



Spring/Summer 06 The Journal of Personalised Education Now Issue No.4

## Editorial – Peter Humphreys

*Personalised Education Now* Chair: PEN new look journal 4, the impact of the website, E-briefings and the growth of the organisation.

Our fourth journal sees the transfer of our website header and strap-line to the front and rear pages... but even more importantly there is the usual blend of stimulating and challenging writing. This is the home of paradigm shifting thinking and practice... please share it widely. Pop a copy in the staffroom, coffee table, bus, tube, library, park bench etc. Leave a post-it note with it, create the domino effect! Back copies are always available on the website.

Although the website is still in stages of development we have been delighted with its impact and our ability to connect both with the current membership but also the wider world. We are gaining massive interest from the UK and internationally with a growing cohort of people, who although not members use the website and have signed up to E-Briefing

Members will have already been contacted by Janet Meighan regarding email addresses and *PEN* E-briefings. Briefings will be forwarded to the membership unless they wish to unsubscribe from this service. This is a very efficient and cost effective means of communication amongst the network and I would encourage groups and individuals to forward news items, updates, articles for inclusion. We have a great opportunity to extend communication in ways we have not previously been able. There is so much going on within *PEN* and the work of affiliated groups and it all deserves celebration.

## Personalising Education and Year-Round Learning: Yesterday, Today and Tomorrow – Don Glines

Don Glines gives us a US perspective on personalising education and illustrates perfectly just how far current mainstream educators on both sides of the 'pond' need to shift their thinking. He challenges us be risk-taking educators. He is of course right ... personalising education is too important to leave to chance.

### The Problem

The established leaders of traditional government-funded schools have seldom, if ever, comprehended a philosophy providing for personalised year-round continuous learning opportunities for all who would benefit from non-traditional environments. There have been many past efforts to offer alternatives to the outmoded concept of schooling - the requirement of specific curriculum and attendance hours and days each year. However, still dominant is the continued insistence by the political powers to control a vague "something" they label education.

Winston Churchill recognised the problem when he stated that "schools have not much to do with education... they are mainly institutions of control... Education is quite different and has little place in school." There is NOW a more essential mission for risk-takers: to go beyond both schooling and education and create evolving personalised learning systems for the present and the future.

One effort to change the conventional required-of-all schooling structure has been a concept called "year-round education." Unfortunately, the idea has been misunderstood worldwide; worse,

it certainly has not been visionary, for in most designs it has merely been a twist in the decades-old schooling formats. Most European and Asian systems, where 240-260 day school years are common, claim they are already "year-round." In the United States, where school years are usually 170-180 days, leaders believe they are "year-round" by spreading the 180 days over 12 months rather than the usual 9-month September to June period. The potential merits of providing choices for learners through continuous learning systems have been ignored.

Schooling is not learning, but in the present context, "schools" should never close. They are supposed to be helping institutions and therefore they should be like hospitals, open 24 hours, 7 days a week, 365 days each year. Would communities accept closing hospitals—also helping institutions—for 125-180 days each year?

"Schools," by reallocating resources and changing philosophies from group-paced universally mandated schedules and curricula to choices of personalised learner-centred programs for individuals, can function the same as hospitals. Learning opportunities exist everywhere without schools, but those considered "school-assisted" should be available 24/7/365 each year.

The comic strip Peanuts provides a perfect illustration of the problems of change. Lucy asks Charlie Brown: "On the cruise ship of life, which way is your deck chair facing?" Charlie responds: "I don't know. I've never been able to get one open". Like Charlie, tradition-bound educators have never learned how to open their deck chairs.

### Some History

The notion of year-round education, using the United States as an example, began in the founding decades of the nation, when youth attended "school," if at all, periodically throughout the year depending upon weather, transportation, farming, wars, and availability. Later, in 1870, to provide for children of parents working in such places as textile mills in emerging cities, "vacation schools" were created by social agencies to fill the gaps caused when the government-funded systems reduced from 250 days a year as in 1840 Boston to 190 days.

The first acknowledged "modern" programme labelled year-round was developed in the small rural community of Bluffton, Indiana—a four-quarter (12 weeks each quarter) system to provide more space; students chose any three of the four quarters, or if room, could attend all four for remediation or acceleration. Such a plan later led to the 45-15 calendar (45 days school, 15 days vacation repeated four times), the 60-20, Quinmester, and Concept 6, among others. By dividing the enrolment into three or four groups and rotating in "multiple tracks," a building could house 33 to 50 percent more students. If the site was not overcrowded, such calendars were used as "single track" to spread the school year over 12 months to lessen the now-confirmed summer learning loss syndrome.

Most of these traditional year-round calendars were designed for the wrong reasons: to create space to house more students, or to try to raise test scores. Intersession classes, offered during vacation periods, helped bridge the learning loss syndrome or enrich the curriculum. Unfortunately, few of these plans reflected the philosophy of lifelong continuous learning, and choice for students, parents, and teachers of "vacationing" and "learning" whenever desired. It is indefensible to utilise tax-funded facilities only 6 hours a day, 5 days a week, 9 months a year in the United States, or other non-continuous usage schedules worldwide.

The most innovative early year-round plan was the Platoon System and Work-Study-Play program created in Gary, Indiana — a steel mill city — from 1907-1937. Schools were open 50 weeks each year, 12 hours a day, 7 days a week at the same cost and with better results than similar Indiana districts. Students rotated, half studying reading, math, history in the morning with exciting elective choices in the afternoon, while the other half reversed the AM/PM schedule. This plan doubled the enrolment and provided money for gymnasiums, swim pools, playground areas, vocational shops, and science laboratories. The required 8 AM to 4 PM day enabled students to study "academics," prepare for vocations, and play. Adults were mixed with youth whenever desired or feasible — "A child's world within an adult clubhouse." The Gary approach began in 1907; 100 years later, traditional school people still cannot comprehend how such a system could function in their communities.

### Learning Futures

The most advanced plan yet for year-round personalised learning was the design for the proposed Minnesota Experimental City (MXC). There were to be no schools or colleges; learning was envisioned as a lifelong concept with the city as the living learning

laboratory. People would "study" in existing facilities — homes, city buildings, businesses, outdoor sites — and in special facilities as the Family Life Centres, Stimulus Centres, Beginning Life Centres, Project Centres, Gaming Centres, and Learner Banks. This design was for 250,000 people on 60,000 virgin acres, only 10,000 of which were to be cemented; the central city was to be covered with a geodesic dome for year-round climate control. No cars were to be allowed, people movers and waterless toilets were planned, along with all the latest available electronic equipment. People would be connected as desired through the sophisticated LORIN computer system (Learning Opportunities Resources Information Network).

The personalised learning system for the MXC was based upon valid assumptions: learning is life, learning occurs everywhere, people can learn on their own, everyone is important, authority is shared by all, education is a lifelong process and should be tailored to the individual, and people will form positive social networks without formal schooling. Delivery of opportunities was to be through a variety of avenues, none of which involved a school or site where students had to report each day.

Such a design is even more possible today with the emerging next technological revolution on the horizon involving smart machines. The current computer, internet, email, cell phone, virtual learning, and satellite technology are already obsolete. Present home schooling designs will be outmoded. With the ability to put people on Mars in 20 years, certainly "school people" can determine a way to replace the existing conventional rituals in both the United Kingdom and the United States, which unfortunately still mirror the structures described in 1911 by Edmond Holmes as *The Tragedy of Education*. Earlier, in 1895, Oscar Wilde wrote, "The modern system of education is radically unsound..." In 2005, "modern education" is still radically unsound.

The MXC came within a year of breaking ground, but the Minnesota Legislature placed a hold on the project. Obviously the concept is exciting and feasible; somewhere a similar proposal will be realized. Meanwhile, most of the planned MXC personalised learning system can be implemented as a choice in existing education designs. The key for innovative leaders is IMAGINEERING—to imagine, then invent, and implement. In a world full of COPYCATS, it is time for action—for creative educators and community leaders as risk-takers—to be ORIGINALS.

### Reality Model

Personalised continuous year-round learning systems based on MXC concepts and volumes of conclusive research have already been pioneered. One of the best examples of what can be done now to create personalised choices for learners was the program designed for the Wilson Campus School, Minnesota State University, Mankato. In conventional terms, Wilson was a year-round education (YRE) plan. But in contrast to all the traditionally structured YRE schedules, Wilson created the Personalised Continuous Year Calendar. "School-related" learning opportunities were available 24 hours a day, 365 days a year.

Wilson students, a social and economic cross-section of the community, developed their own study programs. There were no required classes from kindergarten through secondary graduation. Pre-birth, infant, preschool components were added to the conventional K-12 years, as were university bachelor and master degree programs. Senior citizens were a part of the plan. Wilson

was described in the media as a "cradle to grave learning environment under one roof."

There were NO schedules, courses, homework, required attendance patterns, report cards, tests, OR "grade" levels. Students decided what they wanted to learn, when, where, and how. Primary age youth had the same freedom. Advisors and facilitators were self-selected by the learners. Students could "vacation" whenever they wanted, or "learn" at school, at home, in the community, or in the world through arrangements with schools in other countries.

The building was open approximately 250 days each year. When it was "closed," as on Sundays, students could still "learn." As illustration, they could earn "credit" on Christmas Day working in a homeless shelter. What better way to learn sociology than by directly assisting people affected by homelessness. Other students might be on "vacation," but spend part of it studying history on a Native American reservation, learning Spanish in Mexico, interning with the mayor, conducting a science experiment in the chemical plant, or examining nature at the local pond.

Within the school building, all age levels were mixed and learned together. Prebirth mommies, kinders, "7th" and "11th" graders, university students, and senior citizens could concurrently be in a given location. With the school as much like a hospital as possible — always open — and with self-directed personalised learning available every day of the year, the merits of year-round education in providing choices were unparalleled. Where governments have minimum attendance days, whether 180 or 240, students could meet those requirements by "days present" rather than "days absent," for any time they can validate "school-related" learning activities. Youth could be gone for a day, a week, a month, or furlough for a year and never miss anything, or could accelerate by heavily involving themselves in multiple studies over a shorter period of time.

#### Implementation Methods

Given the current political climates in the United Kingdom and the United States, and faced with the overwhelming number of "school people" who are unwilling to risk change or even to understand the reasons for student choice, it is almost impossible to overhaul the entire government system of schooling today. Private schools are beyond the means of all but a few. However, on a voluntary basis, personalised learning systems can easily be implemented. In a given community, one school might be reserved for volunteers to participate in a new version of the MXC and Wilson concepts. In another community, several schools might be designated as alternatives to the conventional.

Other options include schools-within-a-school, where parts of the students remain in the conventional structure while others volunteer for forms of personalised learning. The latter can be created in any size school. Wilson had 600 students, football, basketball, music, art, and any individualized or group curriculum opportunity desired. The same philosophy can be implemented in a small school of 100-200, or in a large one of 3000 by creating five or six "houseplans" of 500 or 600 each. The MXC plan, with no schools at all, was to serve a population of 250,000. The mechanics are easy where there is commitment.

#### Action Steps

The Tragedy of Education — required of all — schools can not continue unopposed. Risk-takers must challenge parliaments, legislatures, local councils and boards to demand that volunteer families be given the opportunity for personalised learning systems.

Diverse options cost no more than uniform one-size-fits-all mandates. No research supports the rituals and ceremonies of traditional schooling. However, ample research is available to support changing the old structure. If necessary, families, teachers, and students who believe in options must be willing to "go on strike" — to refuse to attend the politically burdened government system long enough to attain national attention.

The mandated conventions can be challenged in court with all the research proving that most students learn better when given their choice of learning styles. The famous Eight Year Study (1930-1938) in the United States proved beyond doubt that success in college, work, and life bears no relationship to which courses are taken in high school. The keys were learning how to learn and enjoying learning experiences. The Plowden Report led to the often successful British Infant School. A "revolution" by a critical mass leading to newspaper and television headlines would force discussion on the reality of providing optional programs for everyone — ranging from the conventional to modified to personalised year-round continuous learning.

United Kingdom and United States history students know of the Boston Tea Party; a small seemingly insignificant piecemeal start became a catalyst for eventually creating a new nation. In a past *Education Now* edition, the reminder appeared that the 21st Century arrived with the same schooling structure that was present upon entering the 20th Century. Will it be written that the 22nd Century arrived with the same school structure as that of the 20th Century, or will enough risk-takers finally successfully challenge political structures and implement voluntary personalised learning systems for now and into the future?

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### Ed Lines

**Question:** (from the editors of *Education News*, New York City): 'If America's schools were to take one giant step forward this year toward a better tomorrow, what should it be?'

**Answer:** 'It would be to let every child be the planner, director and assessor of his own education, to allow and encourage him, with the inspiration and guidance of more experienced and expert people, and as much help he asked for, to decide what he is to learn, when he is to learn it, and how he is to learn it, and how well he is learning it. It would be to make our schools, instead of what they are, which is jails for children, into a resource for free and independent learning which everyone in the community, of whatever age, could use as much or as little as he wanted.'

*John Holt*

# The Learner's Charter For A Personalised Learning Environment.

- The core group from the seminar series 'Beyond the Blackboard: Digital Technologies and Learner Voice'.

This charter is a gives very useful insights into the learner's perspective and is relevant for any personalised learning setting.

As a learner I expect:

## Choices

- To be considered as an individual with wide-reaching potential irrespective of age, gender, disability, ethnicity or socio-economic status.
- To take joint responsibility for and be seen as an active agent in determining my own learning priorities.
- To understand and critically engage with the choices open to me in the education process.
- To understand the potential implications of these choices personally, socially and economically.
- To develop the personal and social skills and attributes necessary to make these choices and to engage with the people and resources of the education process.

## Skills and knowledge

- To be supported to co-design my own curriculum and learning goals.
- To draw upon and make connections between the expertise and competencies I develop across all areas of my life.
- To develop my expertise and understanding in knowledge domains that are of personal significance to me.
- To be supported to take risks and develop understanding in unfamiliar knowledge domains.
- To have access to learning which will prepare me well as a member of the adult population.

## Appropriate learning environments

- To have access to different teaching and learning approaches and resources that meet my needs.
- To have access to people who are able to extend and develop my understanding in my chosen areas.
- To have access to learning environments and resources that enable me to develop my understanding and experience in authentic and appropriate contexts.

## Feedback

To use diverse assessment tools to enable me to reflect upon and develop my own learning at times and in sites appropriate for me and in ways which inform decisions about my future learning.

- To have access to a diverse range of assessment mechanisms and media that are appropriate to the activity I am participating in.
- To achieve recognition for learning irrespective of the context of my learning (in home, in school, in workplace, in community).
- To achieve recognition for learning that enables me to progress within the wider community.
- To participate in assessment activities that provide feedback to the education system and are used to improve the learning environments in which I learn.

The seminar series were held by NESTA Futurelab, Demos, Becta and Toshiba. A report Personalisation and Digital Technologies was authored by the Core Group Hannah Green (Demos) Keri Facer & Dr Tim Rudd (NESTA Futurelab) Prof Patrick Dillon (Exeter University) and Peter Humphreys (Personalised Education Now). Digital and hard copies of the report and the charter available free from <http://www.futurelab.org.uk/research/personalisation.htm>

## The Essence of Home-Based Education.

- Claire Tumham

At *PEN* we have used home-based education as an example of what can be achieved in a rich, diverse personalised education landscape. There are lessons for all settings within the landscape. We recognise it is not a solution for everyone but Claire illustrates just what it can achieve. (This article was previously published in the Parliamentary Monitor)

Home-based education, at its foundation, is about parents taking responsibility for the education of their children in a secure, relaxed, nurturing and learner-centred environment. It offers each child the opportunity to develop their own skills at their own speed within individualised learning programmes designed around their unique needs, interests and learning styles. This personalised approach effectively offers greater freedom and flexibility for each child to learn what they want, when they want and how they want to. Using their natural curiosity and the intrinsic motivation this creates, they can be supported to develop their own skills and increase their knowledge, understanding, creativity, talents and interests, in a way which suits them best. Research<sup>1</sup> shows that home-educated children outscore their school counterparts regardless of their parent's level of education. Furthermore, regardless of the reasons families choose to home educate, they very rarely have any regrets and find that this type of familial learning is more fun than they ever imagined.

Within home-based education much of the learning takes place spontaneously through discussion and purposeful investigation. Contrary to popular myth, home-based education involves much more than being isolated or sitting around the kitchen table. In reality, Home is a base for planning and preparing a range of activities which are then carried out within a variety of different settings as individuals, pairs or groups of same or different ages, interests and abilities. Home educated children, more often than not, have very well developed social skills and belong to many varied and fulfilling social networks. With more and more families actively choosing home education as an option, children are also more likely to feel confident in the company of adults and develop strong personal relationships with them.

Home-based education changes the focus from "what we learn" to "how and why we learn". Home educating families observe their children asking questions, seeking answers and making personal discoveries in and around their home, community, and world. Technology also plays an important and ever-increasing role in bringing local and global learning communities together.

Home education is also about learning with others using local resources and sharing real life experiences. Home education often involves a multi-sensory approach. It can be a more hands on, thinking, feeling, doing, making, creating and exploring education. It's about preparing children for life by living and learning within it. Home-based education offers more than an academic education. It recognises that there are multi intelligences and allows more space for each child to develop them. Home education also encourages the sharing of values such as empathy, acceptance, tolerance, understanding, compassion, confidence and self-esteem.

With the world at your door there are no limits and the learning possibilities are endless for both children and adults learning in

tandem. Perhaps though, the greatest joy of all is for families to spend time with each other and enjoy learning together. Most importantly, to individual families developing a strong personal relationship with your children and engaging with them in this privileged way will ultimately bring the greatest rewards.

<sup>1</sup>Paula Rothermel, University of Durham, 2002 - Working Draft - Presented at the BERA Annual Conference, Exeter, 2002 - <http://www.dur.ac.uk/p.j.rothermel/> (<http://www.education-otherwise.org/Links/Research%20Papers/ResearchIndex.htm>)

Claire Tumham (BA Dip Tch [NZ] ) is a home educator and mother of Poppy, Celia, Theo and Fern. Claire is also media co-ordinator for Education Otherwise and director of Birth and Beyond Limited.

## Educational Heretics Press and Education Now Books

- Professor Roland Meighan

The supply of material leading the way to a Personalised Educational Landscape continues to flow.

The new series, *Community-Creativity-Choice-Change*, edited by Mark Webster continues with the latest books in this series: *Comparing Learning Systems: the good, the bad, the ugly and the counter-productive* by Roland Meighan, Educational Heretics Press, ISBN 1-900219-28-X and *Informal Education* by Tony Jeffs and Mark Smith, Educational Heretics Press, ISBN 1-900219-29-8

Find details via [www.edheretics.gn.apc.org](http://www.edheretics.gn.apc.org) the link from the PEN website <http://c.person.ed.gn.apc.org/> or via the General Office Address on the back page.

Professor Roland Meighan was a director of Education Now and is a leading thinker, publisher, and author of Education Now and Educational Heretics Press. He has written and presented extensively across the world. His booklist is too numerous to list but includes *A Sociology of Educating* with Iram Siraj-Blatchford, Continuum Books (4th Edition .5th with Prof Clive Harber pending) ISBN 0-8264-6815-2. His latest work is *Comparing Learning Systems: the good, the bad, the ugly and the counter-productive* Educational Heretics Press, ISBN 1-900219-28-X

## Ed Lines

"All my own work as a teacher and learner has led me to believe ... that teaching is a very strong medicine, which like all strong medicines can quickly and easily turn into a poison. At the right time (i.e. when the student has asked for it) and in very small doses, it can indeed help learning. But at the wrong times, or in too large doses, it will slow down learning or prevent it altogether."

## Worth a look... websites

HEFES <http://www.hesfes.co.uk/index.html> The Home Educators' Seaside Festival is the World's biggest gathering of home educating families. Children who are in flexi or full time school are also very welcome.

## Book Review

### - Peter Humphreys

*Reinventing Education. A 'Thought Experiment'* by 21 authors, Edited by Vincent Nolan and Gerard Darby. Synectics Education Initiative (SEI) 13 Marsh Lane, Stoke Mandeville, Buckinghamshire, HP22 5UZ. ISBN 0-9538534-1-1

This book does what it says on the cover! 21 authors from a wide range of perspectives engage their minds on the task of how we would meet the educational needs of the next half century, if we were starting from scratch, unconstrained by existing institutions, beliefs and assumptions.

The contributions have been freely given and are free from editorial imposition. In this sense the book is an eclectic collection with chapters ranging from 'Learning to Learn'; 'Can Schools be Reinvented?'; 'Nourishing the Special Needs of Every Child' to 'Refounding Education on Evolutionary Psychology'. It is difficult, therefore, to synthesise and draw out key themes. Indeed, the editors admit this, but nonetheless, they describe a number of impressions:

- *The huge opportunity for change*
- *The passionate commitment of people from within and beyond education for change*
- *Encouraging signs in some quarters of change*

They also caution that:

*'So long as mainstream education continues to be dominated by the narrow academic perspective of intellectual ability as manifested in exams... and to be achieved in schools with compulsory attendance, valuable innovations are likely to die from lack of support. We need a radical shift in thinking...'*

A quick dip into some of the contributions reveals...

'Stranger than Fiction' is Barry Fryer's take on education in 2055 where 'It seems quite likely that there will be no schools, colleges or classrooms. Teaching as we know it may disappear... students will probably have managers and mentors rather than tutors guiding them through a vast array of online resources, supplemented by periodic group activities at a wide variety of venues.'

Andrew Bailey's 'The Dialogue Dividend' is most helpful for his flagging of the issue. It is indeed critical for learning that dialogue is centre stage and he is absolutely right in calling for a revolution in our thinking. Our home-based, informal and community learning advocates know this only too well.

In 'The Organised Encouragement of Learning' Vincent Nolan works through a clear positive vision of the society he would like to develop, through universal mentoring ideas, a General Certificate of Personal Maturity (made up of learning competencies, life skills, interpersonal skills and emotional intelligence) to invitational, year 24/7/360 localised learning centres serving as mentor bases.

Professor Cullingford's 'Can Schools be Replaced' ends profoundly 'The only alternative to this hopeless activity... is a growing, collective realisation of the truth. ... Perhaps the way to kick start the change can be found in contemplating a simple proposal: abolish schools.'

Richard House argues in his chapter Waldorf education that Steiner's approach is the most comprehensive and holistic approach to take. Others look to education built on creativity 'Embodying Creativity' (Ruth Nolan), 'Creativity: the Road to Enlightenment in Education' (Trevor Davies) 'Nourishing the Special Needs of Every Child' (Christopher Gilmore).

I would recommend this book as an interesting pot pourri on the subject of reinventing education. It cannot give us a clear lead other than glimpses on future education because of its diversity. But this should not detract from its worthiness. Perhaps the next step for readers of this book is immersion in the principles and resources of Personalised Education Now... I'm sure they will find what they are looking for!

Peter Humphreys is Chair and Trustee of PEN and Managing Editor of the Journal. He spent 25 years as a teacher in Birmingham, 9 as Head Teacher of a Primary School. He now works as an Associate Adviser in Birmingham LEA and as a consultant with BECTA (British Educational Communication and Technology Agency). He writes in his personal capacity.

## Dispatches from our Grandfather Correspondent

### - Michael Foot

Michael reflects on his grandchildren's learning experiences and on the place of libraries and discovery centres in a personalised educational landscape..

To begin with a story - a true story - of our times.

Monday 26 September 2005 was James's first day at school. Or, to be more precise, it was his first afternoon at school. The 'summer birthdays' were beginning school on a part-time basis. Full-time schooling for them would not begin for a couple of months.

On Wednesday 9 November 2005 James was bitten at school. He had not mentioned it at home until, as he was changing his clothes, we saw a bite mark on his left shoulder. Even then he made little of it, although a classmate named Kieran was mentioned.

James's mother telephoned the school and spoke to the head teacher. She then reported to James that (let's call him) Mr Smith would speak to Kieran the next afternoon and that he would probably want also to speak to him. James asked where this conversation was likely to take place and was told that it would most likely be in his classroom. On hearing which James asked: 'Will Mr Smith know where our classroom is?'

Which, considering that James had been at school for over five weeks discounting the half-term holiday, probably says it all really. It probably says all that we need to know about the present priorities of head teachers of even modestly sized primary schools. Are these priorities of their own choosing, I wonder? Or are they, as I prefer to believe, priorities to which they have, directly and indirectly, been pointed?

The day before this incident, afternoon-only schooling for James had meant that he could accompany his sister Gemma, their mother, and my wife and I to the regular Tuesday morning story-time at the public library. There were about fifteen young children present, seated on the floor with their parents - mostly mothers, but in one case a father who was there with his twin daughters. Two librarians read four books to them and involved them, as appropriate, in actions and vocal responses. Afterwards the

children were invited to colour a picture related to one of the stories they had heard. Some of the children chose to do so.

Across the way, some adults were reading the library's newspapers and magazines. Others were choosing books, CDs, videos and DVDs. Upstairs, two gentlemen were researching from books in the reference library, and all of the library's computers were being used.

Here, at ten o'clock on a November Tuesday morning, was the public library fulfilling its role as a valuable and valued public resource. Here, in action, was evidence of Roland Meighan's contention that we already have 'a democratic learning institution in our midst' that is based on the principle 'that only learning by invitation and choice is education - not learning by compulsion. It is called the public library system.'<sup>\*</sup>

And here, in the form of a county council pamphlet entitled 'Discovery Centres: Discover a new generation of libraries' was the prospect of exciting further development. The ambition is that the new discovery centres will 'offer more to users and place libraries at the heart of its (sic) community.' They will expand the traditional role of libraries to include, for example, 'museum exhibitions, local history resources, a cafe, areas to relax and read, art exhibition space, meeting rooms and ICT facilities.' They will be 'family friendly and great places for young people and for those who are learning and studying. They will offer areas to relax with friends, space to think and rooms for community groups to meet.' Crucially, also, discovery centres will be open for longer than existing public libraries.

If ambition becomes anything like reality, then public libraries/discovery centres will become resources for living and learning that will be even more valuable and valued than they presently are. And how I wince to the irony that public funds are to be used to further develop part of the framework of alternatives to publicly funded state schooling! Dare we hope that Roland Meighan's heretical dream of abolishing the DfES and establishing a Department for the Encouragement of Learning instead, and recycling all schools into public libraries-type local community all-age learning centres might be edging a little closer to becoming reality?

Finally, in this latest dispatch from the front, a story - another true story - for all times:

To record and to celebrate Gemma's discovery, aged two and a half, of the word 'maybe'. For example, early morning hiding from James: 'Maybe - if we get under the duvet...' And to record and to celebrate her grandfather's realisation - after two children of my own and one grandchild older than Gemma - of the empowering nature of the word 'maybe'.

Gemma can now speak of alternatives and possibilities and probabilities. How much, I wonder, did she think in these terms before she acquired the spoken language? How much has the spoken language, the word 'maybe', empowered her thinking? Whatever, the empowering qualities of a number of words are now to be realized and to be treasured. Words like 'maybe', and 'if, and 'unless', and 'or', and 'possibly', and 'perhaps', and... all of them little words which contain such potency. And it is a potency which the two-year old has revealed to me, the 62 year-old.

As I say, a true story not just of our times - but for all times.

*\* See, for example: 'Comparing Learning Systems' by Roland Meighan (Educational Heretics Press, 2005)*

Michael Foot is a retired Primary Head teacher and was a long time member of Education Now and regular contributor to News and Review. He has co-authored *Let Our Children Learn*, Educational Heretics Press, ISBN 1-871526-49-3 and contributed a chapter to *Damage Limitation: trying to reduce the harm schools do to children*. Roland Meighan. Educational Heretics Press. ISBN 1-900219-27-1. He is also a school governor

## Ed Lines

'So let me get this straight... We're in the catch up class and we're meant to catch up by going slower than they are?'

*Bart Simpson (TV The Simpsons)*

## Case Study - Review Process for Home - based Education - Hazel Clawley

In stark contrast to the overbearing assessment processes that characterise much mainstream schooling and diminish the love of learning Hazel recounts her experiences and strategy

I kept a daily handwritten journal, primarily to provide a written record of the children's activities and evidence of their learning to satisfy the Local Education Authority advisors on the occasion of their twice-yearly inspection visits to our house. On these occasions I handed them a summary of the past six months' activities, based on the journal, but couched in the kind of curriculum-jargon they could relate to. I had no intention of exposing them to the journal itself, written in the heat of the moment, full of questioning and doubts as well as high moments - and revealing the possibly disturbing fact (to advisors) that the children spent most of their time engaged in imaginative play.

At the time, the children showed little interest in the record. They were unimpressed with my attempts to introduce a "Plan, do and review" way of working. If plans were made, they were often abandoned in the face of some new, absorbing interest inspired by a visit or a new book or a television programme. "Reviewing" was a tedious chore to children always moving on to the next exciting discovery. They were never in any doubt that they were learning and developing. Learning was as natural as breathing, as John Holt said. It was the grown-ups who were obsessed with checking, testing, measuring, recording.

However, now that the children have grown up, the journal has its own important place in our family life. It provides a fascinating and unique record of our learning together over many years. Some extracts shows how progress and development were recorded and celebrated:

Self-assessment:

"J (aged 8) did some writing about Tintin [a teddy we had rescued from an empty house], and had a little tearful tantrum because he wasn't satisfied with what he'd done. I said that no one gets it right the first time: he could treat his work as a first draft and improve it. He could destroy any work he wasn't satisfied with. He cheered up at this, and disappeared upstairs, coming down later well-pleased with his second attempt."

"T (aged 7) completed a page from her *Words and Pictures* workbook, now very competently, and criticising her own former attempt at these pages very articulately."

"J painted a desert scene for the model theatre, and carved a camel's skull from soap. He later looked for a picture of a camel's skeleton in one of his information books, compared his carving with the picture, and made improvements."

#### Showing others:

"Terri [family friend] visited, and both children eagerly showed her things they'd made recently. They got out their old box files [in which previous artwork etc. was stored], and had a nostalgic evening."

"J made a paper basket, containing paper people, and suspended it from a balloon. Then he made a display of all his paper craftwork."

#### Comparison with previous efforts:

"T's first successful attempt at reading listings in *Radio Times*."

"Swimming at lunchtime – all ambands discarded for the first time."

"T can now climb a few feet up the door frame, in J's fashion.

Correction! She can climb all the way up!"

#### Parents' close observations over a period of time:

"T has made great strides in reading ability during the summer holidays, during which time she has had no formal tuition, but access to lots of lovely library books and comics. Occasionally she asks about a word – for example, in the bath the other night she said, 'How do you spell "lotion"?' – looking with a puzzled expression at a bottle on the shelf. I told her, 'That's a funny one,' she said. I agreed, and said '-tion' at the end of a word was usually pronounced 'shun', and gave her 'station' as another example. End of conversation, point taken."

Hazel Clawley was involved in home-based learning with her own children for 12 years; during that time she helped to run community playgroups and playschemes. As a Green Party activist, she convened the education policy group for 10 years. She is a long-term supporter of Education Now, and currently a PEN trustee.

## Book Review

### - Christopher Shute

*Worlds Apart* by David Gribble. Published by Libertarian Education. Distributed by Central Books. You can order from [www.libed.org.uk](http://www.libed.org.uk). ISBN 0-9551647-0-2

"Your trouble, Mr Shute, is that you talk to the children. You can't control them if you listen to them." Thus the dread Miss B, the school's Discipline Machine. She was of course right as far as her traditional school went, but even then decades ago I wasn't convinced, which is why I was glad to read David Gribble's latest book. It is all about listening to children.

Gribble takes short comments from the staff and pupils of state and private schools on important topics, and sets them opposite similar comments from Summerhill and Sands School.

The reader quickly becomes aware that the schools which provide the texts on the left-hand pages – the comprehensives and so-called 'Public Schools' – do not trust or have the confidence in their pupils. There is much talk about what children have to do, what is expected of them and what will happen if they do not comply. Several pupils are quoted who seem happy enough with the regime in their school, and even praise it, but the core of interpersonal relationships in these schools is summed up by a

student who opines that "Some of them call us by our first names but we call them Sir or Mrs Macintosh or whatever. It would make authority impossible if we were allowed to call them Brian and Nancy. It makes me laugh to even think of it." The corresponding comment on the right-hand page, from Summerhill and Sands simply says "Everyone calls everyone else by their first names or their nicknames. No-one ever gets called Miss or Sir.

So one type of school blithely crosses a boundary which seems to the other like an impenetrable barrier. Traditional schools organise themselves around the idea that children are tricky, evasive, incapable of acting responsibly or learning from their mistakes, and above all, completely unable to decide anything other than the most trivial details of their daily lives. The free schools reveal children who are perfectly able to run their own lives, to choose and pursue their own aims, and treat adults with precisely the respect they receive from them.

Traditional schools see themselves as repositories of certainty, guardians of what is and always will be. Their adult members expect to be 'respected', that is deferred to in all situations. The prospectus of Kirkbalk School says baldly 'All pupils are expected to... acknowledge the authority of all staff'. Nothing is said about staff who do not merit respect, or children who show respect in more informal ways. Sands School says almost the same thing: 'The Staff are trusted and their opinions are treated with respect'. However, there is a world of difference between the two attitudes. Kirkbalk School presupposes that being a teacher entitles one to unquestioning obedience: Sands engages teachers because they merit the respect of their pupils.

The book also contains photographs taken in both traditional and democratic schools. We are, perhaps, used to seeing children lined up in formal rows and gazing forward into the middle distance or doing some organised activity in a setting bounded by the walls of a schoolroom or the lines of a pitch or a court. The pictures from Sands and Summerhill, on the other hand, show young people as they choose to be, playing relaxing, taking part in lessons from comfortable, though sometimes unconventional positions – sitting or lying on tables, or sprawling in the open air – and being themselves. This prompts the reflection – or should do that the formality of traditional schools is supposed by those who run them to be inescapable and essential to the very fabric of a school, yet there are perfectly well-ordered and successful schools which utterly reject formality and all the defence mechanisms so dear to disciplinarians, without losing the willing compliance of their pupils. It is disturbing to think that so many people assume you cannot educate children without disabling their free will and their individuality.

I have heard more than one head teacher assert, "There is no bullying in my school!" I have also discovered that this is invariably not true. Schools are a bully environment, and even democratic schools can harbour difficult youngsters. Traditional schools find it very difficult to act against bullying because they are simply too large. The pupils develop strategies largely aimed at seeing that the bullying happens to someone else rather than them. "A big school like ours is intimidating, and friends are often made because newcomers want someone to hide behind and to be protected by those who are used to the place," says one traditional school pupil. The democratic schools presents a vivid contrast: "Because everybody is sort of looking out for everyone else there is hardly any bullying, and people who have been frightened of going to school before often get to feel quite happy and confident here."



If this book had no other purpose than to compare and contrast the traditional and democratic schools it would be worth the money, but it achieves more than this. By giving a voice to pupils as well as staff it compels the reader to make a series of value judgements about the education which both categories of school offer their students, and to arrive at an opinion about the vexed question of who, precisely, education is for. It does not seek to condemn traditional schools as one would condemn slavery or fascism, but simply to ask, again and again whether good education can really happen where children are not happy, accept without question everything which happens to them and take no part in deciding what they learn, how they learn and what happens to them if they break the rules.

Of course, a book like this seems to have little about it which would make a committed traditionalist want to read it. It has no high-flown theorising about efficient teaching or slick organisation. Instead it postulates that above everything else, a school, or any other place where education happens, must be kind to its clients and strive to make them comfortable as they learn and able to take responsibility for their lives as soon as they can, rather than only when their pastors and masters can no longer keep them in subjection.

Christopher Shute is Copy Editor of the journal and trustee of PEN. After 25 years secondary teaching Chris has researched and written widely on education. He was a regular contributor to Education Now News and Review and is author of *Compulsory Schooling Disease*, Educational Heretics Press. ISBN 0-9518022-5-9 in addition to books on Alice Miller, Edmond Holmes and Bertrand Russell (all in the Educational Heretics Press and Education Now Publishing catalogue)

## The Children Who Don't Deserve Education

- Terri Dowty

In a personalised educational landscape we need a complete overhaul of our attitudes and laws relating to young people. Terri points out a group of children who are not only failed by their parents, communities and schools but also the law.

### The children who don't deserve education

Whenever I'm asked to speak about education rights, I like to slip in a favourite question: how many people think that all children in the UK have a guaranteed right to education? Usually my audience looks puzzled, but gradually most of the hands go up. Sadly, they are wrong, but their mistake is entirely understandable.

The Education Act 1996 gave every child the legal right to education apart from one small and significant group. Section 562 of the Act says that:

*'No power or duty conferred or imposed by or under this Act on -*

- (a) the Secretary of State,*
- (b) local education authorities, or*
- (c) parents,*

*shall be construed as relating to any person who is detained in pursuance of an order made by a court or of an order of recall made by the Secretary of State'*

In other words, any child who is held in the secure estate has no right to education. Let me give you some facts and figures to assist in putting the implications of this into some kind of context.

Throughout most of the UK children over 10 can be held criminally liable for their actions; in Scotland this drops to 8 years of age – the lowest in Europe. For comparison, the age of criminal responsibility in the rest of Europe is generally set somewhere in the mid-teens, and it is worth noting that there was outrage in the Czech Republic last year when the age was lowered from 15 to 12.

As a rough guide, at any given time in England and Wales there are 3,000 children and young people in custody, two-thirds of whom are held in Young Offender Institutions (YOIs). The remainder, generally those aged 10-16, are either in local authority secure care or in the PFI-run Secure Training Centres (STCs); around 500 of these children are aged under 16. In 2004 just over 6,500 young people between the ages of 12 and 17 spent time in custody, around 2,500 of whom were below the statutory school leaving age.

A high proportion of those detained have special educational needs: for example, a Youth Justice Board Audit in 2001 estimated that 50% of those detained functioned at a literacy and numeracy level below that of the average 11-year-old, and 25% at below the level of a 7-year-old.

Although it is difficult to obtain accurate figures, looked-after children are three times more likely to offend. I should also add that, having been married to a criminal lawyer for 20+ years, I have heard enough sad little biographies of juvenile offenders to realise that abuse, neglect and abandonment are commonplace experiences of those who end up in custody.

In a nutshell, we are looking at a group of children in our society who are likely to have been failed dismally by their parents, communities and schools - and some of whom are well below an age where they would be held criminally responsible anywhere else in Europe. Part of their punishment is to be deprived of the right to education.

Over the past few years, NGOs have repeatedly tried to persuade the Government to delete S562 of the Education Act, but without success. When I raised the issue again recently, I received a reply from Phil Hope MP, Parliamentary Under Secretary of State for Skills, who said:

*'Whilst it is the case that children in custody do not have a legal right to education... in reality such young people are being provided with education by the setting in which they are detained'*

On that logic, why not do away with the Education Act altogether?

It is in any case far more serious than that. An Ofsted survey in 2003/04 found that many young people in YOIs were not receiving the specified five hours of literacy and numeracy teaching each week. Although the Youth Justice Board introduced a National Specification for Learning and Skills in 2001, progress is patchy, with rapid progress in some YOIs masking deterioration in others.

Education is disrupted by shortages of prison staff that prevent young people from being allowed out of their cells or escorted to education. There may be abrupt moves from one institution to another: the Howard League cites an example of a 15-year-old who was moved a few days before his GCSEs, and was consequently unable to sit his exams.

Because there is no established right to education, special needs provision does not follow the child into the secure estate. Although the Youth Justice Board urges YOIs and STCs to obtain copies of statements of SEN, this is just not happening in far too many cases, leaving institutions to make their own assessments that inevitably fall short of the detailed, 6-month process that constitutes the making of a statement.

A child is removed from the roll of his/her school upon entering custody, no matter how short the sentence, and so there is no ongoing liaison to ensure educational continuity, nor is there a school place to which a child can immediately return when their sentence has ended.

The lack of a right to education has far-reaching implications for children who offend. No matter how well-intentioned the staff within the secure estate, the lack of a specific legal right prevents the judicial review of any failure to meet a child's educational needs – or even the failure to provide any education whatsoever.

Currently yet another education bill is before parliament. Yet again, a coalition of children's and youth justice NGOs will make an attempt to overturn S562 of the 1996 Education Act. Bearing in mind past history, and that it took legal action to force the Home Office just to apply the Children Act 1989 in the secure estate, the omens are not good. However, we simply must keep trying, and I hope that anyone who feels disturbed by this article (as I think they perhaps ought to be) will do what they can to help. Please, write letters, make phone calls, pester your MP. We simply have to find a way of erasing this iniquitous piece of legislation altogether.

Terri Dowty is the Director of Action on Rights for Children ARCH. It is an internet-based children's rights organisation with a particular focus on civil rights. Arch supports equality, choice, respect and privacy for all children and young people. <http://www.arch-ed.org/>

## Ed Lines

“The hard task of education is to liberate and strengthen a youth's initiative and at the same time to see to it that he knows what is necessary to cope with the ongoing activities and culture of society, so that his initiative can be relevant.

It is absurd to think that this task can be accomplished by so much sitting in a box facing front, manipulating symbols at the direction of distant administrators. This is rather a way to regiment and brainwash.”

*Paul Goodman*

## Worth a look... websites

International Democratic Education Network <http://www.idenetwork.org/> This site includes a data-base of people, schools and organisations dedicated to non-authoritarian education, and has up-to-date information about the annual International Democratic Education Conferences (IDECS).

The AAPAE Australasian Association for Progressive and Alternative Education <http://www.aapae.edu.au/> is for all those interested and involved in progressive, alternative and democratic education. It is for learners and educators regardless of age. It is for all in the community who wish to share and extend their experience and knowledge of such education. AAPAE provides a forum for discussion, debate, and research, a network for sharing and support and an incorporated association of likeminded individuals, schools, learning centres and education institutions working together on common issues.

## PERSONALISED EDUCATION NOW STATEMENT OF PURPOSE

The vision of *Personalised Education Now* is grounded upon a legitimated and funded *Personalised Educational Landscape* that includes:

- a focus on the uniqueness of individuals, of their learning experiences and of their many and varied learning styles
- support of education in human scale settings, including home-based education, learning centres, small schools, mini-schools, and schools-within-schools, flexischooling and flexi-colleges
- recognition that learners themselves have the ability to make both rational and intuitive choices about their education
- the re-integration of learning, life and community
- advocacy of co-operative and democratic organisation of places of learning
- belief in the need to share national resources fairly, so that everyone has a real choice in education
- acceptance of Einstein's view that *imagination is more important than knowledge* in our modern and constantly changing world
- a belief in subsidiarity... learning, acting and taking responsibility to the level of which you are capable
- adoption of the Universal Declaration of Human Rights in general and the European Convention for the Protection of Human Rights and Fundamental Freedoms in particular - recognising current limitations on educational choice.

## PERSONALISED EDUCATION NOW

Maintains that people learn best:

- when they are self-motivated and are equipped with learning to learn tools
- when they take responsibility for their own lives and learning
- when they feel comfortable in their surroundings, free from coercion and fear
- when educators and learners value, trust, respect and listen to each other
- when education is seen as an active life-long process

## What is meant by 'Personalised Education'?

Personalised education as promoted by *Personalised Education Now* is derived from the philosophy of *autonomous education*. This centres on learner-managed learning, invitational learning institutions, the catalogue/natural versions of curriculum, invited rather than uninvited teaching, and assessment at the learner's request. Its slogan is, *'I did it my way – though often in co-operation with others'* and operates within a general democratically based learning landscape that has the slogan, *'alternatives for everybody, all the time'*.

We already have institutions that work to the autonomous philosophy within a democratic value system. A prime example is the public library. Others are nursery centres, some schools and colleges, museums, community-arts projects, and home-based education networks. They work to the principle of, *'anybody, any age; any time, any place; any pathway, any pace'*.

Such institutions are learner-friendly, non-ageist, convivial not coercive, and capable of operating as community learning centres which can provide courses, classes, workshops and experiences as requested by local learners.

These are part of a long, rich and successful but undervalued personalised learning heritage, from which we draw strength and which we celebrate. Our urgent task now is to share the benefits of personalised learning and to envision a *Personalised Educational Landscape* that really attends to the needs of all learners and to the greater good of society at large.

Personalised Education Now seeks to maintain *'Edversity'* and the full range of learning contexts and methodologies compatible with Personalised Education, our latest *understanding about the brain*, and how we *develop as learners and human beings* throughout our lives.

Personalised Education operates within a *framework of principles and values* resulting in learners whose outcomes are expressed in their character, their personality, in the quality of life they lead, in the development and sustainability of our communities and planet and in peaceful coexistence and conflict resolution. Performance indicators are measured as much in their physical and mental health, in peaceful existence, freedom from crime, the usefulness of their contributions and work, their levels of active citizenship etc as they are in the existing limitations of the assessment scores and paper accreditations.

## Re-integration of Learning, Life and Community

Under the current mainstream education system most learning, living and sense of community is fragmented in a way that defeats learning and fractures social cohesion and the development of our quality of life and community. It is structured around the needs of institutions and not learners, and fails to understand the brain and human development. These issues must be addressed and learning, life and community re integrated.

## Democratic Values

Democracy is not predetermined - it needs democrats to shape it. Our education landscape must cultivate active democratically minded communities. Nelson Mandela's Minister of Education, Professor Bengu, declared that, *'Democracy means the absence of domination'*. In the spirit of this principle, all the activities of *Personalised Education Now* are designed to promote the key ideas of co-operation, participation, learner-choice and responsibility, flexibility, diversity, self-motivation, equal access, as well as personalised learning. The slogan of democratic forms of learning is *'we did it our way'*.

We trust the membership and those who are sympathetic to our cause will join the continuous campaign to *challenge current limited perceptions of personalised learning, influence the educational debate* by engaging in dialogue, lobbying, writing and *practising Personalised Learning* wherever they can.

*Personalised Education Now* seeks to develop a rich, diverse, funded *Personalised Educational Landscape* to meet the learning needs, lifestyles and life choices made by individuals, families and communities. It promotes education based on learner-managed learning, using a flexible catalogue curriculum, located in a variety of settings, and operating within a framework of democratic values and practices. The role of educators moves from being, predominately, *'the sage on the stage'*, to, mostly, *'the guide on the side'*.

## Membership of Personalised Education Now

*Personalised Education Now* welcomes members, both individuals and groups, who support and promote its vision. Its membership includes educators in learning centres, home educating settings, schools, colleges and universities. Members range across interested individuals and families, teachers, Head Teachers, advisers, inspectors and academics. PEN has extensive national and international links. Above all the issues of personalised education and learning are issues with relevance to every man, woman and child because they lie at the heart of what kind of society we wish to live in.

## Futures Thinking

The need to look for future scenarios for education is apparent in all sorts of places. The debate as to what education will look like in 5, 10 or 20 years is taking place alongside the struggle to define what is meant by Personalised Education and how we learn. It is clear that the dominant learning systems know that the status quo is not tenable. At PEN we believe we can assist clarity of thinking here. We urge members to become familiar with the extent of current debate and engage wherever possible. Follow links to Futures thinking / Personalised Education / OECD Schooling for Tomorrow and alike on these websites

[www.oecd.org](http://www.oecd.org)

[www.demos.co.uk](http://www.demos.co.uk)

[www.dfes.gov.uk](http://www.dfes.gov.uk)

<http://www.qca.org.uk/11232.html>

# Personalised Education Now

Personalising the Education Landscape



## What can you do?

Don't let the Journal and enclosures end with you or just share with the converted....distribute widely. This is a message for everyone. Enter a dialogue with as many people as you can. Engage them in the issues and encourage others to join PEN. We find kindred spirits in all sorts of surprising places and those who just need a little more convincing. Often people partly understand but cannot conceptualise solutions. This is not an issue of blame... We need to engage the present system, not alienate it. Some have never thought at all and need deep engagement. One of our roles is to explain and show how it is and could be different. Within a developing personalised educational landscape solutions will evolve according to localised possibilities... including ways of learning that we have not yet imagined. It's all too easy to take the moral high ground and believe we have all the answers because patently the enterprise is challenging and far from easy. But even now we can share the rich history and current practice of learning in all sorts of institutions and home based situations and we can assist in the 'Futures' thinking that can envision and give rise to its evolution. Together, the debate can be aired throughout grass roots and the current learning system, with the general public, media, and politicians and decision makers. The one certainty is that although the road is not easy it is more solidly founded than the one we have at present. Circulate our PEN leaflet (copies from the general office). Bring the strength of PEN to succour those currently engaged in personalised education, and provide vision to those who are not.

Find out more visit, engage with and contribute to our website:<http://c.person.ed.gn.apc.org/>

## Contact Personalised Education Now

Enquiries should be made via Janet Meighan, Secretary, at the address in the next column or on Tel: 0115 925 7261

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## Copy Contributions

### Journal

Contributions for consideration for publication in the journal are welcomed. Authors should contact any of the Journal Publication Team to discuss before submission.

*PEN operates an 'Open Source' policy... PEN resources and copy can be reproduced and circulated but we do request notification and acknowledgement.*

### Newsletter

Contributions for the Newsletter are also welcomed. We are hoping to increase the number of newsletters over the coming year so please get writing.

Contact Janet Meighan.

## Diary Dates

### Trustees Meetings

- Annual Working Weekend: 8 / 9 September 2006 - Sedburgh
- General Meetings: 12th March, June 4th, December 3rd 2006 - Walsall

### Newsletters

- Next mailing Autumn 2006

### Journals

- Issue 5 - Autumn 2006

### Learning Exchange:

- Loughborough - April 2007

Annual Residential Conference:  
14 / 15 October 2006 - Toddington, Glos

## Join Personalised Education Now

### Membership Includes:

- 2 PEN Journals a year
- 2 PEN Newsletters a year
- Regular PEN E-Briefings
- Annual Learning Exchange
- Annual Residential Conference
- The support of a diverse network of learners and educators in the field of Personalised Education

### Your membership supports:

- Ongoing research and publications
- Development of the PEN website

Yes, I would like to join *Personalised Education Now*

Subscription:  
£25

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