and that’s why they’re always going to be necessary – to be the interface between learning and people’s successful lives.”

– Dr. Gerry Hanley, Gooru



PILLAR III

Optimization

Personalizing learning with a Real-world Focus

UNLEASH POTENTIAL

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We think there's a whole lot of potential in an every person that never gets actualized. Talent, creativity, ingenuity, that's all equally distributed. Opportunity is not. All of our learning experiences are directed toward unleashing the potential of every person.

*George Moroz
Special Assistant to the President
The Henry Ford*

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TRANSITION

The industrial model for education led to the development of a system with standard practices applied to all students. As we progress into the 21st century, we need to evolve to a system that not only recognizes, but appreciates and addresses, the differences between students' capabilities and interests.



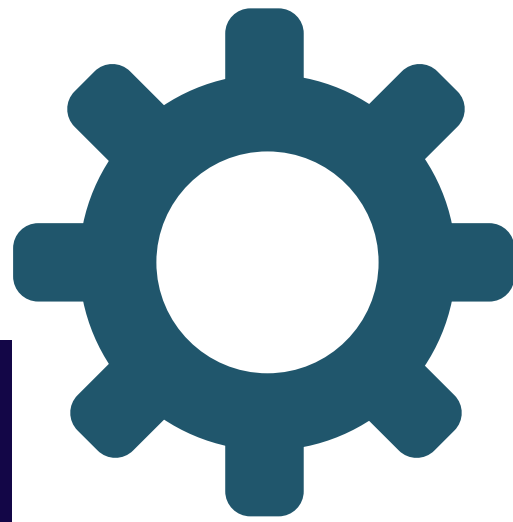
INDUSTRIAL AGE --> 21ST CENTURY

"We now have an industrial education system and its goals are to prepare people for a workplace that doesn't exist anymore. Its methods reflect what you do on the assembly line. We have a one-size fits all process and we keep the amount of processing constant and so some things are made properly and some things are not made properly...and we reject them...But if we could personalize learning, then you master the amount of time that it takes, you use competency-based rather than seat-time-based measures to determine when somebody's ready to move on, and then the time is available to help you with things that stretch you."

– Dr. Chris Dede, Harvard University

COMPONENTS

What We Can Do Better



1 PERSONALIZATION

Empowering every American to be ready for the future requires individualized education plans, goals, and pace.

2 REAL-WORLD FOCUS

Focus on outcomes and tangible goals makes educational experiences targeted, efficient, and better understood.

Real-world Benefits of Arts Education: What do we learn?

"It's different, it's not like math class. You don't have 12 or 24 questions that you fill out and then when you hand it back in, you're done. Check! It's not like that. It's not clear. I'll say - you need to play the first three pages but I don't say you have to have it at this level of musicality. When are you really done? You're never done. You're never done with the 24 questions like math. Check, I did my math homework. What is good? That comes with a lot of self assessment. There's no stop point in music. "Don't play what you see if all you see is what is written."

- Mr. Keith Aleo

Percussion Teacher, Interlochen Art Academy

PERSONALIZATION

Diversity is one of the greatest strengths in the United States yet our education system is built on the notion that all students learn at the same pace and should learn the same information. This is not only not sustainable for individual success, it hinders national readiness because it robs the nation of the unique capabilities of each citizens.

“What I think we need to do more of in the U.S. is in the area of experiential learning. When our students work on open-ended problems, they become designers and they become originators. What I’ve observed...is that our better students are probably receiving more than half of their education outside the standard curriculum, outside their coursework. This involves work on big multi-disciplinary student project teams, it involves entrepreneurship, it involves having international experiences to develop more of a global mindset, it involves a lot of development of leadership.”

*-Dr. David Munson,
President, Rochester Institute of Technology*

DIGITAL REQUIREMENTS

For personalization to be a possibility, we will need to develop a digital backbone - a metaphorical data-highway that carries information about each person across settings and across the lifetime. It will need to be able to ‘credit’ every person with their individual competencies or capabilities. It is irrelevant if you learned something in a formal classroom, while on travel with your family, or through experience in a work setting - learning is learning. Once it can be assessed, a person can receive credit for their knowledge and capabilities.



REAL-WORLD FOCUS

Learning programs are, by necessity, evolving to be more real-world focused. Undergraduate degrees are more and more being focused on ensuring that the skills being taught or the information that acquired is focused on real-world problems, goals, and jobs. This shift aids in comprehension, learning efficiency, and impact.



“Our program requires two co-ops for students before you graduate. They can go to industry or government agencies. The co-op provides opportunities for students to learn in the real world. I often notice that after they come back from co-op, they mature a lot – it becomes real. They are more clear about what they want to learn and more focused.”

*– Dr. Bo Yuan
Chair, Computing Security
Rochester Institute of Technology*



A CLOSER LOOK

The growing national divide: How do we close the gap through education?

Vigorous Civility

"How can we encourage these types of conversations? I have a theory I call advocating for vigorous civility. There is nothing about civility that is not rigorous or robust. People think civility means we just talk about white clouds and doves and sing kumbaya. It's not. Civility are the rules of engagement for how we discuss...and there's nothing that is not civil about vigorous discussion. Vigorous discussion doesn't mean I'm rude to you. It doesn't mean I insult you. It means I challenge your ideas and you challenge mine right back but we do it in a context of civility."

- Frederick Lawrence,
CEO Phi Beta Kappa



~50%

Depending on political party, 49-55% of Americans report fearing the other party.



59%

59% of Republicans and 18% of Democrats report that colleges are having a negative effect on the country.

The Idea of Bothness

"In order for me to be right...you don't have to be wrong. And this fundamental idea is something that can be worked on. We can both be right depending on the circumstances."

-Dr. Aithan Shapira
Making to Think



National Education Strategy

Empowering Americans with 21st Century Skills for Jobs of the Future

Life-Long Learning

Preparing Americans from birth to age 75

Readiness

Providing teachers and students with essential resources

Talent Optimization

Personalizing learning for the real world

AUTHORIZED BY TEAM JJ USA