

PERSONALISED EDUCATION

'Personalising the Education Landscape'

Of interest to all who learn and care about the society we live in.

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The Journal of Personalised Education Now

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Editorial Comment – Peter Humphreys

The Chair of *PEN* comments on the range of membership contributors to our *PEN* Journal and challenges ahead.

Such was the interest stirred by our first journal that the subsequent copy received would have permitted us to fill journals two and three at the same time! Contributions in this edition once again reflect the diversity of our support and expertise – *thank you!*

We look forward to the development of the *PEN* website which will give us a more effective presence. Importantly, it will provide a new global canvas on which to share current ideas as well as benchmark articles and papers from our extensive archive.

PEN occupies a critical position, offering the vision so clearly and currently lacking in education. Its membership and supporters have a coherent, credible view and a wealth of practical experience and success. This is beginning to percolate intelligent debate but requires us to be in for the long haul. Ideas are challenging and far-ranging in scope, and we cannot expect an instant embrace. We need to engage at every opportunity and offer a principled way forward.

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.

'What is and What Might Be;' Personalised Education as Learner- Managed Learning Instead of Government Directed Learning

– Professor Roland Meighan

Roland puts flesh on the landscape and travel ideas. He illustrates how we could look at learning in a Personalised Education Landscape (PEL) terms of journeys and episodes.

What Is and What Might Be was the title of a book by chief inspector of schools, Edmond Holmes, published in 1911. Holmes had spent 30 years trying to make the first National Curriculum work, along with its testing, its payment by results and its aggressive inspection regime. He finally came to the conclusion that he was ashamed to have been a party to it in a later book entitled *The Tragedy of Education*.

I thought I would borrow the title from Edmond Holmes to show the difference between personalised education as learner-directed learning, and the current orthodoxy of government directed learning.

The current profile of an individual's learning journey in the UK, for the first stages of their lives looks like this:

One to four/five years:	Home-based learning with playgroups experience, and/or child-minding and nursery experience in some cases.
At four/five years:	Attendance at a state school with a government dictated curriculum, testing, and inspection with a teacher-directed learning regime, apart from small minorities who attend private schools, or are home-educated by family choice.
At six years:	The same
At seven years:	The same
At eight years:	The same
At nine years:	The same
At ten years:	The same
At eleven years:	The same
At twelve years:	The same
At thirteen years:	The same
At fourteen years:	The same
At fifteen years:	The same
At sixteen years:	Some continue with the same, some leave school and go into employment.
At seventeen years:	the same
At eighteen years:	Approaching half the population go to a university where they study a lecturer-directed learning regime with university dictated course contents and testing. A growing minority are choosing the more learner-friendly regime of the Open University at a fraction of the debt incurred from the old-style, 'late-

adolescent three-year exile',
university course.

Within this time period, some will have had some true educational experiences: "Some true educational experiences are bound to occur in schools. They occur, however, despite and not because of school." (Everett Reimer) But, overall, none of this has much to do with personalised learning. It is people processing. It has been said that education is 'asking questions all the time'. The profile above is based on the idea of NOT asking questions but learning the required material, and developing only the required skills, hence the description by Paul Goodman of it as 'compulsory mis-education':

From the point of view of personalised education, what are the possible building blocks of a learner-managed education? I will call these 'episodes' and work in one year building blocks. But such episodes could be shorter – a half year or a quarter of a year. These building blocks can be seen as the macro-level of the catalogue curriculum, the alternative to an imposed, dictated curriculum. The micro-level contains the more detailed items of the content of experiences, projects, courses and, where appropriate, subjects – the whole range of all possible learning experiences available in society, including the methods of invited teaching, research, books, computers, workshops, and so on.

Here is a list of possible 'episodes':

1. Home-based education – properly acknowledged and supported
2. Home-based education learning co-operatives
3. Weekday programmes at Community Learning Centres (schools recycled into non-ageist centres)
4. Weekend programmes at local Community Learning Centres
5. Travel and Study year UK
6. Travel and Study year Europe
7. Travel and Study year elsewhere
8. Residential College (recycled residential school similar to the Danish EFTA Skole)
year with a sports focus
9. Residential College year with an arts focus
10. Residential College year with a music and dance focus
11. Residential College year with a rural studies and environmental focus
12. Year for exploration of the learner's locality and its learning sites
13. Joining a Democratic Learning Co-operative based on the local Community Learning Centre or public library
14. Joining a *City as School* scheme
15. Duke of Edinburgh's Award Scheme year or a Scouts, Guides or Woodcraft Folk year
16. Voluntary work in the community
17. Joining an ICT Virtual Learning community or programme such as *NotSchool.Net*

I am sure readers could add further options to this list.

One individual learning profile might look like this - decided by the learner in conjunction with the family and a support and advice service of a new profession of personal tutor-guides. These would be pedagogues or PEDAs for short, who would act more frequently as educational travel agents than as instructors:

Years one to five: Home-based learning with play-groups experience, and/or child-minding and nursery experience in some cases

Year six: Further home-based education and involvement in a home-based education learning co-operative

Year seven: Weekend programmes at local Community Learning Centres with further home-based learning

Year eight: Weekday programmes at local Community Learning Centres

Year nine: Year for exploration of the learner's locality and its learning sites

Year ten: Residential College year with a rural studies and environmental focus

Year eleven: Weekday programmes at local Community Learning Centres

Year twelve: Weekday programmes at local Community Learning Centres

Year thirteen: Residential College year with a music and dance focus

Year fourteen: Joining a Democratic Learning Co-operative based on the local Community Learning Centres or public library

Year fifteen: Joining an ICT virtual learning community scheme
e.g. *NotSchool.Net*

Year sixteen: *City as School* scheme combined with voluntary work in the community

Year seventeen: Residential College year with a sports focus with some music and dance

Year eighteen: Travel and study year UK

Year nineteen: Open University studies along with a Travel and Study year Europe

At the outset of such an 'episodes' scheme, many families may ask for the familiar pattern of weekday provision for many of the years. This would be available, on request, in a flexible learning system, with the pattern decided by the learners and their families in conjunction with their personal tutor. But, if the experiences of the all-year-round education schemes in USA are anything to go by, the delight of the first families to vary their pattern is catching.

Such a scheme would also need new structures for its implementation. In a letter to the *Times Educational Supplement* in June 2002, I made the following suggestions:

"My own practical three point plan is:

1. Close down the Department of Education and Skills and all its domination-riddled apparatus including OFSTED, Curriculum and Standards and its totalitarian model of teacher training. They have taken us back to the school system of the 1900s which the Chief Inspector of the time, Edmond Holmes, finally condemned as the 'Tragedy of Education' for its stultifying National Curriculum and learner-hostile approach.
2. Hand over all school buildings and staff to the Public Library Service with the brief to augment their existing invitational reading and information services to develop a comprehensive service of classes, courses and learning experiences in local community centres for personalised learning, responding to the requests and needs of the learners of all ages. The approach of the Public Library Service, after all, is already the customised one, which is why it is our most popular learning institution. They will need at least two kinds of teacher, some 'sages on the stage' offering taught courses, and rather more personal tutor/teachers to be 'guides on the side', supporting

personal learning plans i.e. John Adcock's learning coaches (as in his book *Teaching Tomorrow*).

3. *Open a new Department for the Encouragement of Learning to signal a radical change in philosophy from mass coercive schooling, to open, all-age, local community centres for personalised education, designed to support life-long learning for the multiple educational purposes of employment, citizenship, parenting and personal development.*

These developments will need to be monitored and researched and I recommend that suitable people be recruited from the home-based education movement and also the Open University, since these two groups have been operating the most modern and successful forms of learning for twenty-five years or so now."

The two systems outlined above produce different kinds of people. The repetitive pattern of the current model brings to mind the comment of John Holt that: schooling is really a long drawn-out course in practical slavery:

"What it all boils down to is, are we trying to raise sheep - timid, docile, easily driven or led - or free men? If what we want are sheep, our schools are perfect as they are. If what we want is free men, we'd better start making some big changes."
(*The Underachieving School*, p. 36)

The second system, the learner-managed system, is more likely to produce confident, capable researchers with the ability to co-operate with others and institutions as and when necessary. It does not look like the conventional view of a 'balanced curriculum'. But then, I have long held the view that the 'balanced curriculum' was just a superstition or an adult hang-up with no basis in reality. For example, Patrick Moore, the astronomer, was educated at home and never went to university either. He tells us that he chose his curriculum at the age of seven as, learning to type, which he thought would be useful, by copy typing some tomes in astronomy. This, he thought, would inform him about the subject that interested him, and would also serve as a course in improving his English. He would also spend some time on his xylophone and later the piano developing his musical skills. This unbalanced curriculum served him well, he explains since the central activities of his life have been astronomy, journalism and music. In the second system, the learners manage their learning programmes by exercising choice, with support and guidance. Indeed, an alternative title for this article might have been '*real choice in education*'.

I ended my letter to the *Times Educational Supplement* with a challenge:

"Let's be a bit bolder than trying to make yesterday's tired and failed idea of mass schooling work!"

Professor Roland Meighan was a founder 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) ISBN 0-8264-6815-2. His latest work is *Comparing Learning Systems: the good, the bad, the ugly and the counter-productive* by Roland Meighan, Educational Heretics Press, ISBN 1-900219-28-X

Educational Heretics Press – News

The Face of Home-based Education: Who, Why and How by Mike Fortune-Wood, is the first in a series of publications stemming from the research commissioned by the *Centre for Personalised Education Trust*. It is published by *Educational Heretics Press* on behalf of CPE, the ISBN is 1-900219-30-1, and the price is £10. A leaflet is enclosed with this edition of the journal.

Book Review

Glen Buglass.

Turning Points: The Impact Of Participation In Community Theatre by Neil Beddow, ed Mary Shwarz. South West Arts 2001 ISBN 1 874396 29 9. Community Theatre has much to offer our understanding of Personalised Education and how to create powerful and life changing experiences

Neil Beddow's book is an inspirational journey through a series of community plays staged between 1996 and 1999 in the Bath and Bristol area of Southwest England. The book draws on the experiences of people, principally in the three - year long '*Making a Difference*' project, but also on Beddow's own twenty years experience as a community arts practitioner. The book makes the case that taking part in arts projects is always a positive, rewarding and enabling activity and often, can give experiences that are life-changing for people.

The first section of the book sets out the context with a comparison between the different ways of working with people in community theatre nationally and the Avon Community Theatre Agency (ACTA) model.

The ACTA model is about working with people from the very beginning of the creative process right through to its end. ACTA aim to make projects sustainable and long lived by creating locally based community arts organisations. Beddow explains in the book that this, however, has happened only where there has been funding to sustain ACTA's presence. The work of ACTA is about developing self esteem, aspirations, life chances for the project's participants and celebrating the history and culture of the communities they live in and discusses just how effective the arts are at doing this.

ACTA have adopted various methods by to find ways of working with people living in the complex world of poverty on many English council estates. The book offers an in-depth look at the three component community theatre projects that made up *Making a Difference*. Each succinctly shows the highs and lows of the community theatre experience. Not just the obvious laughs and tears of show-business, but something far deeper; the awakening of people to new choices in their lives, the realisation that participating in the Arts is for us as well as them.

As a practising community artist myself I was amazed and delighted to see so many similarities of work of ACTA and the work of the Community Arts Team in Walsall in the project examples. Not only in the projects described, but in the underlying inclusive ethos that underpins everything that ACTA do.

Neil Beddow asks for more research, perhaps a longitudinal study, into the effectiveness of participation in the Arts into changing people's lives. Now might be the time to begin it. This year, three books have been published around the subject of participating in the arts from three different perspectives. This book deals with community theatre, Nick Clemments in *Creative Collaborations* has written about the subject from an artist's point of view and Walsall Community Arts Team's *Finding Voices Making Choices* looks at participation in the arts as a tool for community development from the standpoint of a local authority. Neil Beddow's book is a significant contribution to the body of evidence that taking part in Arts projects moves people and their communities on in ways that more traditional community development methods cannot.

Glen Buglass is the Principal Arts Officer of Walsall Community Arts Team. This team is groundbreaking in its development of Community Arts and is both a national and global leader in the area. Walsall is unique as a local authority supporting this work. Glen has been instrumental in these developments and edited *Finding Voices, Making Choices* with Mark Webster. Educational Heretics Press. ISBN 1-900219-22-0

Our Journey from Teaching to Learning

- Rosie Cheer

Unless we make the fundamental mindshift that learning takes place within and with the learner there is no possibility of a Personalised Education Landscape. Rosie charts West Nottinghamshire College's movement in this direction.

Our Journey from Teaching to LEARNING

A garlic press, overflowing coffee cups, spilt milk, a whisk, a tape measure and a rosy red apple...! What has this got to do with Education? You're no doubt imagining these are bizarre ingredients from a Jamie Oliver recipe. Not quite ...but these ingredients/resources have made a recipe for success in our learning process.

This is a brief story of how a large organisation has instigated and travelled on a journey of change...

West Nottinghamshire College is a large general education (FE) provider formed in the 1970s from a technical college and a college of arts. It serves the local authority districts of Mansfield and Ashfield and the M1 corridor linking Nottinghamshire and Derbyshire. The College serves a local population of over 300,000 people and provides an extensive curriculum offer from pre-entry level to level 4. The decline of the traditional economic base in North Nottinghamshire, coupled with the decline of the manufacturing sector, generally, has created a range of economic, social and environmental issues. The College attracts 55% of its learners from some of the most deprived wards in the UK. We currently recruit approximately 28,000 learners (adults & young people), of which nearly 3,000 are full time or equivalent. Our learners come in to the College with varying needs, ability & aspirations and many of our learners come to us because they wish to pursue a vocational route and/or experience a different environment to school. It can even be a 'second chance' for some.

The College mission places *'Learners at the heart of excellence'*. This is the premise we work on, the starting point being the individual. It has required the organisation and individuals within it, to embrace and develop a culture shift from teaching to learning. One of the strengths of FE is the way we adapt and respond to initiatives. Just over two years ago, the White paper 'Success for all' introduced certain expectations. This became the catalyst for a major culture change for us. We started from a good base of committed and experienced staff who would accept the challenge. However, for some of our staff, it has meant they have had to re evaluate themselves in their own learning, the delivery methods they use and be prepared to actually listen to their learners. They are now beginning to recognise the importance of involving the learners more, and how this can improve relationships. Staff now take on the role of a 'facilitator' and encourage the learners to take some control over their own learning.

Managing the Culture Change

Recent developments within the College including a total restructure of the organisation, have resulted in a learner-focused

environment and indeed an introduction to a total learning organisation. This required a bottom up and top down approach to the drive of *'Learners being at the heart of the organisation'*. The major shift is perhaps best represented by the change in the language we use around the College, and specifically what happens in the learning environment, as illustrated in the figure below:

Change in Language throughout the College	
Then	Now
Student	<i>Learner</i>
Teaching Resource Centre	<i>Learning Resource Centre</i>
Teaching Observation	<i>Learning Observation</i>
Teaching Session Plan	<i>Learning Session Plan</i>
Teaching Strategy	<i>Learning Strategy</i>
Student Services	<i>Learning Services</i>

It is recognised that the change of names is insufficient on its own to make the transition from a teaching organisation to a learning organisation. Furthermore it could be seen as a tokenistic approach if not supported by other strategies and indeed implemented further within the organisation.

The College learner strategy is one step along the way. Underpinned as it is by developing our understanding and practice of learning styles, differentiation and active learning, the strategy is designed to encourage us all to enter and participate in the debate about how we effectively respond to the many and diverse challenges that face FE.

Another strategy introduced the role of Learning Consultants (these are an extension of Advanced Practitioners role found in other colleges and schools) within the College. The team of Learning Consultants work across the College driving excellence in learning and teaching and essentially encourage and promote open discussion and debate about learning. Those ingredients mentioned at the beginning of the article were starting points used in workshops with staff. They also reinforce a 'holistic' approach towards education – to look at each individual and discover what their experiences, attitudes, commitments and aspirations are as opposed to the traditionalist view of teaching a subject.

Around the College, the environment has been made more invigorating and stimulating by having displays of learners' work, inspirational quotes/pictures, creating an atmosphere in which learners 'can do' and essentially the ethos that learners can aspire, achieve and advance!

Another change was being 'listened' to – this included staff and learners. For two of our staff and two learners this was a turning point in following a dream. In December 2004, the College achieving two world 'firsts' – first educational establishment to the South Pole, and Robert Dunn the youngest person ever to reach the South Pole. It has been a life changing experience for all concerned. It has also touched many other 'learners' – over 500 junior schools followed their journey through the use of technology.

You were introduced to the ingredients and recipe for development and success at the start of this article, so what is the outcome of this recipe...?



Rear: Steve Bull, Carl Alvey. Front: Robert Dunn, Gary Dodds

We still have some way to go on our journey, and we can still learn so much more from each other - the dialogue about 'learning' has started this journey. The biggest realisation has been that by working together (learners and staff), raising aspirations and truly embracing the idea of 'thinking outside the box', we can enable individuals to perform at their best.

Rosie Cheer is the Teacher Development Manager at West Nottinghamshire College. She has successfully implemented a key project that provides a holistic approach to recruiting, qualifying and developing delivery staff. She initially trained as a secondary school teacher and has over 20 years experience in the FE sector.

West Midlands New Economics – Learning and Action.

- Alan Clawley

PEN looks beyond silo views of learning and education. Alan illustrates how a motivated invitational self-education group learns and acts. It is a wonderful antidote to transactional models of teaching and learning.

The fact that a voluntary self-education group has been going for more than ten years without paid staff or serious funding is evidence that it meets a genuine need. The West Midlands New Economics Group was started in 1994 by local supporters of the New Economics Foundation and a few members of the Green Party. The original idea was to scrutinise and comment on what the City Council's Economic Development Department was or was not doing for the local economy. It was to be a localised version of the Other Economic Summit (TOES) made famous by NEF for shadowing the world G7 summits in the 70s.

The Group has met on one Saturday morning a month ever since in various venues. A modest annual subscription covers the cost of hiring a meeting room at Friends of the Earth. Some of the founding members have moved away but keep in touch by email. New members have joined to maintain the overall membership of around forty and attendance at meetings of around 10. The members are lay people who are dissatisfied with the present economic system and want to learn about other ways. There are no professional economists or academics in the Group. The subjects of the meetings are advertised on a website and members are also emailed a few days before the event. Guest speakers are occasionally invited but on the whole discussion is 'home grown'. Heated conversations continue well after the allotted meeting time over lunch in the Warehouse Café upstairs.

Over the years the Group made a number of attempts to write down what is meant by 'New Economics' but eventually agreed to leave the definition broad enough to include people with different perspectives. It amounts to anything that is not the classical economics that we believe have underpinned the worst aspects of modern industrialised societies. There are many well-known advocates of new economics, such as EF Schumacher who wrote *Small is Beautiful* (1973), but we use their ideas as grist for our mill rather than follow them as gurus.

It has always been the Group's custom to aim for a consensus, however limited, at the end of each monthly meeting, so that an agreed point of view could be expressed to the outside world whether it be by a letter to the Birmingham Post or a formal response to regional government consultation. In this way members are also briefed to take part in other organisations, such as Localise West Midlands or the Eastside Sustainability Advisory Group. The Group has earned some honoraria for this kind of work.

The Group avoids presenting itself as an expert in its field. Its independence has been preserved by a conscious decision not to pursue public or charitable funding for staff or premises. But in 2003 an opportunity arose to apply for a grant from the West Midlands Social Economy Partnership, itself funded by the regional development agency Advantage West Midlands. We asked for and were granted £10 000 for a one-year study entitled Sustainable Housing In Small Heath. A steering group of five members was formed to manage the study and act as an editorial board for a book that would be published at the end of the project. The learning process consisted of extended group visits to existing projects such as Leicester Ecohouse and Aman Awel Tawe community wind farm project near Swansea, all followed by group reflection.

Part of the grant was used to hire technical experts in renewable energy, wind speed and social enterprise to contribute papers to the Group. A hundred copies of the book were printed and distributed free to the people and organisations with whom we had come into contact during the study. Many favourable responses were received including a detailed critique from a member of staff at the Open University. The Group also funded a local survey by the Asian Community Advice Centre that asked people their views about energy conservation and wind turbines.

A separate project resulting from Sustainable Housing in Small Heath, the East Birmingham Community Energy Company, was launched in October 2004 helped with a grant of £10 000 from the Birmingham Social Economy Consortium and support of St Paul's Crossover. Its first project is to raise funds to build a 10 Kilowatt wind turbine on the new South Birmingham College for the Construction Trades in Bordesley Green. The Company will be limited by guarantee and will redistribute any surplus from the sale of electricity to the local community. Membership will be open to local residents, people with a particular skill to bring to the company, and locally based organisations such as residents associations or housing co-operatives. More ambitious renewable energy projects of all kinds are being planned for the future. West Midlands New Economics Website:

<http://freespace.virgin.net/alan.clawley>

Alan Clawley has been the Chair of the WMNE Group since 1997. In his spare time he works as a self-employed project development consultant for community groups or voluntary organizations. Alan studied architecture at the Architectural Association in London in the sixties where he was first exposed to serious self-directed learning. Alan joined PEN as a trustee in 2004.

Book Review

- Josh Gifford.

***Finding Voices, Making Choices*. Mark Webster & Glen Buglass (Eds). Ed Heretics Press. ISBN 1-900219-22-0. Often working in challenging circumstances community arts workers can affect deep learning, empowerment and change. A PEL needs to acknowledge and learn from this**

This book is the second edition of *Finding Voices, Making Choices*. In its preface Mark Webster explains that the writers of the first edition, published several years ago, felt as though they were "casting out a bottle with a message locked inside into a very rough sea". Since then "the world of Community Arts has changed almost beyond recognition". The book sets out to explain, discuss and explore the current ideas, issues and practice in Community Arts through the experiences of the Walsall Community Arts Team.

Mark says in his introduction that the book "aims to be accessible to anyone and...could serve as a general introduction to the uninitiated, or as a provocative read for people already involved in its practice". I feel that the book succeeds in all three of these areas. I have been involved in Arts education but not for some years. This book updated me by giving me an understanding of current thinking and practice as well as exploring issues in Community Arts which, as a bonus, are of particular relevance to me as the insights gained are transferable to my current work in a Youth Inclusion Support Project.

Finding Voices, Making Choices is organised in a way that I find coherent and accessible. In Chapter One, Warming Up, Mark introduces Community Arts and the Community Arts process. Each following chapter is dedicated to exploring key themes: Empowerment; Participation; Access; Quality; Partnership; Local Issues; New Directions. The chapters are split into two parts: a keynote written by Mark and an article by a contributor or contributors which develops the theme explored by Mark by rooting it in current work.

This arrangement is a particular strength of the book. Mark's keynotes are informative, thoughtful and, in places, refreshingly provocative and these are followed by features which describe projects undertaken in Walsall, often by more than one writer, in ways that add colour and depth to each chapter. Indeed, the number of contributors to the book helps to ensure that it becomes a community activity in itself, embodying the spirit in Community Arts it is celebrating in its pages. For example, there are five contributors to Chapter Five which, fittingly, explores Access.

Mark is positive about many of the developments in Community Arts in recent years and describes how Community Arts has shaped its work and had its work shaped by the political priorities of our times, particularly since 1997. At the same time he is insightful and challenging about the issues inherent in a changing and funding led environment. For example, his keynote on Participation is particularly interesting, exploring encouraging developments while asserting that "the concept of participation is so popular...because it is an approach that gives the appearance of the sharing of power without the necessity of actually changing anything". Again, in *A Different Beat: Local People and Local Issues*, Mark challenges aspects of the government's asylum dispersal policy and anti-social behaviour initiatives describing "a world where young people, forced to socialise on the streets as a result of a government policy which has seen the devastation of youth resources are now engaging in 'anti-social' activity. Where,

ten years ago, their behaviour may have been labelled high jinks...it is now seen as criminal".

As well as being impressed by the ideas explored by this book, and their wide relevance, I admire the fact that it is clearly rooted in the experiences of the Walsall Community Arts Team and the people of Walsall. In this sense it is both local and universal.

At the end of the book I was left with an appreciation of the wide range of skills, attitudes and approaches used by the team and the range of collaborative projects undertaken over a number of years. This is matched by the richness of experience described by the people of Walsall who have participated and worked on projects in various art forms and in a range of contexts.

This is illustrated in the chapter on Empowerment which describes the very varied work of the Community Arts Team on the Beechdale Estate. As well as learning about the team's work the chapter is memorable for the voices of people who have felt empowered to talk with enthusiasm about their involvement in projects on the estate. One person shared that "loads of people have been involved...it's bringing us together and is giving us something to think about for ourselves, rather than having people think for us". Another said "It's given me a purpose in life, made me part of something special and given me something to look forward to".

Clearly, the work that is going on in Walsall is 'something special' and it is fortunate that it has been captured in this book. For "something to look forward to" Mark says in his end note that "it will be intriguing to see where the discussions will have moved by the time we are ready to produce the third edition of *Finding Voices, Making Choices*".

Josh Gifford is Josh Gifford has worked with young people for many years, mostly in comprehensive schools, as a teacher of Drama, a project co-ordinator, a group facilitator and in the area of social inclusion. He currently co-ordinates a Youth Inclusion Support Project in Lancashire.

Assessment of Personalised Learning: Beyond Stultifying Testing to the Celebration of Learning. PEN Annual Conference October 2004

- Linda Fryer and Carl Wilson

Linda and Carl recount the conference and take us well beyond current narrow conceptions of assessment

Marking the Moment Mandala

When we got back from Toddington Conference in 2003, having undertaken to facilitate the following year's annual meeting we knew we had agreed that our theme would focus on how we as a very loose knit affiliation of *educators* tackled the realm of *assessment* in our work with children and youths; we weren't even sure everyone in *PEN* referred to themselves as *educators* and we soon began to doubt whether *assessment* was included in their vocabulary! Then there was the problem of the title, *Assessment of Personalised Learning: Beyond Stultifying Testing to the Celebration of Learning*. Whilst it helped to suggest the extent of the territory, it offered no clues whatsoever on how we might go about mapping it. In fact it served as a constant reminder of the danger of drawing up battle lines before the territory had even been explored! At that point we struggled for our own working

subtitle that would suspend endless semantic debate. 'Marking the Moment' enabled us to look at the scope of the issues.

Whenever we attempted any kind of chart then the challenge re-emerged – an implicit linear format that suggested a necessary progression out of something bad into something really chic. At this juncture we were agreed on one thing only: that whatever happened later we wanted the first part of the conference to be of truly universal appeal. No alienation here please! To do this it had to reflect every known aspect of learning – or at least, known to the assembled group, which in itself is a pretty tall order. Only then could we hope to look objectively at the whole of the picture – battling as to progressions, good, bad or ugly could come later.

I have found that the right mandala can provide crucial insights into 'the whole picture'. Mandala in Sanskrit means a magic circle, a circle of power, or a dynamic map, one that is in movement rather than stasis. Mandalas have been created and used by human beings from time out of mind either to celebrate and deepen connection to or embedment in the universe, or when this stance is lost, as in madness or illness, then as a healing device to effect reconnection. They range from the most enduring, like Stonehenge, to the most transitory: the sand circles of Tibetan Buddhists and Navaho Indians.

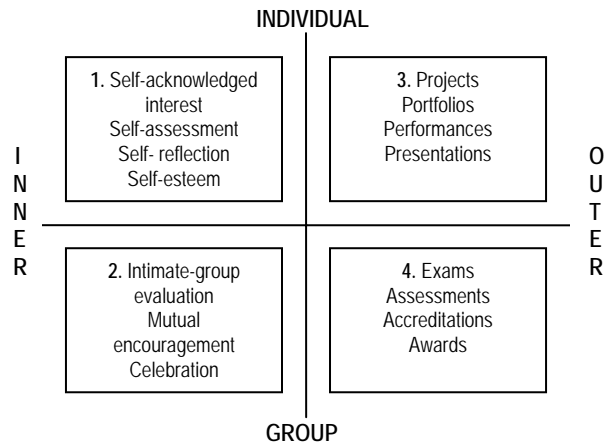
Concentration is the first stage in their creation. Imagining concentric circles reducing to a point can literally focus the mind. Once mental focus has been achieved the next step is orientation. The circle is the most usual template for a mandala – the dilemma being how to plot all the elements of 'the whole' that one wishes to understand onto that frame.

With this particular *PEN* dialogue in mind we knew that our coordinates would need to be: *the individual* on one side of the circle and *the group* or society on the other. Describing how the final pair of reference points emerged is now impossible for they came in a flash — *inner* and *outer*. Suddenly with these 4 orientation points we were certain we had the basis of an all-embracing, objective map of marking the moment! The test was whether all the elements would fit. They did!

Linda Fryer has been a Steiner teacher for 10 years. She co-founded and jointly ran Venture, an independent educational centre for and with youths for 4 years. She also co-founded The Stables Project, an independent arts and education centre 5 years ago. Linda has written various articles in *Jedermensch* and *Erziehungskunst*; both German educational magazines and has written a book about Venture, yet to be published.

The theme of the conference, in Professor Roland Meighan's inimitable words, was: "*Assessment of Personalised Learning: Beyond Stultifying Testing to the Celebration of Learning*". I looked up "*Stultifying*", the dictionary said 'reducing to foolishness' and this did seem an amazingly apt adjective for the testing end of the spectrum. However, in preparing for the conference, the linear pathway from assessment to celebration appeared, rather than circular so the mandala arose. The mandala (we hoped) was to be a mirror in which those belonging to the *PEN* circle would see the reflection of their work and which if it were a true mandala, would have a dynamic of its own. The dynamic of the conference swept us away, and the celebration of the participants' collective understanding of the issue really was the weekend.

The mandala presented itself as a circle, with four quadrants, positioned between vertical and horizontal polar axes. The axes spanned the individual and group, the inner and the outer. The question of the nature of the quadrants, the links between them and, crucially, who or what was placed at the centre of the mandala, was the focus of the conference.



The conference was overwhelmingly clear that the State had missed the point about assessment – that it was for the children (or any learner) and not parents or others. There was general agreement and assessment had been made a product and that it wasn't a product. Education, it was said had been 'businessified' by the state and that had led to misidentification with what it was dealing. The enhanced confidence of the learner is what assessment is really about ... self-esteem that's socially valid. Self-praise, it is clear, is not valued by our society but self recognition is regarded as crucial.

After these initial assertions participants were then asked to make individual comments arising from experience of their own initiatives and endeavours. A rich vein was mined; the following is a summary of quotes. I begin with those that say something generally about what assessment is:

- "Assessment is the right question in the right context"
- "Assessment is plan, do and review. It can be undertaken by all learners in all contexts."
- "The assessment of learning should be a co-production between learner and teacher."
- "Assessment requires constant questioning between learner and teacher. No child should be an underachiever, no teacher an overexpector."

Next come quotes that describe beautifully the polar axes of our mandala, unsolicited, of course:

- "A balance of self and other in assessment is what is needed. Appropriate assessment in the right context, at the right time and without baggage." (The Vertical Axis).
- "It is asserted that exams measure a person's quality of mind. This assertion is based upon the idea that a person's quality of mind can be measured according to their ability to match up to certain external criteria. Whether or not certain criteria match up to a person's abilities is clearly a more important aspect of assessment. Assessment is about the individual, not the criteria." (The Horizontal Axis).

The majority of quotes I have grouped, loosely, according to the quadrant to which I feel they most belong.

Quadrant 1 (top left)

- "Good assessment should teach you to assess yourself better."
- "Who controls assessment is the central question. It should be the learner."
- "The kind of self-goals you set yourself depends upon the period ahead you are looking at."

- *"Many sixth forms are operating full university-style approaches to learning i.e. lectures, tutorials, seminars. At 16+ the university has recognised the importance of the individual learner."*
- *"What is important in assessment is what an individual thinks about his or her own quality of mind."*
- *"Is personalised assessment absolutely synonymous with personalised learning and the move to creativity?"*
- *"Knowing your own best style of learning reflects and promotes the multiple-intelligences."*
- *"Conferences for learners about their learning are a must."*

Quadrant 2 (bottom left)

- *"Expectation is crucial in assessment. If you build up too much expectation, you let yourself down. Learn right expectation"*
- *"Self-assessment can be learnt via group learning experience. Older groups can facilitate this for younger groups."*
- *"Ground rules amongst peers for peer based assessment can be laid down."*
- *"Peer oral assessment schemes have been developed."*

Quadrant 3 (top right)

- *"Formal accreditation is breaking down. Thirty-seven out of forty universities asked about success criteria said that they would accept portfolios."*
- *"The communication of what we have learned is as important as the assessment of it."*
- *"The performance, the presentation of learning is becoming more important than the external examination of it."*
- *"Portfolios are the new tangible."*
- *"Family portfolios and collaborative portfolios can be paper or digitally based."*

Quadrant 4 (bottom right)

- *"Assessment should not be about a ticket to something else."*
- *"Learning targets constrain creativity."*
- *"Measurement in testing has the difficulty that the measurement itself affects the test. An extrinsic dimension affects an intrinsic one. Home-based educators need to know this too."*
- *"Exams aren't measures of your ability just measures of your ability to pass exams."*
- *"Assessment tools generally have a range of impact from low to high. Observation and conversation constitutes high intervention and has a high impact. Exams lead to the tangible benefits of assessment but miss out wholesale on the intangible benefits."*
- *"Real ability is only truly reflected by the individualised aspects of external assessment."*
- *"The mainstream system constantly reinforces failure. It always gives you more of what you're weak at. The solution to this i.e. more of what you are good at, is politically untenable."*
- *"Exams are obstacles heaped up in front of you with bruising capabilities. They are like a sieve set up for, and by, superiority."*
- *"Why are outwardly recognised assessments mostly concentrated in the teenage years? Why couldn't such things be spread out over a time and say taken at 12, 16, 25, 45, and 80 years of age?"*

Final thoughts (one very final!) on the Saturday were:

- *"There needs to be a move away from specific measurement in assessment, which promotes no quality of mind, to a course which promotes multiple intelligence, which calls for creativity. We live in a society that needs intelligences of all kinds, even if some are less well remunerated than others."*
- *"We live in an age of assessment fatigue. Let's have some living proof instead."*
- *"The only real place for assessment is on your deathbed."*

After a good night's sleep (an England football game notwithstanding!) participants returned to the fray on Sunday, undaunted. Indeed the comments seemed to have become deeper and broader overnight. Although we asked for summary comments the dynamic of the mandala in its toing and froing definitely seemed undimmed. The following is my attempt to track its movements.

It was said that the external assessment of children was still expected by parents because it had been so much part of their own education. Furthermore, parents recognised that society took the view that that assessment reflected on the parents themselves, very particularly so in the case of home educators. Research shows that home-based educators often go through a period of angst after between two and five years of home-based educating their children, feeling society will condemn them for their extraordinary step and blame them if anything is less than perfect. With schools, others can be blamed. The question as to whose responsibility education is always looms large in our society. Parents often tread cautiously because they believe that education is a one-shot phenomenon. But it is not. Learning *is* a life-long activity and most young people are going to have a number of careers. The one-shot is now many. If students were released from constant supervision by teachers many more courses could be offered to them. Sixth forms could be closed down. What we need are facilitators of learning not teachers. Home education with its ample opportunity for self-reflection can be a strong progenitor for self-acknowledged interest that can be easily pursued without a teacher. The natural value of learning that the mandala indicates (the self and intimate areas) ought to be flagged up to home educators so that they realise it is a strong part of objective assessment.

A warning was sounded about the top left-hand quadrant of the mandala. Self-assessment could be too individualistic. Exams are outer rites of passage into society. Group evaluation, encouragement and celebration (bottom left quadrant) are inner rites of passage. The balance lies between the two. The mandala *must* convey movement.

It was then said that the whole mandala was about *review*, not assessment, noting that both were about bringing objectivity into learning. To *re-view* is a process that looks for a need to change. That need may or may not be found. A review can be positive or negative but can always be learnt from.

Looking to the centre of the mandala it is clear that in school a learner is not in control, is not at the centre; external authority is. But this centre cannot hold, this is what the twentieth century teaches us.

Who or what should go at the centre? The individual learner? The school itself? The purpose of *any* activity?! With respect to this

question, the mandala could not help us. This was referred to as the 'magic edge of uncertainty.' The mandala it was said could be considered an isomorph, a natural form capable of replication. Who might replicate it and for what purpose was an open question. As one participant bluntly put it 'the assumption that all users would use it the way we would would be a mother of all failure.' The mandala, we concluded, had best dissolve with the conference.

School, we know, breeds dependency, home-based education, independence, what the mandala might point to is inter-dependency, surely this is what we must explore? If society at the centre is not holding then can the individual placed at the centre hold either? But the individual strengthened by a proper recognition of his or her interdependence on others might i.e. INDIVIDUAL ⇔ ALL, ALL ⇔ INDIVIDUAL.

Assessment should be an instant review; the rest should be trusting to the future. We don't have to have arrived; we simply need to be on our way. GCSEs are regarded as permanent markers but most people see that they are not. We too easily think we perceive perfection and all we call that perception a standard. But all our perceptions are imperfect. There are no standards. Nothing must become a standard. *All* must be unfinished. In this respect, the bottom right quadrant is like the emperor's new clothes – apparent to all for what it *isn't*.

The mandala focuses on the question of authorisation, on permissibility rather than on any list of criteria. This is because any list of criteria ought to be infinite, ought to represent creativity itself. What if those criteria aren't good enough, says society, but we in PEN celebrate them anyway. It is the lack of criteria that makes the mandala humanistic. The mandala points to the whole. Celebrate celebration!

Re-viewing, assessing, is not a linear process, it does not build up over time. Rather, you have to reapply the whole phenomenon each time you re-view. A whole new world must arise each time you look. The moment of re-view itself authorises both your looking and what you see. In that re-view must also be the enjoyment of re-viewing itself. *Here* lies the true vale of assessment, in the enjoyment of looking. Happy Reviewing!

Carl has taught in the state and independent sectors for 25 years. As a Steiner teacher he was chair of the teachers' group a number of times and frequently held the position of teachers' representative to the management body of the school. He lectured on the North of England Steiner Teachers' training course. Carl works with the Stables Project in York, an independent, post-14 education and community arts initiative and is part of the management team. His interest is non state, non-school based educational practice.

One Approach to 'Educating Otherwise'

- Beverley Walker.

So many people are unaware that schooling is not compulsory, only education. Beverley Walker is a home-based educator, educating 'Otherwise'. Those who operate at the margins of the current systems have much to share with the rest.

Our approach to educating otherwise than at school has always been a social and community based one. It is inevitably underpinned by the values we hold around learning and development – the need to nurture a child's innate curiosity about the nature of their world and desire to make sense of it, their ability

to learn and engage with others who are passionate about what they do. We recognise the place of teaching but only so far as it engages with the process of learning.

We have been involved in several groups over the years, set up by parents to support fellow home educators by providing shared activity. On the basis of this experience (and an Open University module) a small group of us began to meet to provide group learning and social opportunity for our children. Activities are parent or child-led with external people involved when we can afford them. Two particular guiding principles underpin the work of this group. Firstly, that children, in consultation with their parent(s) are free to participate in any activity or not. Secondly, that any child's preferences should not undermine the choice of any other to participate. We were keen to give children chance to make choices for themselves, supported by their parent(s), and thus develop their ability to manage and organise their own learning while at the same time, developing a sense of responsibility towards others.

Responsibility for the effectiveness of the group is now widely shared and it has become a supportive community of home educating families. Far from united in our reasons for educating otherwise than at school, we share a commitment to making this group work.

There has been an uneasy tension between those wanting the social and those wanting group learning opportunity. In an attempt to value both, the idea of project groups has emerged. These offer group learning experience – more than individuals working side by side, rather a collaboration of ideas and energy so that the group produces something together that would not have been possible individually. An example may illustrate this. During a puppet project each child made their own puppet but prior to this worked together on the development of each character, created a story and designed and made the theatre and sets for the performance. The experience of a creative and collaborative process was as important as the individual puppets in terms of learning outcomes.

Each of the project groups we have been involved with has a clear focus. Depending on the nature of the task a group could work together for a couple of sessions or a few months. It might be working to a definite end point or it might be flexible in its ability to respond to its task. The task is the groups' purpose and when the task is done the group ends.

The nature of the project also informs how it is run and who becomes involved. Some have been led by a parent. For example, we have an on-going film making project, initially led by a parent and in response to the interest of two eleven-year-olds. Other adults have worked with the pair to share their particular expertise. The children have now reached a point where they can work with little adult involvement. This will be needed again perhaps depending on how the children want to develop their experience and learning.

Another project was the initiative of a parent who thought it might be fun and educational to design and build a fifteen foot Tudor clock tower. This project offered learning across any curriculum that can be imagined, covering electronics, animatronics, history, architecture, stained glass window making, wood and metal work, physics, forces and puppet-making. It is a small group of mixed-age children ranging from six to sixteen. The aim of the project is to build the tower with a developing understanding of relevant theory. Where the project has required more than the parents'

expertise other adults have been brought in to help. For example, we attended a local Tudor history workshop to launch the project and help the children develop a shared understanding of the period. From there they have designed features for the clock tower that represent Tudor times. Later, a local artist helped the group create heads, hands and animals for the features.

Enthusiasm of children and parents has led to other related work, projects in their own right. For example, a simple play reading was so popular that it developed into a performance in a Tudor hall. The group made costumes, spent time with Tudor re-enactors to explore customs, behaviours, foods, writing, religion, music and dance. The play was performed with a view to being videoed thus offering opportunity for involvement in the editing and production of a film.

In terms of the children's learning and enjoyment of the process, there are certain characteristics that have made these and other project groups work well for those involved. That there is both a clear purpose and an end point has already been mentioned. Initial participation is voluntary. We are keen that only children who want to work on the project do so – with interest being more important than age. We sometimes need to engage with a particular child to manage dips in motivation and energy but we do not have to manage the behaviours of children who would rather be doing something different altogether.

Another characteristic of each group is that the leader / teacher / knowledgeable other (adult or child) is enthusiastic, even passionate about what they are doing. They too can enjoy the freedom to focus on the task, to share their enthusiasm, skills and knowledge and maybe even to learn alongside the rest of the group. We seek out those who are able to share their enthusiasm for their subject combining it with an ability to work with the different energies of learners.

Much of our work in setting up these groups is concerned with creating an environment conducive to learning. And, while they might not meet the needs of every home-educating family, they offer a way of working that we have come to in response to our growing children. They can be an engaging, collaborative and challenging group experience that can supplement other experiences.

In an attempt to increase the range of projects on offer and make them more accessible to a wider number of people, we are in the process of creating a website (using money awarded to us by the RSA). The intention is to provide a 'catalogue' of opportunity for home-educators. It will be a place for 'providers' to make offers and 'users' to make requests and share information so that children can come together with others to enhance their learning.

Beverley Walker is a home educating parent and partner in a small consultancy specialising in organisation, management and personal development. She co-ordinates a network for home educating families in Shropshire. She has written in various management journals and for the National Childbirth Trust when she represented parents on a Community Health Council. Beverley is an advocate of lifelong learning and informed choice and has recently become a fellow of the RSA.

Channel Four Documentary

Are you a parent thinking of setting up your own school? Disillusioned with your local school? Trekking too far for the school run? Want to create an alternative environment for your child's education? A major TV network is looking for parents who want to set up their own school. If this relates to you or anyone you know please call: Anoop on 020 7284 2020 or email anooppandhal@twentytwenty.tv

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, 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, usefulness of their contributions and work, levels of active citizenship etc as much 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 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.

New Visions

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 in the dominant learning systems the status quo is not an option. At *PEN* we believe we can assist clarity of thinking and the development of a *Personalised Educational Landscape* vision. We urge members to become familiar with the extent of current debate and to engage wherever possible. Follow links to Futures Thinking / Personalised Education / OECD Schooling for Tomorrow and alike on these websites: www.oecd.org; www.demos.co.uk; www.dfes.gov.uk; www.ncsl.org.uk

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, the general public, media, and politicians and decision makers. The one certainty is 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 to those currently engaged in personalised education, and vision to those who are not.

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: 9 / 10 September – Sedburgh
- General Meeting: 5th June 4th December – Walsall

Newsletters

- Next mailing Autumn 2005

Journals

- Issue 3 – Autumn 2005

Learning Exchange:

- Loughborough – April 2006

Annual Residential Conference:

15 / 16 October 2005 – Toddington, Glos

Join Personalised Education Now

Membership Includes:

- 2 *PEN* Journals a year
- 2 *PEN* Newsletters a year
- 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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